



SYLLABUS: DANCE 3401, ONLINE DANCE IN POPULAR CULTURE: EMBODYING AMERICAN IDENTITIES, IDEAS, AND CULTURES SPRING 2017

Course overview

Popular culture consists of ideas, practices, and objects that have broad appeal across a population. Focused on three sites where we can routinely find popular dance: the stage, the club, and the screen, this course covers dances that have captured the attention and imagination of the American public over the last century. Along with a historical overview of each of the various styles and sites, from ballroom to Hip-Hop, Broadway to YouTube, and television to video games, we will look at who dances, how they move, and how movement constructs identity. Identification of movement vocabulary and choreographic staging will lead to discussion of how popular dance reflects and influences our perceptions of gender, age, ethnicity, and economic status. Overarching themes include the role of media and music in the development and dissemination of dance and issues of innovation and appropriation. This course fills the Arts and Humanities “Cultures and Ideas” and “Social Diversity in the United States” requirements.

Course goals and learning outcomes

The goals of the course are to:

- Situate American popular dances in relation to historical events and social change.
- Apply the concepts of cultural appropriation and aesthetic innovation to American popular dance forms.
- Demonstrate the roles popular music and popular media play in relation to the dissemination of popular dance styles.
- Improve literacy in American popular dance.
- Culture and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Social Diversity in the United States: students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

At the successful completion of this course students will be able to:

- Identify key dance artists, styles, and steps, and describe their importance for the development of American popular dance.
- Describe and explain the impact of historical events, social circumstances, and political landscapes on the development of American popular dance practices.
- Explain how dances reflect or challenge social and cultural ideals.
- Integrate tools for watching, describing, and assessing dance into written responses.

Cultures and Ideas Expected Learning Outcomes:

GOALS:

- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

EXPECTED LEARNING OUTCOMES:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course works toward these outcomes through close readings of specific dance works and dance practices as cultural representations that reflect and contribute to individual subjectivities, group identities, historico-political interactions, and societal assumptions and beliefs in the United States.

Social Diversity in the United States Expected Learning Outcomes:

GOALS:

- Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

EXPECTED LEARNING OUTCOMES:

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course reveals ways Americans embody the movement practices of various segments of our many-faceted society when practicing and viewing popular and social dance. Along with examining representations and constructions of identity through dance in popular culture, this course will draw students' attention to their own experience of and attitudes toward diverse dance practices and heritages.

Faculty information

Instructor (Course Groups 1 and 2)

Instructor: Janet Schroeder

Email address: schroeder.650@osu.edu

CarmenConnect office hours: by appointment

<http://carmenconnect.osu.edu/r6pqyt96smb/>

In person office hours by appointment: 316 Sullivant Hall

Teaching Assistant (Course Groups 3, 4, and 5)

Teaching Assistant: April Biggs

Email address: Biggs.98@osu.edu

CarmenConnect office hours: by appointment

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In person office hours by appointment: 316 Sullivant Hall

Teaching Assistant (Course Groups 6 and 7)

Teaching Assistant: Steven Ha

Email address: ha.54@osu.edu

CarmenConnect office hours: by appointment

<http://carmenconnect.osu.edu/r6pqyt96smb/>

In person office hours by appointment: 316 Sullivant Hall

Teaching Assistant (Course Groups 8 and 9)

Teaching Assistant: Benny Simon

Email address: simon.520@osu.edu

CarmenConnect office hours: by appointment

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In person office hours by appointment: 316 Sullivant Hall

Technology Assistant

Technology Assistant: Chris Summers

Email address: summer.171@osu.edu

Course materials

Required

Text and video clips in each unit (on Carmen)

Video lectures (on Carmen)

FILMS/VIDEOS (Secured Media Library; link through Carmen)

Dirty Dancing. Dir. Emile Ardolino. Lionsgate, 1987.

Flashdance. Dir. Adrian Lyne. Paramount Pictures, 1983.

Hairspray. Dir. John Waters. New Line Cinema, 1988.

Rize. Dir. David LaChapelle. Lionsgate, 2005.

Saturday Night Fever. Dir. John Badham. Paramount Pictures, 1977.

Stormy Weather. Dir. Andrew Stone. 20th Century Fox, 1943.

Top Hat. Dir. Mark Sandrich. Paramount Pictures, 1935.

