COURSE CALENDAR DESCRIPTION

Offers African dance forms at the intermediate level. It includes the study of the dances in their cultural contexts such as Ghanaian, Togolese, Beninois, Nigerian and Guinean. The effects of contemporary changes on these art forms are examined. Studio/Discussion. Prerequisites: FA/DANC 1500 6.00 or FA/DANC 2510A 3.00 or FA/DANC 2511A 3.00 or permission of the department. Open to majors and non-majors.

INSTRUCTOR(S)

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<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Amegago, Modesto</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:mamegago@yorku.ca">mamegago@yorku.ca</a></td>
<td>York Ext. 22130</td>
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SPECIAL FEATURES

FA/DANC 2510A/3510A 3.00 Fall 2020

Introduction/Intermediate Traditional and Current Dances of Sub-Saharan Africa

Course Calendar Description

Offers African dance forms at the introductory and intermediate levels. It includes the study of dances in their cultural contexts such as Ghanaian, Togolese, Beninois, Nigeria and Guinean. The effects of contemporary changes on these art forms are examined. Studio/Discussion.

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SPECIAL FEATURES

Introduction/Intermediate Traditional and Current Dances of Sub-Saharan Africa

Course Director: Dr. Modesto Amegago
Expanded Course Description

This course provides opportunities for students to study or further their study of African dance and music and their cultural contexts. The course explores a variety of African dance techniques as well as specific music and dance forms drawn from West African (such as Ghanaian, Togolese, Beninois, Nigerian and Guinean) cultural and educational contexts. Students are exposed to the sounds of African instruments such as bells, clappers, rattles, drums and voice/songs, and are engaged in dancing via zoom video meetings throughout the semester.

This course has no in-class activities or interactions. It depends on remote teaching and learning through zoom and moodle platforms, which provide opportunities for students to interact with the course material, course director and with one another. The course is mostly taught synchronously on the specified days and times (as provided in the course outline). In addition, some course readings, assignments and videos are learnt or completed asynchronously.

Students are required to have high-speed internet connection. They are also required to have a computer with webcam and a microphone, and/or a smart device with these features. Below is the link that contains information on a way to test internet connection and speed:

A way to determine Internet connection and speed: there are online tests, such as Speedtest, https://www.speedtest.net/ that can be run.

Useful links describing computing information, resources and help for students:

- Computing for Students Website: https://student.computing.yorku.ca/
- Student Guide to eLearning at York University: http://elearning-guide.apps01.yorku.ca/
- Learning Skills Services: https://lss.info.yorku.ca/online-learning/

Topics and Concepts

Dance and Related arts
Cultural Contexts of Dance
Ethnicity
Dance and Society
Dance and the Youths
Dance and Communication
Dance and Gender
Dance-Drama
Music and Dance
Dance and Visual Arts
Space
Effort
Dynamics
Levels
Intercultural influences on dance
Aesthetics
Performance Processes

Prerequisites for FA/DANC 2510A: FA/DANC 1400-3.00 or Permission of the Department
Prerequisite for 3510A: FA/DANC 1400-3.00, FA/DANC 2510A/2511A-3.00 or permission of the Department.

Required Texts: None
Recommended texts:

Syllabus
Week 1: September 9

Topic/Theme:
1. Course Overview: Self-Introduction; Review of the Course Outline/Description, Syllabus, Learning outcomes, Requirements and Important information
2. Introduction to the week’s activities: Dance as an Expression of Socio-historical, religious and cultural values: A Case of Agbadza-Misego-Sohu

Activity:
Introduction to the cultural context, instrumental patterns and songs of Agbadz-Misego-Sohu; singing, listening, observing, discussing, memorizing and taking notes of class activities; introduction to African dance techniques through warming up, learning Agbadza-Misego-Sohu dances in large and small groups, cooling down, feedback.
Week 2: September 14 and 16

**Topic/Theme:** Continuation of Dance as an Expression of Socio, historical, religious and cultural values: Agbadza-Misego-Sohu

**Activity:**
Reviewing Agbadza-Misego-Sohu instrumental patterns and songs; listening, observing, discussing, memorizing and taking notes of class activities; continuation of African movement techniques through warming up; reviewing the movements of Agbadza-Misego-Sohu, learning more Agbadza-Misego-Sohu dance movements in large and small groups, cooling down, and feedback.

