New Course Request

Indiana University

S. B. Campus

Check Appropriate Boxes:  Undergraduate credit [X]  Graduate credit []  Professional credit []

1. School/Division: THEATRE/DANCE
2. Academic Subject Code: [THIR DIII]
3. Course Number: (must be cleared with University Enrollment Services)
4. Instructor: DAVID SEYMORE
5. Course Title: INTRODUCTION TO LATIN DANCE

Recommended Abbreviation (Optional)  

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):

7. Credit Hours: Fixed at [2] or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes [X]  No 

9. Is variable title approval being requested? Yes [X]  No 

10. Course description (not to exceed 50 words) for Bulletin publication: THIS COURSE WILL INTRODUCE DEVELOP COMPETENCE IN THE BASIC STEPS OF SALSA, MERENGUE, BACHATA & CHA CHA TO DEVELOP A SOLID REPERTOIRE OF DANCE MOVEMENTS. STRETCHES & EXERCISES WILL HELP THE STUDENT DEVELOP GREATER BODY AWARENESS AND AGILITY AS WELL AS LEARNING A SOCIAL DANCE FORM THAT WILL HELP THEM MAINTAIN A HEALTHY LIFESTYLE FOR LIFE.

11. Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at [2] or Variable from ________ to ________

13. Estimated enrollment: [20] of which [0] percent are expected to be graduate students.

14. Frequency of scheduling: [TWO TIMES]  Will this course be required for majors? [NO]

15. Justification for new course: SEE ATTACHED

16. Are the necessary reading materials currently available in the appropriate library? [NA]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]  Date 9/22/07

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by:

[Signature]  Date 9/23/05

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724  University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Introduction to Latin Dance THTR-D 111 (2 credit hours)

Text: None

Justification:
Latin Dance (a type of Social Dance) has recently experienced a major rebirth in America, fueled by the popularity of reality dance shows on television, movies with dance themes, and increased internet access. Also, the growing Latin community in the United States has influenced mainstream culture in many ways, including the visual arts, dance and music, food, fashion and language. This course will enrich both Latino students’ understanding of the roots of dance forms that grew out of their culture, and enable non-Latino students to experience an understanding of a culture different from their own.

Judith Lynne Hanna, anthropologist and author of To Dance is Human: A Theory of Nonverbal Communication, contends that “Dance is a physical instrument or symbol for feeling and/or thought and is sometimes a more effective medium than verbal language . . .” (4). As a result, by learning dances from cultures that are different from our own, humans are able to have a sense or understanding of others.

Jonathan Skinner, Lecturer in Social Anthropology at Queen’s University in Belfast, Ireland, has studied the effects of social dancing on senior citizens in Ireland and the United States. He maintains that while it “brings people together across communities, creating solidarity, tolerance and understanding” it also gives people “something to focus upon—to live for. It alleviates social isolation and quite literally helps take away aches and pains associated with older age.” Thus, Latin Dance also offers students an opportunity to learn a lifelong physical skill that will benefit them maintaining a healthy lifestyle.

An article from the Mayo Clinic Health Letter, reprinted in January, 1994, with permission of the Mayo Foundation for Medical Education and Research, states that social dancing can burn 200-400 calories in 30 minutes, offers cardiovascular conditioning, strengthens the bones (especially the tibia, fibula and femur), thereby helping to “prevent or slow loss of bone mass (osteoporosis), and finally, “contains a social component that solitary fitness endeavors don’t” as it allows the participants “to develop strong social ties which continue to contribute to self-esteem and a positive outlook” (find website).

Latin Dance is an energetic dance form, and offers students a vigorous and enjoyable form of exercise that is accomplished in a social setting. The basic movements and steps learned in this class will allow them to participate in the many social events, such as Latin dance clubs, that are springing up in cities throughout the United States. These can also be found locally, in South Bend and Goshen.

