EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

REPORT TO RIVERSIDE DIVISION
FEBRUARY 24, 2015

To be adopted:

Proposed Change in the Dance Minor

PRESENT:

1. Lower-division preparation (14 units)
   a) DNCE 014, DNCE 019

PROPOSED:

1. (No Change)
   a. (No Change)


2. (No Change)

Justifications:

Theses “new” courses have all already been offered in our curriculum, under the title “DNCE 75: World Dance Forms,” and we expect them to be continue to be offered. The catalog description for DNCE 75 currently is “Traditional ethnic dances…Focus is on a specific cultural region each quarter.” The other named dance practices in our curriculum are DNCE 67: Modern Dance Technique and DNCE 71: Ballet Technique. (A few years ago, we also added DNCE 68: Somatic Techniques and Experiential Anatomy to our curriculum.) We are now requesting these additions/revisions to our curriculum so that the catalog listings for our program name (and acknowledge) all the dance forms we regularly teach under their specific names, rather than only naming ballet and modern dance (and now somatics) specifically, and lumping everything else as “ethnic” forms all under the umbrella of “World Dance.” This change reflects and supports current thinking in the field of Dance Studies, correcting outdated approaches that presented dance through a lens of “the west and the rest” to instead recognize a multiplicity of dance practices, named by their own specific names, as all part of the world.
As these name the courses we teach regularly, and we are sometimes able to offer other dance practices when guest instructors are available, we would also like to keep the “umbrella” course of DNCE 75 on the curriculum, renamed as DNCE 75: Dance Techniques and Practices.

We ask that these courses be repeatable because our intention is to encourage depth of knowledge and continuity of practice in multiple dance forms for our dance majors, minors, and for other UCR students interested in serious study of dance. Dance movement is not something one masters and then stops doing, but rather, a practice that deepens over time through regular, continued engagement. We are actively interested in teaching students that these dance forms are embedded with a depth of knowledge, and not something that can be fully mastered in one quarter. For example, a student would not take 10 weeks of a ballet class and then be done with ballet, but rather continue the practice regularly during their time at UCR, working at a deeper level and increasing their skill each quarter, even within the same class level. These practice classes are similar: while one could learn a bit about the dance forms in ten weeks, they require years of regular physical practice to be fully comprehended. We intend to offer two levels of these classes as often as possible, with the expectation that a student may need a year or two of practice at the 1st level before advancing to the 2nd level, and may continue to study the dance form at the 2nd level throughout their time as a UCR student. While ideally we might offer 4 or 5 levels of a dance practice, we do not have the capacity to accommodate student demand for more than 2 levels for these classes.

**Approvals:**
Approved by the Faculty of the Department of Dance: September, 25, 2013
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: November 19, 2014
Approved by the Committee on Educational Policy: December 19, 2014