EXPANDED COURSE DESCRIPTION

DANCE
School of the Arts, Media, Performance and Design
Department of Dance

FA / DANC 1900 3.0 SECTION M
DANCE, FILM, AND CULTURE
SUMMER 2020

COURSE CALENDAR DESCRIPTION

Introduces students to dance, film, and cultural analysis through the critical viewing of many dance films, informed by contemporary scholarship related to dance and cultural criticism. Refines such analytical skills, which will be demonstrated when students communicate with each other online, process ideas through writing, and develop final projects that combine criticism with creativity. Students watch films, access on-line lectures, post comments, and participate in monitored forums via the course website. Not open to dance majors. Open to non-majors.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Cauthery, Bridget</td>
<td>Sec. M / LECT / S2</td>
<td><a href="mailto:cauthery@yorku.ca">cauthery@yorku.ca</a></td>
<td>416-736-2100 Ext. 22493</td>
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SPECIAL FEATURES

Course: FA/DANC 1900. 3.0 – Dance, Film & Culture
Course Webpage: http://moodle.yorku.ca/
Term: Summer Term 2 - 2019/20
Prerequisite / Co-requisite: None
Course Instructor: Dr. Bridget Cauthery
Office Hours By Appointment: cauthery@yorku.ca

Time and Location: FULLY ONLINE

Teaching Assistants: TBA

Expanded Course Description:
DANC 1900 Dance, Film & Culture introduces students to dance, film, and cultural analysis through the critical viewing of a variety of dance films, informed by contemporary scholarship related to dance and cultural criticism. Refines analytical skills which will be demonstrated when students communicate with each other in tutorial and online, process ideas through writing, and develop final essays that follow a compare and contrast format that is modelled in class. In this course, students watch one film per week, watch one filmed
lecture online, read one or more assigned readings available via the Moodle site, and participate in lively in-class discussions supplemented by online short writing assignments. Not open to dance majors.

The course involves weekly 90-minute tutorial sessions with 35 students in each. Students will watch assigned films, watch online lectures and complete the assigned readings on their own time. All films are accessible via Criterion-on-Demand. Tutorials will be the main locus for discussion of required films and readings. Assignments for the course will be discussed in tutorial. Students will submit both their essay proposals and their final essays online. The films and required readings are central to the course. In-class discussions facilitated by the TAs will serve to enrich, clarify, and illustrate crucial issues from the assigned films and readings.

TOPICS AND CONCEPTS

Course Films / Readings*

All readings for this course are accessible via Moodle as links to e-resources hosted by York Libraries. A Passport York account is required.

The required films for the course are available via Criteria-On-Demand, to download or stream, accessible via York Libraries website. A Passport York account is required.

Course Films / Readings (*subject to change when necessary)

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<tr>
<th>Week</th>
<th>FILM: Save the Last Dance</th>
<th>Assignments for this week:</th>
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<tr>
<td>Week 1</td>
<td>Introduction to the course and Crossing Lines: Hip hop narratives of race and class PART 1</td>
<td>READING: Arzumanova, Inna. “’It’s sort of Members’ Only’: Transgression and Body Politics in Save the Last Dance.” Melissa Blanco Borelli (ed) The Oxford Handbook of Dance and the Popular Screen, New York: Oxford University Press, pp 166-181, 2014. 3-2-1 Online Forum on Save the Last Dance + Arzumanova article Reflection assignment</td>
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<tr>
<th>Week 2</th>
<th>FILM: Street Dance 3D</th>
<th>Assignments for this week:</th>
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<tr>
<td>Week 2</td>
<td>Crossing Lines: Hip hop narratives of race and class PART 2</td>
<td>READING: Fogarty, Mary. “From Beat Street to Step Up 3D: The Sound of Street Dance Films,” in Evans, Mark &amp; Fogarty, Mary (eds) Movies, Moves &amp; Music: The Sonic World of Dance Films, Sheffield, UK: Equinox, 2016 pp 43-60. 3-2-1 Online Forum on Street Dance 3D + Fogarty article Compare &amp; Contrast Assignment #1</td>
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<tr>
<th>Week 3</th>
<th>FILM: Strictly Ballroom</th>
<th>Assignments for this week:</th>
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Week 4

FILM: *Mad, Hot Ballroom* Assignments for this week:

Latin Ballroom: Competition and Conformity

PART 2


Week 5

FILM: *Mao’s Last Dancer* Assignments for this week:

Performing Resistance PART 1


Week 6

FILM: *Cabaret* Assignments for this week:

Performing Resistance PART 2


LIST OF LEARNING OUTCOMES AND EXAMPLES OF Course Learning Objectives

The specific objectives of the course are to:

• Empower students to develop, express and question their own ideas about popular film and culture;
• Improve visual, media and dance analysis skills;
• Encourage students to recognize the value, power and importance of dance in social and cultural contexts;
• Offer students transferable skills in critical reading, clear writing and creativity; and
• Prepare students to work independently as well as collaboratively with peers in the online community.

