

**DANC 101**

**Colloquium: What is the Medium of Dance Today?**

**Fall**

**Day:** Wednesday

**Time:** 5:00pm – 5:50p

**1 unit**

**Location:** PED 207

**Instructor:** Patrick Corbin

**Office:** STO 334

**Office Hours:** To be scheduled by email

**Contact Info:** pcorbin@usc.edu

**Catalog description:**

Topics related to dance techniques, repertory and varied art forms. Aimed at the interdisciplinary expansion of dance literacy and connections to allied art forms.

**Full Course Description**

Seminar class focusing on topics related to techniques and repertory learned. Aimed at the expansion of dance literacy and connections to allied art forms. Orientation to the Kaufman School of Dance philosophy and methodology for the dancing artist and the role of the artist in society.

**Learning Objectives**

This class is reserved for the entry level BFA Dance major. All students are expected to enroll and participate each semester in the appropriate level of the technique series throughout their academic career. The class work is designed to:

- Understand the student's role in his/her studies at Kaufman School of Dance and in the field
- Achieve a grounding in the historical, social, cultural and artistic context of techniques and repertory studies
- Gain a familiarity with the tools available to the curious performer and dance maker
- Gain a facility with the language of dance production and the ability to articulate and write in a dance literate manner

**Required Readings and Supplementary Materials**

Harriet Lih: *Appreciating Dance: A guide to the world's liveliest arts*, Princeton, 2009.

Susan Sontag: *Against interpretation*, Essay, 1966

\* Required readings from DANC 110 Dance Technique will also be used in this course.

Additional short readings may be assigned relating to specific choreographers and styles studied and allied arts.

**Description and Assessment of Assignments**

Students are expected to attend all seminars and guest lectures, be prepared with assigned presentations and papers, participate in all discussions and keep a journal. Assignments will include:

- Presentation I – Students will work in small groups (2-3 students) to present a 15 minute overview of a particular dance style noting its origins, relationship to allied arts, antecedents and influences and major practitioners.

- Presentation II – Each student will present a final presentation on a particular choreographer or seminal dance work related to those studied in Technique and Repertory.
- Journal – Students will keep a journal of ideas and inspirations based on discussions and guest lectures.
- Goals Paper – 2 – 3 page discussion of the student’s goals as a dance artist.

### **Grading Breakdown**

15%	Participation
20%	Class Discussion
20%	Presentation I
20%	Presentation II
15%	Journal
10%	Goals Paper

### **Assignment Submission Policy**

Due WEEK 7:	Presentation I Outline
Due WEEK 14:	Presentation II Outline
Due WEEK 15:	Journal with Goals Paper (will be returned during finals)

### **Course Schedule: A Weekly Breakdown**

<u>WEEK 1:</u>	William Forsythe introduces the medium of dance today - Students Discuss Their Background and Experiences in the Arts
<u>WEEK 2:</u>	William Forsythe continues analysis - Discussion of Student’s Role in His/Her Education and Artistic Development
<u>WEEK 3:</u>	Patrick Corbin introduces tools for new media
<u>WEEK 4:</u>	Patrick Corbin – tools for new media - Research and Production Tools Available to the Dance
<u>WEEK 5:</u>	Desmond Richardson – What I Want from My Dancers: A Choreographer’s Viewpoint
<u>WEEK 6:</u>	Desmond Richardson - How to Talk About Dance / How to Look at Dance/Video Presentation
<u>WEEK 7:</u>	Patrick Corbin - Presentation I due in writing
<u>WEEK 8:</u>	Patrick Corbin – Presentation I due oral conversation - How to Talk About Dance
<u>WEEK 9:</u>	Zippora Karz - Dance in the Context of Health
<u>WEEK 10:</u>	Zippora Karz - Dance in the Context of Health
<u>WEEK 11:</u>	William Forsythe – Dance in the Context of the Allied Arts
<u>WEEK 12:</u>	William Forsythe - Compare and Contrast Styles
<u>WEEK 13:</u>	Patrick Corbin – Compare and Contrast Styles
<u>WEEK 14:</u>	Patrick Corbin - Compare and Contrast Styles, Techniques, Business Models and Repertory Studied - Presentation II Outline

WEEK 15: Patrick Corbin - Presentation II oral  
*Journal and Goals Paper due*

WEEK 16: Patrick Corbin - Presentation II according to the USC Schedule of Classes Final Exam Schedule.

### **Additional Policies:**

#### **Class Conduct**

Please bring a paper notebook and writing instrument to class; laptops, notebooks, tablets and other technology will only be permitted at certain times. Phones will not be allowed and should not be visible during class. Texting or internet engagement during class time will result in lowering of your class grade. Your attention during class time is greatly appreciated, and also required.

#### **Please Note**

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the professor.

#### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

#### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

#### **Statement on Academic Conduct and Support Systems**

##### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.