

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number DNCE 350 Course Title Learning Through the Moving Arts

- Radio button options for course status: new, existing not changing, existing undergoing change, existing being recertified.

- 1. Please attach a syllabus or draft syllabus of the course. Attached
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes no X

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

X yes no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course.

KIM-Merryl - please fill this in NA

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator [Signature]

Date 09/28/17

Program Director [Signature]

Date 09/28/17



Handwritten initials: PS, RP, Tracker

General Education Coordinator

Date

---

General Education Committee Chair

---

Date

**FORM INSTRUCTIONS FOR UDGE-CC (WHITE)  
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA CC – HUMANITIES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

**Criteria for Upper Division Area CC Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.**

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

**Assessment for Upper Division Area CC Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8.
  - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
  - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

**UDGE FORM DNCE 350: Learning Through the Moving Arts**  
**Submitted by: Dr. Karen Schaffman**  
**Professor and Program Director, Dance Studies Program**  
**9/28/2017**

- 5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.**

This course provides an excellent learning opportunity for UDGE students to engage with the basic elements of dance by providing them an opportunity to understand the value of its application childhood and youth education. Through readings, discussions, and practice, students gain an appreciation of movement artistically and in the quotidian-sense. Through intellectual engagement and physical means, students will have the opportunity to embody and physically understand the language of dance as defined by the State Standards and in conjunction with current trends in Contemporary Dance. Students, most of whom are adept at social media and technological tools, will have an opportunity to learn about Media Art in conjunction with the study of dance. Depending on the individual student, it is highly possible to experience all three UDGE criteria: (a) spirituality, (b) the arts, (c) philosophy or intellectual thought with regards to these art disciplines.

- 6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.**

Students will be required to engage in critical analysis as well as creative practice. In the field of Dance Studies, these activities intertwine. As the syllabus indicates, students will be reading, viewing, and participating in various dance activities to develop a holistic approach to learning through the arts. For example, when learning ways that dance can enhance understanding of social issues, students will read scholarly articles, view video, and engage in practices that demonstrates the inseparability of "body identity" to cultural identity. Assignments include self-reflective writing on the experience in relationship to the readings and viewings

- 7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.**

This course will focus primarily on ethical concerns by highlighting the relationship and vital importance of learning through the arts. The arts touch upon aesthetic valuing both in the process of making art as well as the viewing and reflection upon it. Arts served as a bridge to and between diverse cultural contexts. Through embodied experiences students gain appreciation, while learning skills of cooperation of empathic listening.

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

- 8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.**

As in all Dance Studies courses, students are not evaluated upon their “successful” execution of the movement. The course is comprehensive in that it addresses intellectual inquiry alongside embodied activity. Consider the Student Learning Objective where students “develop the ability to differentiate and integrate ways of seeing, feeling, and contextualizing.” Supported by readings and lectures, students will be required to respond to choreographic works and films/video using a multiple modalities (physically/dancing, orally/discussion, and through written papers). This offers students a variety of means to articulate their understanding both subjectively, while at the same time critically analyzing the work using the language of the field. By differentiating what they see, feel, and contextualize, students gain an understanding of art as political and personal vehicle for social change.

**b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.**

N/A