COURSE SYLLABUS

Ballet History 4410 - 1, Fine Arts Area General Education, (3 credit hrs.)
Department of Ballet, Rm. 206
Associate Professor Richard Wacko
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Office Hours: by appointment (Contact me through Umail or course mail)
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COURSE CONTENT

The early history of dance, specifically ballet, parallels closely to art history, music history, European culture, style and period. This course places emphasis on the political, cultural, and historical events that shaped developments in the arts and in turn, how the arts were used by rulers to promote the power of the Italian, French, and Russian dynasties during the Renaissance and Baroque periods. Later in the course, some time will be spent on the Regency period, the Romantic period in France, ballet in Imperial and post-revolutionary Russia, the Ballets Russes under Serge Diaghilev, and the founding of some important twentieth-century ballet companies in America and England. The influences and impact of contemporary American dance choreographers on ballet repertory will be covered in brief. Beginning with Baroque dance, video clips will be available within the course to show examples of style and content changes in ballet throughout history.

COURSE OBJECTIVES

The course is designed to connect the developments in painting, sculpture and music with dance as the arts intersect and influence one another culturally, socially and politically during each artistic period. You will also learn that the arts of the past are a reflection of and, in some cases, a protest to political events, social and economic changes, and cultural ideals in each country studied. Through the readings enhanced by the figures used in the Lee text and the WebCT chapters, it is intended that you be able to distinguish the main artistic periods: Classical, Baroque, Rococo, Romantic, Neo-classical and Modern and review samples of new ballets choreographed within each of these periods. You will also become more familiar with the French ballet vocabulary and meanings of some of the more common ballet terminology. You will be able to describe the accompanying cultural attitudes, philosophies, and politics as underlying foundations or as catalysts for changes in dance through history. Through your writing and participation in discussions, you will become more aware of issues in dance such as the treatment of dancers, body types, authoritarianism, and absolutism through time. From studying some of the important musicians, dance artists, and choreographers, you will gain perspective on developments in choreographic form, content, and style. The group assignments will help you glean and compare information about race, gender, women’s rights, dancers’ health and other issues within dance for each era.
WebCT TIPS

If this is your first WebCT fully online course, I strongly recommend you take the selftest in this course the first week of the semester to familiarize yourself with WebCT functions and course tools.

The Course Homepage: The homepage is set up with rows of icons you can click to access various tools, course content and instructions. Once on the homepage, you will see a list of COURSE TOOLS in a menu to the left of the page. These include announcements, assessments (tests), assignments, a calendar tool, course web-mail, and discussions and a chat feature. On the homepage, you will find this syllabus, course outlines, part 1 and 2, WebCT chapters you are assigned to read, and study guides/information outlines for exams. Most of these documents are in PDF format. When you are reading the online chapters, the images will be in either one of two states: maximized or minimized. Clicking on an image with the cursor will toggle the maximized state of the image. When you first open the chapter, all images will be in the minimized format. Please use this feature to view the full images.

Once you are enrolled, the easiest way to contact me is through the course web-mail. I check course messages on a daily basis and I will respond to you within a day in most cases. I will give you feedback on tests and assignments within 10 days of submission. In order to do well in this class, you will need to be disciplined about the reading and check the Calendar tool in the COURSE TOOLS menu frequently, almost daily, as there may be additions or changes. You may click on the calendar dates to reveal the hidden messages about assignments, tests, etc., or you may click on “view week” area to the left of the calendar page. This gives you a view of all activities for the week at a glance. The calendar is your best reminder of when assignments are due, when to read chapters in your book, in WebCT, on E-Reserve, and when online tests are revealed. A message in the Announcements icon will tell you how to access the E-Reserve readings. You will need to devote enough time weekly to read the material, do the assignments and take the quizzes.

The mail icon for the course is also found under course tools. You will be receiving information and feedback from me frequently. You are encouraged to ask questions through the course web-mail as well. If you are not familiar with web-mail and have questions, you may contact me through my U-mail address on the syllabus. If you have a general question for which all students can benefit from the answer given, you may post it on the Discussion board in the Questions or Concerns topic at the bottom of the page. The Discussion Tool will be used after the first five assignments have been completed. Each of you will be given one reading assignment in a small group and will work together to complete assignments 6 – 11. As such, participation in discussions will be part of your grade. The Discussion tool also has a blog associated with each group assignment.
You may view your grades for each assignment and test grades by clicking on the My Grades icon.

