



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE March 6, 2009

1. ACADEMIC UNIT: Dance

2. COURSE PROPOSED: DAH 302 Cross-Cultural Dance Studies 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Pegge Vissicaro Phone: 5-4764
Mail Code: 0304 E-Mail: pegge@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

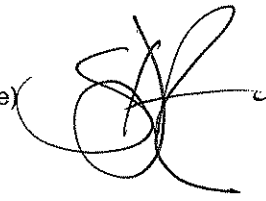
Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type) SIMON DOVE Chair/Director

Date: 3/6/09.

(Signature) 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
DAH	302	Cross-Cultural Dance Studies	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion #1	2/3 of the grade is dependent on writing	See course assignments
Criterion #2	Design of abstracts, critiques, and the ethnographic project require data gathering, interpretation, and evaluation.	See course assignments
Criterion #3 & Criterion #4	The course requires reading two substantial texts, writing abstracts and critiques on that material as well as conducting a 20-page collaborative ethnographic project in which feedback is systematically delivered over the semester.	See course assignments

DAH 302 (87359) Cross-Cultural Dance Studies
Tempe, Fall 2007, TTH 9:15-10:30am, BA390

Instructor: Dr. Pegge Vissicaro

Office Hours: PEBE 126, TTH 1:45-3:15pm, or by appointment

Contact Information: 480-965-4764, pegge@asu.edu

Course Description:

This course is designed to compare diverse dance cultures in contemporary world contexts. Students examine the field of cross-cultural dance studies through assignments that develop critical writing, thinking, and viewing skills. Investigation of the comparative process will lead to the design and implementation of collaborative ethnographic projects involving interpretive research methods for data gathering and analysis. Students are encouraged to utilize one of the following approaches to frame their research project:

- Education – learning and teaching
- Performance – training, activity, and conditions in which it takes place
- Composition – organization and analysis of movement elements


Specific outcomes may include creating curriculum, media resources, or a presentation/exhibit (dance, theatre, music, literature, painting, photography, etc.) that embodies values and principles revealed in the ethnographic project.

Course Competencies:

Students will be able to:

- Locate and become familiar with materials produced by Cross-Cultural Dance Resources, Congress on Research in Dance, the International Council for Traditional Music (Ethnochoreology Study Group), and other scholarly organizations
- Participate and lead discussions pertaining to the comparative process
- Write abstracts and critiques of selected texts
- Conduct fieldwork for an ethnographic project (includes interviews and participation/observations)
- Write a 20-page report detailing the ethnographic project
- Present project findings in a creative and professional format

Course Content Outline:

- 
- I. Introduction and Assessment
 - II. Context and Interaction
 - A. Globalization
 - B. Ideology and Hegemony
 - C. Critical Theory/Participatory Action Research
 - III. Cultural Systems
 - A. Culture and Entropy
 - IV. Comparative Processes
 - A. Personal Emics
 - 1. the hermeneutic spiral

2. the "other"
- B. Emics
 1. ethnographic study
 - a. participant observation
 - b. interviewing
- C. Etics (imposed and derived)
 1. learning modes
 2. time space
 3. pedagogy
 4. evaluation

Course Requirements:

Assignments

1. Attendance – Each class is part of a collaborative knowledge construction process and requires that each member of the course community participate. Any member that misses a class will impact this process.
2. Writings for Required Texts – Students will write an abstract (250-words) and critique (1000-words) of the required texts addressing specific criteria.
3. Ethnographic Project – This collaborative project involves multiple stages of development. Rough drafts of each stage will be systematically submitted and returned with feedback. The final 20-page paper is due the last day of class (December 4th).
4. Extra Credit – Students may read an approved text and write an abstract (250-words) and critique (1000-words) addressing specific criteria to earn up to 50 points.

Final Exam – The final exam is December 6th from 7:40-9:30am.

Textbooks - The following textbooks are required and available at the ASU Bookstore: Dance and Social Change in Contemporary Cuba (Y.Daniel) and Perspectives on Korean Dance (J. Van Zile)

Herberger College Dance Attendance Policy

1. Absences: Students are permitted to have the same number of absences as the class meets per week. Two meetings a week mean that a student may incur two absences without penalty. If a student exceeds the number of permissible absences, then the student's final grade will be lowered for each additional absence 1/3 of a letter grade according to the plus/minus scale.
2. Tardiness: Students will be penalized if late (more than 10 minutes). The instructor will keep a record of each student's tardies. Three tardies equate one absence.

Grading Scale – The following scale is based on the highest number of points that may be earned.

- Participation = 100 points
- Book #1 Abstract & Critique = 100 points

- Book #2 Abstract & Critique = 100 points
- Ethnographic Project = 100 points

388-400 = A+

376-387 = A

364-375 = A-

352-363 = B+

340-351 = B

328-339 = B-

316-327 = C+

304-315 = C

292-303 = D

280-391 = E

Additional Course Information

1. Student Code of Conduct - All students must abide by the Student Code of Conduct as found in the following online document. This code includes definitions of academic dishonesty and the consequences for such actions (cheating, plagiarism).
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf
2. Students with Disabilities - Students with disabilities must be documented by ASU Disability Resources for Students.
(<http://www.asu.edu/studentaffairs/ed/drc/>) or 480-965-1234. Please inform the instructor the first day of classes to provide the necessary accommodations.
3. Incompletes - Incompletes are awarded for the most special circumstances and are not handed out freely. Students who wish to apply for an incomplete must schedule an appointment through the department office during the mid term period (480-965-5029). Each incomplete is considered on a case by case basis to determine the extent to which they are warranted. There is no guarantee that incompletes negotiated after this time will be approved.
4. Drop/Add/Withdrawal Dates - Drop/Add deadline is August 26th. No courses may be added or dropped after this date.
5. Liability forms - Students are required to complete a liability form to be kept on file in the Herberger College Dance Office each semester. Only one liability form per student per semester is necessary.
6. Signature Page – Each student must print out this statement from the blackboard syllabus and bring it in to the instructor during the first week of classes. It is kept on file by the instructor for the duration of the course.

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