

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
Department of Physical Education  
Revised General Education Course

1. Catalog Description

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|-------------------------------|--|
| (a) Course Level:             | KSS 2900G  |
| (b) Title:                    | International Expression for Dance   |
| (c) Meeting Times and Credit: | 3-0-3  |
| (d) Term:                     | F, S, Su   |
| (e) Short Title:              | Int. Exp. Dance  |
| (f) Course Description:       | A study of major international dance forms with emphasis on awareness, appreciation and understanding of their contribution to the arts. |
| (g) Prerequisites:            | None   |
| (h) Writing Level:            | Writing active   |

2. Student Learning Objectives

1. General Education and University-wide Assessment

1. Learn to develop writing skills through reports, in-class assignments, and research papers as well as improve speaking skills with class and group discussions.
2. Learn to apply critical and reflective thinking skills in the evaluation of dance performances and traditional dance forms of different cultures.
3. Learn to understand and appreciate different cultures through their varied dance forms and to support dance as an art form.
4. Function as responsible citizens by understanding and appreciating different cultures through their self expression in varied dance forms and to support and appreciate performance dance as an art form.

2. Goals of the Course

1. Become acquainted with the principle events that have influenced the development of dance as a performance art.
2. Become acquainted with the principle personalities that have influenced the development of dance.
3. Learn the cultural/historical influences that have led to the evolution and development of dance as we know it today.
4. Learn to critically interpret dance as an art form.

3. Course Outline

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|-----------------------------|---------|
| 1. Aesthetics               | .5 Week |
| 1. Needs fulfilled by dance |         |

2. Function, materials, and subjects as recreational, social, spectacle, ethnic, religious and art.
2. Primitive (Ethnic) 2.5 Weeks
  1. Africa
  2. Australia
  3. Hawaii
  4. Native America
  5. Middle East
  6. Far East (India)
3. Folk Dance (International) 2 Weeks
  1. Ethnic traditions of each culture as reflected in the dance (Spain, Ireland, Russia, China and others)
  2. Varied origins of these dances, such as religion, etc.
4. Ballroom 2 Weeks
  1. Historical background of many dances, such as pre-classic, quadrilles, clogging, waltz, polka, can can, Latin, etc..
  2. Role of each style in the intellectual, social, emotional and physical sense of self.
- E. Ballet 3 Weeks
  3. Development of court and theater dance from Medieval and Renaissance through Baroque, Neo-classical and Romantic periods.
  4. Twentieth Century - Ballet Russe, United States
6. Modern Dance 2 Weeks
  1. Isadora Duncan and the Denishawn School - philosophical change from entertainment to thoughtful expression.
  2. Martha Graham, , Merce Cunningham, Paul Taylor
  3. Post-modern - Twyla Tharp
7. Modern Theatre Forms 2 Weeks
  1. Jazz - Americanization of European and African influences
  2. Tap dance - Roots in Celtic Irish and African dance.
  3. Musical theater-stage, movies and television.
8. History 1 Week
  1. Dance in relation to other art forms and as a reflection of changing culture.
4. Evaluation of Student Learning
  1. 50% 4 Examinations and 3 short writing assignments.  
Exams will test the students' knowledge of material covered in class and their understanding of historical/cultural influences. Exams are both short

answer to improve their writing skills and true/false, multiple choice to test their knowledge. Writing assignments are based on historical/cultural influences.

2. 25% Short research paper (8-12 pages)  
Students will research various topics such as the influence of a certain person, the development of a certain dance form, etc.
  3. 25% Video papers  
Students will critique one video in each of the following categories: Folk/Ethnic, Ballet and Modern. A critique paper will be submitted in each of the three areas.
5. Rationale
1. General Education Segment: This course will be placed in the Fine Arts segment of the general education program. From this course, students will be exposed to dance forms and understand the contributions of dance to the arts in past and present cultures. This course will also help students develop an appreciation for dance and understand its contributions to the arts in past and present cultures.
  2. Course Level: The subject matter and the level of knowledge provided in this course is most appropriate for Freshmen and Sophomore students. There are no prerequisites for this course.
  3. Similarities to existing courses: NONE.
  4. Programs: This course will not count toward any Physical education major requirements.
6. Implementation
1. Faculty member to whom the course may be initially assigned: Ms. Jeanna McFarland.
  2. Textbook: None (Hand outs with cited sources and numerous videos)
  3. Additional costs: None
  4. Term to be first offered: Spring 2001
7. Community College Transfer: A community college course may be judged equivalent to this course.
8. Date Approved by Department: April 14, 2000
9. Date Approved by College:
10. Date Approved by CAA: October 19, 2000