West Side Story. Dir. Jerome Robbins and Robert Wise. Mirisch Corp., 1961.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen-Canvas (including quizzes, discussion boards, and gradebook)
<https://resourcecenter.odee.osu.edu/canvas/3568>

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
<http://resourcecenter.odee.osu.edu/carmenconnect>
- Collaborating in CarmenWiki
<http://resourcecenter.odee.osu.edu/carmenwiki>

Necessary equipment and software

- Computer: current Mac (OSX, El Capitan, or macOS Sierra) or PC (Windows 8 or up) with high-speed internet connection
- ODEE recommends the Chrome browser for all Carman and Mediasite material

Grading and faculty response

Grades

Assignment or category	Points
Discussion Posts responding to instructor's questions (1 per week; 14 total)	100 (20%)
Substantive responses to other students' discussion posts (2 per week; 28 total)	70 (14%)
Quizzes (1 per unit; 6 total)	70 (14%)
Visual Media Analysis (Choose 3 of 5)	120 (24%)
Oral History (10 pts for Oral History; 10 pts for responses)	20 (4%)
Group Project practice components (5 total)	20 (4%)
Final Group Project	100 (20%)
Total	500 (100%)

Late assignments

All assignments must be submitted by 11:59PM on the due date. Late assignments will not be accepted.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of your TA's intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For weekly assignments such as discussion board posts, you can generally expect feedback within **3-5 days**. For visual media analyses, please allow **10-12 days** for feedback. Quizzes will be graded automatically and results (but not responses) will be available immediately after completion.

E-mail

Your TA and I will reply to e-mails **within 24 hours on school days**.

Discussion board

We will check and reply to posts in the discussion boards throughout the week. If questions about assignments, exams, etc. arise in the **Questions??** forum, the instructor will address these in both video lectures and written announcements.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with your TA and the instructor *as soon as possible*.
- **Office hours: OPTIONAL**
Online and in person office hours are optional. If you need to meet with your instructor or TA in person, please email them at the beginning of the week to make an appointment.
- **Participating in discussion forums: 3 POSTS PER WEEK MINIMUM**
Each week, you will respond to questions posed by the instructor in the discussion board. In addition, each week you can expect to post a minimum of two times as part of our substantive class discussion on the week's topics. One of these, if possible, will be a response to one of your peers' questions or comments on your original post. "Substantive" posts engage with other students' comments, pose follow up questions, and contribute to further discussion and conversation. Scoring on participation is cumulative for each week. More posts than required and posts that generate discussion will contribute to a higher score.

Discussion and communication guidelines

The following are the expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list the section title or article and page number. For online sources, include a link.)
- **Backing up your work:** Consider composing your discussion board posts in a word processor, where you can check your spelling and save your work, and then copying them into the Carmen discussion. (I *highly* recommend this!)

Other course policies

Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

For more information: <http://ods.osu.edu> or <http://ada.osu.edu/resources/Links.htm>

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen-Canvas accessibility](#)
- Streaming audio and video
- Synchronous course tools

Student Services

There are resources available on campus to assist students with navigating The Ohio State University. For information about university resources, academic support and tutoring, student life, and wellness services, go to <http://artsandsciences.osu.edu/academics/current-students/resources>. For assistance with financial aid, tuition and fees, registration, or managing your Student Center, go to <http://ssc.osu.edu/>.

Assignments

The following are the main assignments for the class. They are all described in more detail in the content portion of the course. All are due by 11:59 pm on the date listed below.

- **Quizzes:** Each unit concludes with a quiz, taken online.
- **Discussion Posts and Responses:** One original post per week; 2 responses, including one to a peer's response on your original post if possible. *Note: I suggest you compose and save all of your posts in a word processing program such as Microsoft Word so you can utilize features such as spell check and word count. Then you can copy-paste from the document into the discussion forum on Carmen.
- **Film Viewings and Visual Media Analyses:** Each unit includes a viewing of a full-length film (except Unit 1). Every student is expected to watch the assigned film for each unit. You will choose three (3) of the films throughout the semester to write about in a 1000-1250 word Visual Media Analysis essay.
- **Oral History:** In unit 1, you will interview a family member or friend of a different generation about their experiences dancing growing up and write a 500-word narrative essay describing these experiences and comparing them to your own. You will read the oral histories posted by your group mates and you will respond to at least two of them.
- **Final Project:** Throughout the course, you will work in a small group to create a proposal for a theme party based on an assigned decade. (TAs will assign small groups of 3-4 students at the start of Unit 2.) Beginning in unit 2, you will complete small assignments toward learning the technology and compiling information for the proposal. The final proposal is due at the end of the semester.

Due Dates (All assignments are due by 11:59 pm on the day listed)

Unit 1:

Wed 1/11 Introduction Post; add a profile picture to Carmen; Discussion Post 1A

Sun 1/15 Discussion Post 1A responses

Wed 1/18 Discussion Post 1B

Sun 1/22 Discussion Post 1B responses; Unit 1 Quiz; Oral History Post

Unit 2:

Wed 1/25 Discussion Post 2A

Sun 1/29 Discussion Post 2A responses; Final Project Practice 1; *Stormy Weather* OR *Top Hat* analysis thesis due to small group discussion board.