Week 3: September 21 and 23

**Topic/Theme:** 1. Review of Agbadza-Misego-Sohu; 2. Dance as the youths: A Case of Kpanlogo

**Activity:**
Review of Agbadza-Misego-Sohu instrumental patterns and songs; introduction to the cultural contexts and instrumental patterns and songs of Kpanlogo; listening, observing, discussing, memorizing and taking notes of class activities, continuation of African dance techniques through warming up, reviewing Agbadza-Misego-Sohu dance movements; learning Kpanlogo dance in large and small groups, cooling down and feedback.

Week 4: September 28 and 30

**Topic/Theme:** Continuation of Dance and the youths: Kpanlogo

**Activity:**
Review of Agbadza-Misego-Sohu instrumental patterns and songs; listening, observing, discussing, memorizing and taking notes of class activities; continuation of African dance techniques through warming up, reviewing Agbadza-Misego-Sohu movements, continuing Kpanlogo dance; cooling down and feedback.

Week 5: October 5 and 7

**Topic/Theme:** 1. Review of Agbadza-Misego-Sohu, and Kpanlogo; 2. Introduction to dance as and Introduction to Dance as a Medium of Thanksgiving: A Case of Bambaya/Odunede

**Activity:**
Writing Reviewing the cultural contexts, instrumental patterns, songs and movements of Agbadza-Misego-Sohu and Kpanlogo; introduction to the cultural context and instrumental patterns and songs of Bambaya/Odunede, listening, observing discussing, memorizing and taking notes of class activities, continuation of African dance techniques through warming up, Dancing and refining Agbadza-Misego-Sohu and Kpanlogo, learning Bambaya/Odunede dance in large and small groups; cooling down and feedback.

Week 6: October 12 and 14: Reading Week: No Classes

Week 7: October 19 and 21


**Activity:**
Writing Quiz 1; running through Agbadza-Misego-Sohu and Kpanlogo, dancing in small groups, feedback.

Week 8: October 26 and 28

**Topic/Theme:** 1. Continuation of Bambaya/Odunede; 2. Introduction to Dance as Communication of Sociocultural Values: A Case of Adowa

**Activity:**
Reviewing the cultural contexts, instrumental patterns and songs of Bambaya/Odunde introduction to the cultural contexts, instrumental patterns and songs of Adowa, listening, observing, discussing, memorizing and taking notes of class activities, continuation of African dance techniques through warming up, reviewing and learning more Bambaya/Odunde movements, learning Adowa dance in large and small groups, cooling down, feedback.

**Week 9: Nov. 2 and 4**

**Topic/Theme:** Continuation of Adowa

**Activity:**

Reviewing instrumental sounds and songs of Adowa; listening, observing, discussing, memorizing and taking notes of class activities, reviewing and learning more Adowa movements in large and small groups, cooling down, feedback.

**Week 10: November 9 and 11**

**Topic/Theme:** 1. Review of Adowa; 2. Introduction to Dance as an Expression of Women’s Aesthetic and Cultural Values: A Case of Kadodo

**Activity:**

Reviewing the cultural contexts, instrumental patterns and songs of Adowa; Introduction to the cultural contexts, instrumental patterns and songs of Kadodo; listening, observing, discussing, memorizing and taking notes of class activities, continuation of African dance techniques through warming, reviewing Adowa dance; learning Kadodo dance in large and small groups, cooling down, feedback.

**Week 11: November 16 and 18**

**Topic/Theme:**


**Activity:**

Reviewing the cultural context, instrumental patterns and songs of Bamaya/Odunde, Adowa and Kadodo; listening, observing, discussing, memorizing and taking notes of class activities, continuation of African dance techniques through warming, reviewing Bambaya/Odunde, and Adowa; learning more Kadodo dance movements in large and small groups, cooling down, feedback.

**Week 12: November 23 and 25**

**Topic/Theme:** Quiz 2; 2. Preparation for Final Performance:

**Activity:**

Writing Quiz 2; Warming up; running through Bambaya/Odunde, Adowa and Kadodo for End of Semester Performance and Evaluation; rehearsing, redesigning and refining all the dances for open class presentation via zoom, feedback.

**Week 13: November 30 and Dec. 2**

**Topic/Theme:** 1. Final Papers Due; 2. Final Performance

**Activity:**

Performing Bambaya/Odunde, Adowa and Kadodo in small groups (of four to six) for final Performance; performing all the dances in Open class Performance via zoom (for virtual audience?), feedback.

**Week 14: December 7**

**Topic/Theme:** Continuation of Final Performance If Necessary; Debriefing; Course Wrap-up.

**Activity:**
Running through all the dances, instrumental patterns and songs, performing in small and large groups, feedback, course wrap-up.