Your required text is *Ballet in Western Culture*, Copyright: 2002, by Carol Lee, ISBN # 0-205-27439-0. There are used and new copies available from the U. Bookstore. A copy will also be placed on two-hour reserve at the Reserve Desk, Marriott Library. There will be additional assigned readings on electronic reserve, videos, and chapters in WebCT. The WebCT chapters were written with the help of a TACC faculty grant. There is no additional charge or fee to students for any course materials.

**COURSE ACTIVITIES**

Course activities include reading weekly chapters and completing assignments based on the readings. There are six assignments, one of which is a collaborative assignment where you will work with a small group of peers in order to answer the questions or summarize material you have read. This assignment will be posted on the discussion board and open to other members of the class. Student responses to these posts are encouraged. It is important to read the group posts because most will include information applicable to the tests. You may respond to up to two more assignment posts for extra credit points. In addition you will have two papers due: one biography on a noted artist, dancer, choreographer, or writer of your choice, and one longer research paper. Information on the required writing process for the term paper will be sent to you later in the course and is also available on page 4 and 5 of this document. It will be very helpful if you have taken the lower-division writing course or take it concurrently with this class. The Marriott Library librarians can also assist students in finding and using credible electronic sources for writing papers. You must have prior approval of your biography subject and term paper topic from me at least two weeks in advance of the due date.

**COURSE REQUIREMENTS**

1. When the course has been activated, you have read the syllabus and decide to remain registered, please post a short biography about yourself such as your major, your year in school, other interests, etc. on the discussion board in the "About Me" topic. Also, send me a course web-mail so that I am sure you can communicate with me.

2. Read the WebCT chapters, those assigned in your text, and readings on E-reserve.

3. Please read the two-part course outline found on the home page in addition to this syllabus. The outline will give you a detailed overview of the WebCT course content on a weekly basis. Again, your best source of up-to-date information will be on the course calendar. View it often.
4. After reading this syllabus, you can take the first quiz (self-test). It is not graded, but you may receive extra points to add to another test) if you have a score of 75% or better. Graded online tests are available over a three-day period, but they are timed and may be accessed only once. No makeup quizzes will be given.

5. Writing (bi-weekly assignments and papers) for this course:
As the professor for this class, I follow the University guidelines on plagiarism. You must document all sources used in preparing your papers, so taking good notes on which sources you use and the page number (hard copies) where you find your information is critical. All information not in quotes must be paraphrased and not copied word for word or cut and pasted from the text or electronic sources, even though this may be very tempting. Do not represent someone else's work as your own. Do not change the phrasing of the sentence around thinking you are paraphrasing. Use your own words, sentence structure and organization for your papers. This takes some planning.

a. Short written assignments will consist of answering a few questions. See the calendar tool for assignment due dates. You will find the first two assignments under Course Tools in the "assignments" icon. Other assignments will be available two or more weeks in advance of the due date. Later in the course, small groups of students will be assigned a topic, read the material, discuss it among themselves and post answers to the questions and/or write a summary for the class to read. These group assignments will be sent to each group at least two weeks before the assignment is due so that you have a chance to discuss among yourselves before the final posting.

Assignments are submitted in the assignment drop box in the course tools. Late assignments will be lowered one grade point for each two days they are late, including weekends. Unreadable assignments and/or those not received within seven days after the due date will receive a failing grade. If you work in Microsoft Office 2007, please save your attachments in Office 2003 before sending them to me. Make sure you can read your documents as Microsoft Word documents and submit them to me with the .doc suffix. In order to help me keep track of your paper and assignment attachments, please add your last name somewhere in the attachment title and submit work on time in order to get full credit.

b. Write one short biography (three to four pages) on an important person within one of the four historical periods of classical ballet. Once you have decided on a subject, you'll need my approval to write about this person so that papers are not duplicated. All papers must be word-processed and double spaced with 12-point print. All papers must be properly documented as to the sources of your information. Use parenthetical references in the body of the paper and a works cited page at the end for all papers. From this assignment I hope you will gain insights into the time and place during in which your subject lived and what aesthetics and rules of conduct governed the arts and society at that time. The person you write about, although not necessarily a dancer, should be
directly or indirectly influential in shaping dance development or have impacted theatrical dance history in other important ways. In your paper, please discuss one or two other people who influenced your subject in his/her thinking or development and explain why your subject was important to the historical development of dance. Check the calendar for due date.