The Course Learning Objectives will be realized through exploration and discussion of the following relevant theoretical concepts:

• Race
• Sexuality
• Gender
• Class
• Authenticity
• Aesthetics
• Representation
• Power / agency
• Exoticism
• Social mobility
• Appropriation
• Commercialization
• Identity
GRADED ASSESSMENT

Evaluation
Short Writing - Compare & Contrast (3 x 15%) 45%
3-2-1 Online Forums (6x 5% per week) 30%
Reflection assignment (3 x 8.3%) 25%

Total: 100%
Last date to drop courses without receiving a grade: July 29th, 2020

Assignments:

Short Writing - Compare & Contrast:
At the conclusion of each unit, students will complete a short essay-style assignment (750-100 words) where they will be asked to identify, one of the key terms from the unit listed below and apply that term to both films in a compare and contrast style.

Each short writing response must be written in complete sentences, using university-standard language, grammar and punctuation, in the student’s own words and aim to synthesize and reflect on the material presented including referencing the weekly readings (not just the plot or narrative of the film).

Each short writing assignments should consist of a topic sentence stating the basis for comparison and one paragraph about each film. Students are strongly encouraged to engage with the dancing and/or choreography in the films in these short writing assignments as this will be required component in the Final Essay.

Short writing assignments are due by midnight after the second tutorial of each unit. Below is a list of Compare & Contrast assignments and the terms you can choose to focus on:

Compare & Contrast 1 (Save the Last Dance & Street Dance 3D) transgression, class, hybridity, race
Compare & Contrast 2 (Strictly Ballroom & Mad, Hot Ballroom) sexuality, race, appropriation, heteronormativity
Compare & Contrast 3 (Mao’s Last Dancer & Cabaret) resistance, agency, race

There is no make-up for this assignment and late submissions will not be accepted.

3-2-1 Online Forums:
This forum will open at the start of your regular tutorial time and stay open for a period of 72 hours.
Follows these steps to take part in each week's 3-2-1 forum:
1. Watch the assigned film.
2. Read the assigned article.
3. Watch this week's Lecture.
4. Open a new document on your computer
5. Write a response to the following prompts
   - Outline 3 ways that the key themes for the unit function in the assigned film.
   - State 2 things you found interesting in the assigned article.
   - Describe 1 dance scene from the film that illustrates one or more of the key themes.

6. Once you have written your response, open the 3-2-1 forum for the week, paste your response into the dialogue box and hit “post.”
7. Respond to two of your classmate’s posts.

Reflection assignment:
On the week’s when students are not completing Compare & Contrast assignments they will be asked to write a short reflective assignment (500 words) responding to an online source students that addresses one of the week’s key themes. Students are encouraged to write in the 1st person and to reflect on the ways that the theme relates to their individual perspectives and experiences. Each Reflection must be written in complete sentences, using university-standard language, grammar and punctuation, in the student’s own words and aim to synthesize and reflect on the material presented in the online source.

ADDITIONAL INFORMATION

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: 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, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)


Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Fine Arts section of the Undergraduate Calendar - http://calendars.registrar.yorku.ca/2014-2015/faculty_rules/FA/grading.htm.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in via Moodle.

Lateness Penalty: Assignments received later than the due date will be penalized (one-half letter grade per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Missed Tutorials and/or Assignments: Students with a documented reason for missing an assignment or tutorial, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from their TA in consultation with the Course Instructor. Further extensions or accommodation beyond the last day of the term will require students to submit a formal petition to the Faculty.

The Senate Academic Standards, Curriculum and Pedagogy (ASCP) provides a Student Information Sheet that includes:
• York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct

Additional information:
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more. http://www.registrar.yorku.ca/enrol/dates/index.htm

• "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.

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

Moodle @ York University