



**DANC 101: Colloquium: What is the Medium of Dance Today?**  
**Section 22352D**  
**Fall 2018**  
**1 unit**  
**Day:** Wednesday  
**Time:** 5:00pm – 5:50pm  
**Location:** KDC 236  
**Instructor:** Jennifer Lott  
**Office:** KDC 224  
**Office Hours:** To be scheduled by email  
**Contact Info:** [lottj@usc.edu](mailto:lottj@usc.edu)

### **Catalogue 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.

### **Course Overview**

This seminar class is focused on topics related to techniques and repertory studied at the Kaufman School. The aim is to expand dance literacy and explore connections to allied art forms. The course acts as an orientation to the Kaufman School of Dance philosophy and methodology concerning 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 series throughout their academic career. Through this course, students will:

- Participate in class discussions of critical issues concerning students of the Kaufman School of Dance and the broader dance and arts field
- Research and write about their own dance lineage
- Develop dance literacy in discussion & writing
- Formulate discussion questions based on course readings and research into guest speakers
- Orient with the available dance research tools through the USC Library System
- Demonstrate understanding of the historical, social, cultural and artistic context of techniques and repertory studies through written assignments and presentations
- Identify personal goals and strategies to achieve these goals

### **Description and Assessment of Assignments:**

- **Discussion primer:** On the 8 dates outlined below (see “schedule”) each student will submit one discussion primer (question or response to prompt by instructor). Primers will relate to readings, viewings or research on guest speakers.  
**\*\*Primers due via Turnitin on Tuesday by 5pm before Wednesday class.\*\***
- **Lineage Paper - “My dANCESTORS”:** Each student will write a 3-page paper and construct a genealogy diagram tracing their personal lineage through at least two styles of dance. Students will investigate their dance lineage by researching their instructors, their instructors’ instructors and so

on. Typed, double-spaced, and proof-read document to be turned in via Turnitin. Genealogy Diagram can be submitted on paper/hand-drawn, if preferred. Further details to be discussed in class.

- **Group Presentation:** Students will work in small groups (2-3 students) to present a 10-minute presentation on a particular choreographer or seminal dance work related to those studied in Technique and Repertory.
- **Goals Paper:** 2 – 3-page discussion of the student's goals as a dance artist.

#### **Readings and Viewings:**

All readings & links to viewings will be available on Blackboard under the Contents tab for this course.

There may be additional video viewing assigned as the course progresses.

#### **Assignment Due Dates:**

WEEK 7: Lineage Paper  
 WEEK 9: Group Presentation Outline  
 WEEK 11: Presentation Groups 1-3  
 WEEK 12: Presentation Groups 4-6  
 WEEK 13: Presentation Groups 7-8  
 WEEK 15: Goals Paper

#### **Grading Breakdown**

40% Discussion Primers & Participation  
 20% Lineage Paper  
 20% Group Presentation  
 20% Goals Paper

#### **Grading Scale:**

A = 95-100 points  
 A- = 91-95 points  
 B+ = 88-90 points  
 B = 85-87 points  
 B- = 81-84 points  
 C+ = 78-80 points  
 C = 75-77 points  
 C- = 71-74 points  
 D+ = 67-70 points  
 D- = 61-63 points  
 F = 60 or below

#### **Schedule (Subject to Change)**

	<b>General Schedule</b>	<b>Readings and Homework</b>	<b>Other Notable Dates</b>
<b>Week 1</b> Aug 22	Course introduction  Getting to know you: Students share background and experiences in the arts		

<b>Week 2</b> Aug 29	Continued sharing.  Discuss lineage paper.  Assign groups for projects.	<b>Discussion Primer #1:</b> In a paragraph or two, introduce an artist you admire to another person. Your intro might include a short bio, description of a relevant work, fun fact, etc.	
<b>Week 3</b> Sept 5	How do we learn new things? Growth vs. Fixed Mindset	<b>Read:</b> Popova on Dweck: Growth Mindset  <b>Discussion Primer #2:</b> a) Name one thing you are good at. b) How did you develop this skill? c) Name one skill you'd like to develop d) List two strategies you'll employ to develop this skill. e) How can others help you develop this skill?	
<b>Week 4</b> Sept 12	USC Libraries: Dance resources & research	<b>Explore the USC Library Dance Collection:</b> Start with the "Dance in Video Research Guide" created by Anthony Anderson.  <b>Discussion Primer #3:</b> Post one interesting fact that you learn.	
<b>Week 5</b> Sept 19	Ethics and artists. What roles can artists play in society?	<b>Read:</b> Maria Popova, <a href="#">James Baldwin on the Creative Process and the Artist's Responsibility to Society</a> & Baldwin, "The Creative Process"  <b>Discussion Primer #4:</b> Related to reading	William Forsythe residency Sept 1-15
<b>Week 6</b> Sept 26	How do we talk about dance and art?  Assign groups for Presentations.  Discuss presentations.	<b>Read:</b> Susan Sontag's "Against Interpretation"  <b>Discussion Primer #5:</b> Related to reading	

<b>Week 7</b> Oct 3	What is Contemporary Dance?  What makes a Contemporary Dancer?  Discuss Goals Paper	<b>Discussion Question #6:</b> Andre Lepecki "Dance as a Practice of Contemporaneity"	Oct 5-7, 7:30pm Company Wayne McGregor @ the Music Center
<b>Week 8</b> Oct 10	Possible Guest: Barak Marshall  What I Want from My Dancers: A Choreographer's Viewpoint.  <b>Or</b> Dance as community: Who gets to dance?	<b>Read:</b> Lerman, Liz "Who Gets to Dance?"  <b>Discussion Primer #7:</b> Related to reading	Oct 12 & 13 – Sophomore choreo works-in-process showings
<b>Week 9</b> Oct 17	TBD	<b>Presentation outlines due</b>	
<b>Week 10</b> Oct 24	Freelancing vs Dance Companies.  What is the reality of dancing professionally today?  Possible Guest.	<b>Discussion Primer #8:</b> Research the career of an artist you admire. Post the artist's name and one relevant fact on Turnitin.	Combined
<b>Week 11</b> Oct 31	Presentation Groups 1-3		
<b>Week 12</b> Nov 7	Presentation Groups 4-6		
<b>Week 13</b> Nov 14	Presentation Groups 7-8		Fall BFA Performances
<b>Week 14</b> Nov 21	***NO CLASS THANKSGIVING***		No Class Nov 22-26: Thanksgiving Break
<b>Week 15</b> Nov 28	Wrap up	<b>Goals Paper Due</b>	

### **Assignment Submission Policy**

All assignments will be submitted in class or on Blackboard, as specified above. Exceptions will be made only in truly exceptional circumstances.

### **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 of 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).

## **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://adminopsnet.usc.edu/departments/departments-public-safety>. This is important for the safety of the 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 <http://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.

### **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.