Finally, a new Latin American music course (M190), with the proposal written by Luis Enrique Vargas, is in the process of being created and approved. The Introduction to Latin Dance is intended to complement the music course for those students who desire further exploration.

Course Description:
This course will introduce and develop competence in the basic steps of Salsa, Merengue, Bachata and Cha-Cha to develop a solid repertoire of dance movements. Stretches and exercises will help the student develop greater body awareness and agility as well as learning a social dance form that will help them maintain a healthy lifestyle for life.
**Brief Outline of Course and Activities:**

1. Students will learn a brief history of each dance form.
2. Students will learn the basic musical structure and rhythms of each dance form.
3. Students will execute the correct technique of basic exercises to strengthen their bodies.
4. Students will know the proper muscles to be used in the basic strengthening exercises.
5. Students will engage in various stretches to enable them to prepare to accomplish specific dance steps.
6. Students will learn the correct technique used in the dance steps and the particular muscles used.
7. Students will learn the correct technique of basic steps of each dance form and the muscles used.
8. Students will learn the correct form for partnering techniques.
9. Students will read articles concerning ways to achieve and maintain a healthy lifestyle, both physically and psychologically.
10. Students will write a reflective paragraph(s) on the Health and Wellness article(s).
11. Students will perform learned movement combinations.
12. Students will create their own movement combinations.
13. Students will learn the safety procedures of each new step and movement as it is introduced.
14. Students will learn how to prevent injuries and how to rehabilitate an injury, if one occurs, with medical advice, the instructor’s guidance and other research articles.

**Goals and Objectives:** By the end of the semester students will be able to:

1. Know how to perform correctly the basic steps of the Latin dance forms of Salsa, Merengue, Cha-Cha and Bachata.
2. Master correct Latin Dance partnering techniques.
3. Understand the rhythms of the four dance forms.
4. Perform the four dance forms with correct rhythm.
5. Execute the four dance forms with proper technique.
6. Create dance sequences that can be performed.
7. Discuss and know how to follow a healthy lifestyle regime (both physically and psychologically).
8. Know the muscles involved in executing various steps and movements.
9. Know safety precautions of each step and movement.
10. Students will know how to avoid injuries and how to rehabilitate after an injury has taken place.

**Assignments:**

**Articles:** Articles will be assigned for students to read. These articles will be on topics such as technique, famous dancers, history and culture of a particular dance form, safety precautions, injury prevention, injury rehabilitation, nutrition and psychological well-being. Students will be required to write one paragraph on each article that reflects their thoughts on the content. Reflection paragraphs may be handwritten. They must not be a summary, but rather, a reflection statement concerning the student’s thoughts about the article. Reflection paragraphs on the articles will be worth 10% of your grade.

**Dance Steps and Combinations:** There will be steps and combinations assigned for practice. These will be worth 10% of your grade.
Quizzes: There will be quizzes on dance terminology, dance steps and combinations, partnering techniques, safety precautions, injury prevention and rehabilitation, nutrition and psychological well-being. The quizzes will be announced. Late work (i.e., homework, quizzes and tests) will not be permitted without official documentation. The only allowable make-up tests, quizzes or exams require documented, legitimate excuses. Quizzes will be worth 10% of your grade.

Participation and Activities: This involves the execution of dance exercises, steps, arm movements, partnering, and combinations of steps. It will be worth 30% of your grade.

Technique: Willingness and ability to apply the proper dance method and corrections to various exercises, steps, arm movements, partnering, and combinations of steps. This will result in 30% of your grade.

Final Exam: This will consist of executing particular dance steps and combinations with correct technique (5%). The other portion of the exam will be written, consisting of questions taken from the articles (5%). The entire exam will be worth 10% of your final grade.

Academic Honesty:
All students are expected to adhere to ethical standards as stated in the IUSB Code of Ethics at http://www.dsa.indiana.edu/Code/.

Classroom Etiquette: Gum chewing or eating during class is not allowed. A water bottle with lid or cap is permitted. Cell phones must be turned off. If you need to leave yours on, in case of an emergency, please tell me before class.