Please Note: The instructor reserves the right to make changes to this course outline after consultation with the whole class

Course Learning Objectives/Outcomes:

Brief Statement of the Purpose:
The purpose of this course is to lead students to understand the historical and cultural contexts of African dance/music, develop their movement vocabulary, broaden their cross cultural awareness, acquire skills in dancing African dance(s), playing African instruments and singing African songs, develop skills in creating dances and writing papers on African and world dance/musical forms, and apply these knowledge and skills to their class assignments, research, future education and careers.

Brief List of Specific Learning Objectives/Outcomes of the Course:

By the end of the semester, students will:
- Understand the historical and cultural contexts, and functions of African dance/music.
- Develop their movement vocabulary.
- Broaden their cross cultural awareness.
- Develop skills in performing, creating and theorizing African and world dance/music.
- Acquire analytical, evaluative and appreciative skills relating to African and world dance/music.
- Exhibit their practical and theoretical skills through midterm and end of semester performances, quizzes and papers.
- Demonstrate their ability to apply these knowledge and skills to their future education, performance, creativity, research, documentation and careers.

Graded Assessments

Assignment 1: Quizzes: 20 % (Due Dates: Quiz 1: Oct. 19 or 21; Quiz 2: November 16 or 18)
Assignment 2: Midterm performance: 15% (October 19 and 21).
Assignment 3: Final performance: 20% (November 30 and December 2 and 7?).
Reflective/Research Paper or Final Choreography: 15% (Nov. 30).
Participation: (in all activities): 30%.
Total Marks: 100%

Assignments and Evaluation Criteria:

Assignment 1: Quizzes: (Due Dates: Quiz 1: Oct. 19 or 21; Quiz 2: November 16 or 18).
Students are required to complete two quizzes set on specific dance/musical forms on the specified dates on moodle (individually) during the semester
Quizzes will be evaluated on correctness, validity and clarity of answers and appropriate use of grammar.
Please note that the quizzes may be postponed to another date or week depending on the pace of the class or level of accomplishment.

Assignment 2: Midterm Performance: (Due Dates: October 19 and 21)
Students are required to perform some of the dances they learn in class in small groups (of four or six) during the midterm (remotely) through zoom video meeting.

Assignment 3: Final Performance: Due Dates: November 30 and December 2 and 7?)
Students are required to perform some of the dance/musical forms they learn in class in small groups (of four or six) at the end of the semester (remotely) through zoom video meeting.
Evaluation of the dance and musical skills during the weeks, midterm and final Performances:

Dancing throughout the semester and during the midterm and final performances will be evaluated on the level of engagement, mastery of movements (movement qualities, performance skills, attitude and progress), based on the assumption of the appropriate posture, proper execution of the movements, timing and proper coordination of the movements with the music, and proper expression of emotion/feeling in the face and body.

If applicable, singing throughout the semester and during the midterm and final performances will be evaluated on the proper pronunciation and understanding of the lyrics in relation to context, proper rendition of songs, personal involvement in singing and proper coordination of the songs with instrumental sounds.

(If applicable, instrumental music throughout the semester and during the midterm and final performances will be evaluated on the mastery and proper application of the playing techniques, proper handling of instruments, proper articulation of musical sounds, coordination of the sounds with other instrumental sounds, songs and movements, and knowledge of linguistic and cultural contexts of the sounds.

Assignment 4: Reflective/Research Paper or Choreography: Due Dates

Students enrolled in 2510A are required to write a 4-5 page reflective paper on their learning experiences throughout the semester. This paper should contain a summary of the class activities of each date/week of the semester, the student’s impression or comments and/or suggestions. This paper should be submitted to the instructor on the course moodle platform or site on the specified date.

Students enrolled in 3510A are required to (Option A) choreograph a dance piece, utilizing some of the movements learnt in class and other movements that relate to African dance, to address any of the topics or themes covered in class, or specific theme(s) of their choice, or (Option B) write a 6-7 page (double-spaced) paper that addresses any of the following topics: the origin and development of African dance and music; a comparison of the origin, cultural contexts and functions of two African dance/musical forms/styles; a discussion of the knowledge acquired from this course and how the student will utilize it in the future. This paper should be submitted on moodle on the due date.

Students who would like to choreograph dance pieces may choose to work as individuals, or in small groups (of not more than six people). Individual students’ pieces should be about five minutes long, while group pieces should be relatively longer, depending on the number of people in the group: For example a group of two students should compose between eight to ten minutes dance piece while a group of five students should compose a piece ranging from twenty to twenty-five minutes long.

Evaluation:

The Choreographed Piece will be evaluated on the use of the dance, musical and other artistic elements and themes, to create a coherent, harmonious, or aesthetically pleasing and meaningful piece which highlights a clear beginning, progression; climatic and ending moments.