Wed 2/1 Discussion Post 2B

Sun 2/5 Discussion Post 2B responses; Responses to 2 peers' Oral History Posts; Unit 2 Quiz; *Stormy Weather* OR *Top Hat* analysis

Unit 3:

Wed 2/8 Discussion Post 3A

Sun 2/12 Discussion Post 3A responses; *West Side Story* analysis thesis due to small group Discussion Board; Final Project Practice 2: Playlist

Wed 2/15 Discussion Post 3B

Sun 2/19 Discussion Post 3B responses; Unit 3 Quiz; *West Side Story* analysis

Unit 4:

Wed 2/22 Discussion Post 4A

Sun 2/26 Discussion Post 4A responses; *Hairspray* OR *Saturday Night Fever* analysis thesis due to small group Discussion Board; Final Project Practice 3: Décor board

Wed 3/1 Discussion Post 4B

Sun 3/5 Discussion Post 4B responses; Unit 4 Quiz; *Hairspray* OR *Saturday Night Fever* analysis

Unit 5:

Wed 3/8 Discussion Post 5A

Sun 3/12 Discussion Post 5A responses; Final Project Practice 4: Fashion board

SPRING BREAK!

Wed 3/22 Discussion Post 5B

Sun 3/26 Discussion Post 5B responses; *Dirty Dancing* OR *Flashdance* analysis thesis due to small group discussion board

Wed 3/29 Discussion Post 5C

Sun 4/2 Discussion Post 5C responses; Unit 5 Quiz *Dirty Dancing* OR *Flashdance* analysis;

Unit 6:

Wed 4/5 Discussion Post 6A

Sun 4/9 Discussion Post 6A responses; Final Project Practice 5: Dance Playlist

Wed 4/12 Discussion Post 6B

Sun 4/16 Discussion Post 6B responses; *Rize* analysis thesis due to small group discussion board

Wed 4/19 Discussion Post 6C

Sun 4/23 Discussion Post 6C responses; Unit 6 Quiz; *Rize* analysis

Wed 4/26 Post to the Final Project Discussion Board *and* complete peer evaluation survey

Course Plan: Dance in Popular Culture

		Assignments	Assessments
	<u>Before we begin</u>	<ul style="list-style-type: none"> • <u>Read</u> instructor's welcome in the announcements • <u>Watch</u> orientation video • <u>Introduce</u> yourself on the discussion board 	<input type="checkbox"/> Self-Introduction
	<u>Always do the following</u>	<ul style="list-style-type: none"> • <u>Read</u> any announcements from the instructor • <u>Watch</u> any videos the instructor has posted since your last visit • <u>Post</u> any procedure or assignment questions to the Questions?? discussion board 	

Unit 1: The Progressive Era and Jazz Age

	Objectives	Assignments	Assessments
Unit 1A: Stage and Spectacle	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in Broadway revues, vaudeville, Hollywood, and ballroom. Identify and describe African and African American as well as European and European American cultural influences evident in popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of the Progressive Era and World War I on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 1A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Read</u> instructions for how to write a visual media analysis paper for this course 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
Unit 1B: Social Dance & the Jazz Age	<ul style="list-style-type: none"> Explain how cross-racial interactions and the changing roles of women in dance contexts reflected or challenged social and cultural ideals. Integrate the concepts of representation and appropriation into watching, describing, and assessing dance in written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 1B content on Carmen <u>Read</u> Gottschild, "Cultural Exchange or Rip Off?" <u>Respond</u> to discussion questions on discussion board <u>Interview/Write</u> Talk with a friend or family member about their experiences with popular dance and compose an oral history that compares their experiences to yours 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Interview</u> family/friend and write oral history <u>Study</u> for quiz 	<input type="checkbox"/> Quiz Unit 1 <input type="checkbox"/> 500-word oral history discussion board post

Unit 2: The Great Depression through WWII

	Objectives	Assignments	Assessments
Unit 2A: Tap Dance	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including tap, Lindy Hop and swing, and Latin dance styles. Identify and describe African and African American as well as Latin American and Latino cultural influences in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of the Great Depression, WWII, the New Deal, and early women's rights movements on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 2A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP1</u> Introduce yourselves in your assigned final group discussion area. Email final project agreement to TA, including your selected decade. 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts <input type="checkbox"/> FP1
Unit 2B: Lindy, Latin, & Partner Dances	<ul style="list-style-type: none"> Track the evolution of American popular dance forms through cross-historical comparison. Explain how cross-racial interactions and the changing roles of women in dance contexts reflected or challenged social and cultural ideals. Integrate the concepts of representation and appropriation into watching, describing, and assessing dance in written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 2B content on Carmen <u>Respond</u> to discussion questions on discussion board 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Stormy Weather</i> OR <i>Top Hat</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<input type="checkbox"/> Quiz Unit 2 <input type="checkbox"/> Analysis of either <i>Stormy Weather</i> OR <i>Top Hat</i>