Dance Apparel: Women: Skirt or pants and top that allow ease of movement. Dance shoes with a small or high heel. They can be ballroom, character or jazz shoes.

Men: Pants and shirt that allow ease of movement. Ballroom or jazz shoes.

Dance apparel may be purchased at: The Ballet Shop 3310 Hickory Rd., Mishawaka, IN (574) 255-3082; or ordered from: Dance Express www.dancex.com; Discount Dance Supply www.discountdance.com; All About Dance www.allaboutdance.com.

Disabilities:
Please contact the instructor or the Raclin School of the Arts office concerning any disabilities or medical information that you need to share with me. You may also call Disabled Student Services at (574) 237-4479 for more information.

Religious Observances:
If you have special religious observances, contact the instructor so arrangements can be made according to your needs.

Grading Scale:
A =93-100  B+ =87-89.9%  C+ =77-79.9%  D+ =67-69.9%
A- =90-92.9%  B =83-86.9%  C =73-76.9%  D =63-62.9%
B- =80-82.9%  C- =70.72.9%  D- =60-62.9%  F =0-59.9%
Course Outline:

Week 1:  Introduction  
History of Merengue (Dominican Republic)  
Rhythms of Merengue  
Exercises and stretches  
Basic Merengue steps

Week 2:  Exercises and stretches  
Arm Positions for Merengue  
Locomotor Merengue steps  
Turning Merengue steps  
Hand out article on Health and Wellness

Week 3:  Exercises and stretches  
Partnering Techniques  
Arm movements with partner  
Performing an assigned combination of steps and movements  
Hand out article on Health and Wellness

Week 4:  History of Bachata (Dominican Republic)  
Rhythms of Bachata  
Exercises and stretches  
Basic Bachata steps  
Hand out article on Health and Wellness

Week 5:  Exercises and stretches  
Arm positions for Bachata  
Locomotor Bachata steps  
Turning Bachata steps  
Hand out article on Health and Wellness

Week 6:  Exercises and Stretches  
Partnering techniques  
Arms movements with partner  
Performing an assigned combination of steps and movements  
Hand out article on Health and Wellness

Week 7:  History of Cha-Cha (Cuba)  
Rhythms of Cha-Cha  
Exercises and stretches  
Basic steps of Cha-Cha  
Hand out article on Health and Wellness

Week 8  Exercises and Stretches  
Arm positions for Cha-Cha  
Locomotor Cha-Cha steps  
Hand out article on Health and Wellness
Health and Wellness Course Guidelines:

Under the new General Education curriculum requirements all IUSB students are required to complete courses in Health and Wellness. The Health and Wellness requirement is two credit hours. According to the Bulletin, it is possible for students to fulfill this requirement either by taking one of the Health and Wellness courses of at least 2 credit hours, or by taking a one-credit course in combination with a sports and recreation course.

Proposal for Health and Wellness: A Contemporary Social Values Course of the IUSB General Education Curriculum

Name: Academic Unit: First Semester to be Offered: Spring 2010
Course Title: Latin Dance

General Purpose of the Course:

The course meeting the Health and Wellness component of General Education will contribute to students’ understanding of the importance of physical and mental health and offer students the opportunity to acquire skills that will help them to achieve and maintain such health. It will serve to provide basic understanding of physical and mental health and the integration of different components into a person’s lifestyle.

Specific Guidelines For Health and Wellness Courses:

As the general guidelines indicate, a Health and Wellness course may take one of several forms. Although each of the three general descriptions outlines the components of an acceptable course, it is also possible to augment one complete set of criteria with selected elements from the other two descriptions. The following specific guidelines suggest a range of acceptable course designs within the three general course categories.

1. Course leads students to demonstrate skills and knowledge of physical and emotional fitness concepts through physical as well as didactic instruction to enhance awareness of the benefits of a lifelong commitment to their own personal fitness and wellness.

