**I. ASCRC General Education Form**

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical &amp; Cultural Studies</th>
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<tr>
<td>Dept/Program</td>
<td>Drama/Dance</td>
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<tr>
<td>Course Title</td>
<td>20th-Century Dance History</td>
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<tr>
<td>Prerequisite</td>
<td></td>
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<tr>
<td>Credits</td>
<td>3</td>
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**II. Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor Requestor</th>
<th>Karen Kaufmann</th>
</tr>
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<tbody>
<tr>
<td>Phone / Email</td>
<td>x2870, <a href="mailto:karen.kaufmann@umontana.edu">karen.kaufmann@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Mark Dean x2879</td>
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<tr>
<td>Dean</td>
<td>Dr. Stephen Kalm x4970</td>
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**III. Description and purpose of the course:** General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GE_Preamble_final.htm](http://www.umt.edu/facultysenate/gened/GE_Preamble_final.htm)

Through lecture and video viewing, the major figures, events and movements of American Modern Dance are presented chronologically, with the goal of increasing students' understanding of the driving force behind each choreographer’s work, their lineages and their social, political and artistic contexts. This class introduces students to methods of inquiry specific to the discipline of dance history.

**IV. Criteria:** Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses teach students how to present ideas and information with a view to understanding the causes, development, and consequences of historical events.

Courses teach students how to evaluate texts or artifacts within their historical and/or cultural contexts.

Courses teach students how to analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

Through video viewing and text analysis students will learn to understand the causes of these dance movements and discuss the lines of stylistic influences of these periods. A chronological approach is emphasized beginning at the turn of the 20th century to the present day.

Throughout the semester students are required to view and analyze dance on video and DVD. These dances are discussed, evaluated and compared based on their historical and cultural context and in terms of the choreographic, historical, political or aesthetic themes explored.

The major influences and modern dance pioneers will be discussed and viewed (Isadora Duncan, Ted Shawn, Martha Graham, Doris Humphrey, Merce Cunningham, Alwin Nikolais), with analysis of their particular ideas and defining styles within the context of the historical time.
The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

This course uses a historiographic methodology as it defines the origins of modern dance—a primarily American art form—with its origins at the beginning of the 20th century. The lineage of the major events and figures and their influences on the dance styles seen today is studied, as well as the influential political and social events. Students will incorporate the structures and forms of historical dance movements. They will reflect on and critique these major figures, and articulate the relevance of the work in the context of the geographical and historical time period.

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<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></th>
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<tr>
<td>Upon completion of this perspective, students will be able to synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events. The course synthesizes information about the development of modern dance and its parallels with the visual arts and developments in music during the past 100+ years. The causes and consequences of these historical developments are reflected in the art works being developed.</td>
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<tr>
<td>Upon completion of this perspective, students will be able to evaluate texts or artifacts within their historical and/or cultural contexts. Students view video/DVD of dance pioneers and major figures and are able to discuss, write or debate the major influences of these major figures to today's post modern dance world.</td>
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<tr>
<td>Upon completion of this perspective, students will be able to analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. Students analytical and research skills develop through a 7-10 page term paper on a choreographer whose work began before 1950, placing him/her in the context of the artistic, socio/political culture in which s/he lived. Other papers, exams and oral presentations of choreographers from the latter half of the 20th century allow students to analyze human behavior and ideas within the context of their time in history.</td>
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<th>VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a></th>
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| 20th CENTURY AMERICAN MODERN DANCE HISTORY  
Fall 2009  
Drama/Dance Dept.  
DAN 334HW, 3 Credits  
Prof. Nicole Bradley Browning  

COURSE DESCRIPTION:  
Through lecture and video viewing, the major figures, events and movements of American Modern Dance are presented chronologically, with the goal of increasing students’ |
understanding of the driving force behind each choreographer’s work, their lineages and their social, political and artistic contexts.

OBJECTIVES:

- To become familiar with, and be able to articulate the significance of, the major figures and events in American Modern Dance history
- To be able to analyze and articulate the lines of stylistic influence
- To be able to analyze and articulate the connections between major trends in American Modern Dance and the social, political and visual art movements of their time
- For those of you studying modern dance technique: to be able to analyze the connections between the forms of dance you are studying, and seeing in concerts, and possible predecessors
- To demonstrate your ability to conduct primary research

EXPECTATIONS:

- you will attend class (I will be taking roll)
- you will actively participate in discussions
- you will hand papers in on time
- you will carefully proofread your papers for spelling and grammatical construction and edit for organization, thoroughness and conciseness

REQUIREMENTS:

- a 7-10 page research paper on a choreographer whose significant work began before 1950, placing him/her in the larger context of the artistic and socio/political culture in which s/he lived. Due Thursday, March 13
- a 5-page paper on a currently active choreographer of national significance (I will present a list of possible choreographers to choose from), which demonstrates your ability to conduct primary research through the use of periodicals, the dissemination of questionnaires, the conduct of interviews and analysis of video footage. Due Thursday, April 24
- a 15-minute oral presentation to the class on your contemporary choreographer to be presented on either April 17, 22, or 24
- at least one re-write
- a final exam, consisting of essay questions
- There is no required text.

GRADING:

- oral presentation 20%
- papers 50%
- final exam 30%

Students with disabilities or special needs should see the instructor.
Academic Misconduct and the Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VPSA/Index.cfm/page/1321.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.