Unit 3: The Boom Years and Social Ferment

	Objectives	Assignments	Assessments
Unit 3A: Dance on Stage and Film	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in Hollywood film musicals, on American Bandstand, and in rock ‘n’ roll. Identify and describe African American influences evident in American popular dance forms and how they were integrated into the larger dance landscape. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 3A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Watch</u> video on creating a Naxos music playlist <u>FP2</u> Group practice: Create a 5-song Naxos music playlist for this era 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students’ posts <input type="checkbox"/> FP2 Submit playlist
Unit 3B: Rock ‘n’ Roll and Dance on TV	<ul style="list-style-type: none"> Describe and explain the impact of Civil Rights, feminism, and changing attitudes about sexuality on the development of American popular dance practices. Track the evolution of American popular dance forms through cross-historical comparison. Explain how racial conflict, feminism, sexual identity, and individualism in dance contexts reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 3B content on Carmen <u>Respond</u> to discussion questions on discussion board 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students’ posts
		<ul style="list-style-type: none"> <u>Watch</u> <i>West Side Story</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<input type="checkbox"/> Quiz Unit 3 <input type="checkbox"/> Analysis of <i>West Side Story</i>

Unit 4: Civil Rights, Vietnam, and the Women's Movement

	Objectives	Assignments	Assessments
Unit 4A: Counterculture and Activism	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including on Broadway, on Soul Train, and in disco and funk styles. Identify and describe African American influences evident in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of Civil Rights, feminism, the Vietnam War, and changing attitudes about sexuality on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 4A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP3</u> Group practice: As a group, pull together a clipboard of 5 images of celebrities, popular films, advertisements, and other elements that could be incorporated into décor representative of this era. 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts <input type="checkbox"/> FP3 Submit décor clipboard
Unit 4B: Disco and Funk Styles	<ul style="list-style-type: none"> Track the evolution of American popular dance forms through cross-historical comparison. Explain how racial conflict, feminism, sexual identity, and individualism in dance contexts reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 4B content on Carmen <u>Respond</u> to discussion questions on discussion board 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Hairspray</i> OR <i>Saturday Night Fever</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 4 <input type="checkbox"/> Analysis of either <i>Hairspray</i> OR <i>Saturday Night Fever</i>

Unit 5: “Morning in America”: Neoliberalism and the End of a Century

	Objectives	Assignments	Assessments
Unit 5A: 80s Social Forms	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in b-boying, voguing, house, MTV, dance films, tap, and dancesport. Identify and describe diverse cultural influences evident in American popular dance forms and how they were integrated into the larger dance landscape. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Watch</u> video on accessing Vogue archives <u>FP4</u> Group practice: create fashion clipboard of 5 outfits representative of this era. 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students’ posts <input type="checkbox"/> FP4 Submit fashion clipboard
Unit 5B: Dance on Screen	<ul style="list-style-type: none"> Describe and explain the impact of neoliberal economic policies, consumer culture, multiculturalism, and recording technologies on the development of American popular dance practices. Track the evolution of American popular dance forms through cross-historical comparison. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Group work on final project 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students’ posts
Unit 5C: Revivals & Dancesport	<ul style="list-style-type: none"> Explain how dances reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5C content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students’ posts
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Dirty Dancing</i> OR <i>Flashdance</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 5 <input type="checkbox"/> Analysis of <i>Dirty Dancing</i> OR <i>Flashdance</i>

Unit 6: 9/11, Millenials, and the Rise of the Social

	Objectives	Assignments	Assessments
Unit 6A: Street Styles	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including krump, new style, jerking, on Broadway and in reality television and digital and social media. Identify and describe diverse cultural influences evident in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of globalization, Internet technologies, and amateurism on the development of American popular dance practices. Track the evolution of American popular dance forms through cross-historical comparison. Explain how dances reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts <input type="checkbox"/> FP4 Submit dance styles YouTube playlist
Unit 6B: Late Broadway		<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
Unit 6C: Reality TV & Digital		<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6C content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Wrap up group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 2 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> <i>Rize</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<input type="checkbox"/> Quiz Unit 6 <input type="checkbox"/> Analysis of <i>Rize</i>

Final project due: April 26 by 11:59 pm