



A. Contemporary Dance History examines selected works of dance in a historical, cultural and social context. . This course serves as an art appreciation course and expands the choices for students who need to fill a Humanities/Art Appreciation General Education requirement. This course is a core requirement of the A.F.A. Dance Degree at RVCC and is a required course in most 4 year university dance programs.

B. No lab component

C. Transferability:

1. This course generally transfers as a Humanities General Education course.
2. This course generally transfers as a dance elective program requirement.
3. This course generally transfers as a dance program elective.

#### **IV. Place of Course in College Curriculum**

- A. Free elective
- B. This course serves as a General Education course in Humanities/Art Appreciation.
- C. This course meets a program requirement for the A.F.A. Dance degree.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

#### **V. Outline of Course Content**

- A. Early founders of modern dance
  1. Isadora Duncan
  2. Ruth St. Denis and Ted Shawn
  3. Loie Fuller
- B. Classic modern dance pioneers
  1. Martha Graham
  2. Doris Humphrey
  3. Charles Weidman
- C. Social activism in modern dance during the early 20th century
  1. New Dance Group
- D. 2nd generation modern dance masters
  1. Alwin Nikolais
  2. Erick Hawkins
  3. Jose Limon
- E. German modern dance masters
  1. Rudolph Laban
  2. Mary Wigman
  3. Kurt Jooss
  4. Hanya Holm, et al
- F. Post-modern dance
  1. Merce Cunningham/John Cage

- 2. Judson Dance Theater
- G. African-American modern concert dance
- H. 2nd generation Judson Dance Theater artists
- I. Contact Improvisation
- J. 20th century ballet

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

- 1. Demonstrate orally and in writing, through cultural, historical and stylistic perspectives, the development of movement, choreography and dance. (GE-NJ 1, 6, 8) \*  
\* embedded critical thinking

### **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

- 1. Describe the categories of compositional elements, movement analysis, and dance terminology.
- 2. Compare and contrast choreographic styles and trends.
- 3. Evaluate dance works using objective and subjective criteria.

### **C. Assessment Instruments**

- A. Lecture/Discussion
- B. In class critique
- C. Reading and written assignments
- D. Small-group work and student collaborations
- E. Computer-assisted instruction
- F. Student oral presentations
- G. In class movement work
- H. Examinations
- I. Research Paper

## **VII. Grade Determinants**

- A. Attendance
- B. Participation
- C. Weekly assignments and readings
- D. Written examinations and Final exam
- E. Written critique of a live dance performance
- F. Final paper

## **VIII. Texts and Materials**

### **A. Suggested text**

1. The Dance Experience: Insights Into History, Culture and Creativity, Second Edition by Myron Howard Nadel and Marc Raymond Strauss, 0871272512
2. Moving History/Dancing Cultures, Ann Dils/Ann Cooper-Albright, Editors
3. Dance As a Theatre Art, Selma Jeanne Cohen, Editor

### **B. Materials: None**

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## **IX. Resources**

- A. CAT room, equipped with computer, DVD and Video monitor equipment.
- B. Marker board
- C. Library of video and DVD performance recordings
- D. Reviews – from journals/magazines/newspapers