2. Course leads students to develop an understanding of holistic health concepts in a manner that invokes personal responsibility for health and wellness. The course must include academic instruction elements that ensure the students’ command of these concepts.

3. Course enables students in acquiring knowledge to make lifestyle changes geared toward the maintenance of healthy living and the prevention of disease and illness.

The category that is most appropriate for the Latin Dance course is number 1.

1. Latin Dance leads students to demonstrate skills and knowledge of physical and emotional fitness concepts through physical as well as didactic instruction to enhance awareness of the benefits of a lifelong commitment to their own personal fitness and wellness.

   A. Students should be able to demonstrate skills and knowledge of physical fitness concepts (sports, exercise, dance). The skills and knowledge may be demonstrated partly through physical performance that includes correct technique of movement(s), knowledge of particular muscle groups involved in the movement(s) and the various ways that particular movements can be arranged in a combination or sequence. For example:

   1. How will the course introduce correct movement technique?

      Latin Dance, through the teaching of four particular Latin dance techniques, provides movement cues for proper implementation. The instructor specifically addresses technical abilities for arm, leg and torso movement through exercises, stretches, dance technique, and ongoing feedback from classroom observation.

   2. How will the course explain particular muscle groups involved in various movements?

      Each of the dance forms taught in the Latin Dance class exhibit slightly different variations of arm, leg and torso movement. Through the process of learning the
distinctions between the dance forms, and acquiring the critical skills of distinguishing their manifestations on the students’ body, the student will acquire facility in recognizing, discussing and incorporating these muscle groups.

3. How will the students execute a movement combination? Will they perform a learned sequence and/or create their own?
   During the initial classes of Latin Dance, students are expected to experience and acquire the movement combinations as presented by the instructor. As the students develop in their abilities to move accurately according to the aesthetic of each dance form, the instructor will expect the students to create combinations.

B. The course must also include some academic instructional elements (reading, research, listening to lectures, writing essays, etc.) that insure that these concepts become a familiar part of the students’ thinking, thereby heightening their awareness of the benefits of a lifelong commitment to personal fitness and wellness. While the course may focus on physical fitness, it should include some wellness components that relate to a successful performance. Examples should emphasize several of the following components: nutrition, safety procedures, injury prevention, physical rehabilitation and psychological well-being. For example:

   1. Will the course explain the importance of proper nutrition for physical fitness? If so, how?
      The instructor is expected to integrate discussions of nutrition and general health and wellness into her/his classroom presentation. Students are expected to discuss and know how to follow a healthy lifestyle regime (both physically and psychologically), to write about it in essays, and to implement these behaviors into their life habits.

   2. Will safety procedures be introduced? If so, how?
      It’s important to recognize that a vital aspect of the dance classroom consists in respect for the students’ relationship to the environment. Thus, careful attention is spent in establishing proper etiquette regarding the facilities and the dancers’ use of the floor, supports (such as the barre), and other properties. When safe procedures are violated, student's behavior will be re-directed to appropriate action.

   3. Will the course include information on injury prevention and rehabilitation? If so, how?
      Students will be taught the proper movements for appropriate dance technique. The instructor also—during the course of correcting improper technique—is addressing issues of safety, as potentially damaging movements are corrected prior to habits becoming formed. If a student acquires an injury from an accident occurring either in the classroom or outside of it during the course of a semester, proper safe movement will be taught and expected from that student, with the others benefitting from the learning experience.

   4. Will the course provide an understanding of psychological well-being? If so, how?
      Yes. Students will be given articles to read concerning the benefits of dance for psychological health and well-being. Also, by coming to class and engaging in the social, as well as the physical aspects of dancing with a partner, students will experience how dance aids in psychological health. Joe Verghese, a neurologist at Albert Einstein College of Medicine, states that “not only does the physical aspect of dancing increase blood flow to the brain, but also the social aspect of the activity leads to less stress, depression and loneliness” (www.SixWise.com).