Reflective/Research Paper will be evaluated on clarity, validity, coherence, grammatical structure and the quantity of information they contain.

Class participation: Students will be evaluated on their level of engagement or involvement in the weekly class activities, such as dancing and singing in large and small groups (and where applicable, playing of the musical instruments).

"20% Rule"

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.
Note:
Last day to add a fall course without permission of course instructor: September 22
Last day to add a fall course with permission of course instructor: October 6
Last day to drop a fall course without receiving a grade: November 6
Last date to drop a winter course without receiving a grade: March 12 2021
Last day to drop a full year course without receiving a grade Feb. 5 2021
Course withdrawal Period (Withdraw from a course and receive a grade of W on transcript) November 7-December 8

Additional Information:
Grading, Assignment Submission, Lateness, Penalty and Missed Tests
The grading scheme for the course conforms to the 9 point grading system used in undergraduate programs at York (e.g. A+ = 9, A= 8, B+ = 7, B = 6, C+ = 5, C= 4, D+ = 3, D = 2 and E = 1). Assignments and tests will bear either a letter grade or corresponding number grade (e.g. A+ = 90-100, A = 80-89, B+ = 75-79, B 70=74, C+ = 65-69, C= 60-64 D+ = 55 = 59, D = 50-54, etc.). (For full description of York grading system, see the York University undergraduate calendar-
http://calendars.registrar.yorku.ca/pdfs/ug2004calug04_5_acadinfo.pdf

Assignment Submission:
Proper academic performance depends upon students doing their works not only well, but on time. Accordingly, assignments for this course must be completed and submitted on the due dates specified.

Lateness Penalty:
Assignment received later than the due date will be penalized one grade point per day that the assignment is late.

Extended Injury or Illness:
In the case of extended injury or illness, a doctor’s certification must be presented to the instructor. The impact of any lengthy absence from class due to extended injury or illness will be dealt with on an individual basis.

Attire:
Students are allowed to wear comfortable clothes; ranging from African clothes, loose pants, leotards and T-shirts but they are expected to dance bare feet. Jewelry should not be worn in class for they may harm students when dancing. Long hair must be tied securely off face to enable the dancer to concentrate and move freely.

Department of Dance Video Guidelines (excerpts)
The department of dance has developed these guidelines in order to raise awareness of the expected behavior regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratic effect of the internet, the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned. Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives. Students MAY NOT video faculty, TAs or guests without the express consent of the individual. Students are responsible for familiarizing themselves with the full document guidelines for Recording/Videotaping Curricular Work located here:
http://dance.finearts.yorku.ca/for~students/undergraduate~handbook/recording~videotaping~curricular~work
NB: Please note also that students are not allowed to take photographs or audio record any of the class activities without permission from the class instructor. They are also not allowed to make phone calls or send text messages in classes or during class periods.

Important Information for Students:
All students are expected to familiarize themselves with the following information on the Senate Committee on the Curriculum and Academic Standard Webpage (See Reports, Initiatives, Documents).
http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

Research using human participants:
If you decide to do a human subject research, you will need to conform to the approval protocol as outlined in Student Handbook page 38.

Guidelines for Ethics Research:
http://www.yorku.ca/legislation/senate/ethicsreviesw/htm

Policy on Academic Dishonesty:
http://www.yorku.ca/legislation/senate/acadhome.htm

Academic Integrity in courses@york University:
http://www.yorku.ca/academicintegrity/

Access/Disability:
York provides services for students with disabilities (including physical, medical learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/material. It is the student’s responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each Professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodation. Additional information is available at www.yorku.ca/disabilityservices, or from disability service providers:


Learning and Psychiatric Disabilities Programs-Counseling and Development Centre: 130 BSB, 416-736 5297, www.yorku.ca/cdc


Religious Observance Accommodation:
York University is committed to respecting the religious beliefs and practices of members of the community and making accommodation for observances of special significance to adherents. Should any of the specified dates for an in-class test or examination conflict with the date for your religious observance, contact the Course Director within the first three weeks of class. Similarly, should assignment to be completed in a studio or workshop, field, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that in order to arrange an alternative date or time for an examination scheduled in the formal examination periods (December 2020), students must complete an examination accommodation form, which can be obtained from Student Client Services, Student Services Centre or online.


Students’ Conduct:
Students and instructors are expected to maintain professional relationship characterized by courtesy and mutual respect and to refrain from any disruptive actions or behavior. The instructor is responsible for providing appropriate academic atmosphere in the classroom and students are expected to cooperate with the
instructor in such an endeavor.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University