Dance History 1

DANC 301.1 – 26243– 3 Credits
Tuesday & Thursday – 12:30-1:45am
West Quad Room 211

Instructor: Jennifer Meckley (She/They)
Email: jameckley@bsu.edu
Office Hours: Mon/Weds12-2pm, Thurs 3:30-4;30pm or by appointment
Office: BG 207

Teaching Assistant: Kendall Porter (She/They)
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Course Description

In this course we will explore the histories of Social Dance, Jazz and Hip-hop dance with a particular emphasis on how they evolved in the United States through African diasporic influences. We will also focus on becoming historians, learning how to don the hat of inquiry and ask and answer questions about bodily practice and its historical and cultural context through lecture, group conversations, and individual research. We will continue to practice our abilities as writers and dip our feet into theoretical thinking through the historical lens.

Student Learning Outcomes

By the end of the semester students will:

1. Understand and apply basic historical and cultural origins of Social Dance, Jazz, and Hip-hop in writing, oral discussion, and bodily practice.
2. Read and contextualize a variety of texts about dance including scholarly sources, textbooks, periodicals, and internet content.
3. Engage with dance and the dancing body critically (as a scholar) seeking to “read dances” in relationship to history and culture of the time and place.
4. Ask and Answer questions about the moving body and its historical position.
5. Develop writing skills as a dance historian and scholar through reading summaries, individual projects, and a final group project.

Course Reading Materials

Required:
Gottschild, Brenda Dixon. *The Black Dancing Body: A Geography from Coon to Cool.* New York, NY. Palgrave Macmillan. 2003.

Guarino, Lindsay and Wendy Oliver, Ed. *Jazz Dance: A History of the Roots and Branches*. The University Press of Florida. 2014.

All other reading material will be provided via Library Reading List - https://www.bsu.edu/academics/libraries/research
(under "Additional Research Tools" click "Find Reading Lists (course reserves))

Optional:

Malnig, Julie. *Ballroom, Boogie, Shimmy Sham, Shake: A Social and Popular Dance Reader*. Urbana: University of Illinois Press, 2009.

Other Materials

Always bring course readings as well as computer or tablet, pen or pencil, and paper.

All written materials, including syllabi and assignments, will be available on the Canvas site for this course. Students are responsible for checking the site on a regular basis (at least twice between each class meeting) to obtain all pertinent course information, as photocopies WILL NOT be distributed in class.

How to spend your time

- *Credit Hour Requirement*: Each hour of credit requires fifty minutes of in-class work per week as well as a minimum of two additional hours of out-of-class work.
- This course is worth three credit hours. **We have two and a half hours of in-class work per week + 6 hours of outside work per week.**
    - 6 hours per week– 4 hours reading/writing RRJs, 2 hours on projects

Assignments

CLASS PARTICIPATION/ATTENDANCE (45%):
Students are required to attend **every** class and will receive 15pts per class (30 classes) for attendance, **active** participation, and daily notes. In class participation includes active reading, question asking, discussion participation, and listening and is worth 10pts per class. If you are not in class, you will not receive the points. Students are allotted 2 free absences that will not affect your final grade. This includes excused as

well as unexcused absences unless it is an emergency or long-term illness discussed with instructor.

Daily Notes must be submitted for every class unless otherwise specified. This includes information presented in class by the instructor or discussed through peer discussions and inquiry questions if there is a reading for the day. Submit daily notes on Canvas to the appropriate assignment submission.

There is a total of 450pts (29 classes + final worth double).

READING RESPONSE JOURNALS AKA RRJs (18%):
Using a set format, you will write reading summaries that carefully explore, analyze, and interpret aspects of class readings. There will be three reading response journals that include 2 summaries analyzing 2 readings of the student's choice, a response to the reading content, and 2 discussion questions. The 3 RRJs are each worth 60pts. Please see Canvas for further instructions & guidelines.

MID-TERM RESEARCH PROJECT (10%):
Throughout the semester you will investigate one topic that you would like to explore and research further. These topics should relate to the conversations and/or readings from the course and address HIP learning outcome #2. **You will choose one** of the following three modes to explore and present to the class. **A written portion is required for all modes following standard MLA format**. This project is worth 100pts. Please see Canvas for further instructions & guidelines.

- WRITTEN: Create three inquiry questions related to the unit topic that could provide a strong basis for historical inquiry. Write 250 words about **each** question and why it merits serious thought. Choose **one** of the questions and create an **annotated bibliography of three scholarly sources** that could provide a basis for further research. Share topic with the class.

- ORAL: Interview a **professional** dance scholar or practitioner about topics related to the unit (this should not be a current student.) Discuss their point of view on these issues and how they see dance history as relevant to their daily practice. Create a 5 min audio or video podcast from this interview and submit it to the Canvas dropbox along with a written interview transcript.

- PERFORMED/CHOREOGRAPHY: Create a 2 min piece of choreography inspired by ideas from the unit and record it to present to the class (you may use another student as the performer). Consider how choreography can help you learn

something further about the ideas explored in the readings. Write 250 words discussing how your choreography relates to the unit ideas and submit it to Canvas along with your link or video file. The choreography must be your original choreography and should not be pre-recorded from another class.

FINAL PROJECT (27%): During the final weeks of the semester, you will work with group members to create a written proposal for a topic we should study to better understand the history of dance. This project will test your abilities as historians and scholars. The final proposal and presentation are worth a total of 220pts.

1. PART 1: Written Proposal – Your proposal will include research questions, research materials, performative projects, and people we could connect to in order to enrich this topic.
2. PART 2: Presentation - You will be required to present/discuss information to the class during finals week (You may use a presentation platform such as PowerPoint). Your peers will give feedback if they feel it is a good topic.

In addition to the final submission, you and your group will submit 3 assignments that will prepare you for your submission along the way.

3. 3 potential topics (30pts) – you will submit 3 potential topic ideas with a short description for each topic addressing why they are important to discuss as it relates to the history of dance.
4. Final topic selection (10pts) – you will submit your final topic selection addressing why you selected it as your final topic and additional information about the topic such as people, questions, locations, etc. that you plan to research/include in your presentation as supportive materials.
5. Roles and expectations (10pts) – working in a group requires clear expectations for each group member. Provide a list of each person in the group and their responsibilities within the group project. EX: Jenn is responsible for researching important people. Fritz is responsible for researching the cultural significant and origins of the style etc.) Each member should have a role and can have multiple roles, if necessary.

Each member of the group must submit a copy of each assignment to their Canvas assignment to ensure everyone is on the same page. This is worth a total of 250pts. Please see Canvas for further instructions & guidelines.

Grading Scale
100 – 94% = A
93.9 -90% = A-
89.9 – 87% = B+
86.9 – 83% = B
82.9 -80% = B-
79.9 – 77% = C+
76.9 -73% = C
72.9 – 70% = C-
69.9 – 67% = D+
66.9 -63% = D
62.9 – 60% = D-
59.9 – 0% = F

Late Submissions
Assignments will be accepted late up until 30 days past the due date unless the 30 days extends beyond the last day of classes. The last day assignments will be excepted late is the last day of classes in the given semester, with the exception of the Final Project. The Mid-term and Final Projects will not be accepted late, unless discussed prior to the due date and agreed upon with the instructor. There will be .5pts deducted for each day the assignment is beyond the original due date.

Assignments
Written assignments must be typed 12pt font in times new roman and double-spaced MLA format. Name, date, and class info should be written on the top left corner. Students must submit ALL written assignments via BSU Canvas on the due dates specified in the topical outline in .doc or docx format. **If you have trouble submitting your assignment on Canvas, e-mail it to me!!**

Please note: This syllabus is subject to change with written or oral notice.

University Policies and Statements

University Statement
We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression
In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

College/Department Specified Policies

Class Attendance and withdrawal
No student can miss more than two classes. Absences are ONLY allowed for the following: *religious holiday; pregnancy, jury duty, death in the family (amount of days per University handbook); and an EXTENDED and DOCUMENTED absence related to illness or health issues (mono, broken leg, pneumonia, etc.).* Colds, flu bugs, and other common illness issues are not excused. Rather, they are part of your allotted absences for each course. In addition, no grade of "W" will be given to a student after midterm, unless they earn a grade of "C" at the time of withdrawal. No grade of "I" will be given to a student who is flunking.

Academic Honesty Policy
Academic dishonesty – both intentional and unintentional – is an offense that the university takes very seriously, as do I. The penalties for academic dishonesty in this course will begin at a minimum of a deduction of 100 points (with no points awarded for the assignment in question) and can be as severe as suspension or expulsion from the university. It is YOUR RESPONSIBILITY to know what constitutes academic dishonesty. The university, the department, and I have provided numerous resources to help you with this. If you want to check something with me personally, don't hesitate. Just don't say, after the fact, "I didn't know that counted as plagiarism." That's unacceptable.

Legitimate Scholarly Sources: All sources used for all assignments in this class must be legitimate, vetted, published scholarly resources that you find using Bracken library resources. You MAY use

- Books found in the library
- Electronic journal or reference articles found using library databases, e-journals, subject guides, or OneSearch

AND THAT IS ALL. There are potential exceptions to this list, and I encourage you to ask me about those exceptions (newspaper websites, etc.). Generally, though this rule applies: If you got to it in the library building or through library website, you can use it. An incomplete list of things you MAY NOT USE OR CITE:

- Anything found on the internet at large.
- My lectures.
- Any .edu website or a professor's personal website

- Any course textbooks except when quoting a play (see me if you want to request an exception to this)
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Any exceptions to this policy will be noted in individual assignment prompts. If you're not sure about a source, ask me.

ARTIFICIAL INTELLIGENCE: The use of artificial intelligence for any official written assignment is prohibited. This includes any text- generating software (such as ChatGPT, Marmot or Botowski). *Using AI will be treated as plagiarism. You may use AI to help generate ideas, but direct text from any AI source should not be used in official submission of written assignments. If AI use is detected, the student will receive 0 credit for that assignment and will not be provided with an opportunity to re-do the assignment.*

Disability statement
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Title IX
Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit ***www.bsu.edu/titleix*** or contact the Title IX Coordinator at 765-285-1545 or at ***titleix@bsu.edu***.
As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit ***MyBallState*** and select "Navigate" or just go directly to ***https://bsu.navigate.eab.com***.Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is

available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.For more information about all of our programming, visit ***bsu.edu/learningcenter*** or call 765-285-1006. Follow us on Instagram: BallStateLC.

Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to ***http://www.bsu.edu/writingcenter***. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

Counseling Center
The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found ***here***.

Sexually Explicit / Violent Material in Performance Courses
Content, movement, and costumes for student choreography assignments must be appropriate. Any work that is sexually explicit, violent, disrespectful, or makes fellow students uncomfortable will not be taken lightly. This behavior will result in a failing grade and possibly more drastic measure will be taken.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are

confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's FERPA and Privacy and Protection.