You can find information on your artist from in the *International Encyclopedia of Dance*, 1998, edited by Selma Jeanne Cohen or in other reference materials in the Marriott Library. There are also good websites. Your subject may be a choreographer, critic, musician, dancer, stage designer, artist, ballet master/mistress, impresario, or patron of the arts. Many dancers and choreographers are listed on your course outlines from the Petipa Era and Diaghilev Period. There are also numerous dancers listed in the *Dance in America* outline.

Do not use *Wikipedia* or other unreliable sources for any of your papers. The Marriott Library librarians can help you find excellent databases. Since you are required to have only three references for this paper, please use sources other than your Lee text or the WebCT chapters.

c. Write a longer research paper: due about one month before the end of the semester. The subject of the paper will be your choice but it must include interdisciplinary influences that shaped theatrical dancing, such as cultural and artistic influences or political events that changed the course of the development of ballet (or vice versa) during a certain period. You may also write on gender or racial issues in dance such as the perceived female or male body image during one or more of the historical periods covered, or, for example, you may write on the parallel development of African American dance along side the development of jazz music in contrast to what was happening in classical dance during the first half of the Twentieth Century. You might also choose to write about the ballet artist's plight under the Soviet regime, defections and intrigues of famous dancers who came to the West. A topic such as the successful collaborations of writers, poets or musicians with choreographers, or the influence of dance on stage and costume design, or vice versa, would also make a good paper. The influence of the Commedia dell'Arte on artists, dancers and choreographers is another fascinating area of research. Other good topics will be discussed in a few weeks. Please check with me to get approval on your research topic.

Your term paper must have a cover page with your name, ID #, course title and date in the upper right-hand corner and the title of your paper centered on the page. Your paper must have proper credit given to your sources with parenthetical references in the form of the *author-page system or end notes and a “works cited page”*. You should have a minimum of five books and/or periodicals listed on your *List of References* page including two web sites from which you glean information. Papers should be long enough to cover your topic, but concise. (Anywhere from seven full pages to ten pages is fine.) Term research papers may be submitted in the course via web mail attachment or left in my faculty mailbox, Rm. 112, Marriott Center for Dance.
Your paper is due early enough that I am able to read it and give you feedback before the end of the semester. Late papers and assignments will receive a lower grade, reduced 1/3 grade point (from a B to a B- for example) for each two days late and will not be accepted more than one week after the due date. It is your responsibility to check the calendar tool for the exact due dates. Plan to begin work on your research paper about three weeks before the due date and get your topic approved early. I use SafeAssign.com as a resource if I have questions about the authenticity of your paper.

TESTS and GRADES:

In addition to the two papers and written assignments, your grade will also be based on five exams to be taken online: dance in Greek and Medieval times, the Renaissance and High Renaissance; the Baroque and Rococo Periods; the Pre-romantic and Romantic Periods, and the Petipa Era. The final exam will be a longer paper test given on campus or at one of the distance education sites. It will cover the Diaghilev Period up through contemporary ballet. You must register at least two weeks in advance for this exam through UOnline. There is a link on the course homepage. If you are taking this class out of the area or in another state, you must arrange for a proctor a few weeks before taking your final exam.

The first graded test will be 5% of your grade. The other online tests will each count for 10% of your grade and the final will count 20%. The final is not inclusive and you may take one page of notes into the exam. Fifteen percent of your grade will be based on assignments/discussions and 20% will count for the quality of the term paper and your short biography. One assignment or test grade may be improved by attending a live dance or musical theater performance and writing a critique on what you see. If interested, you may request guidelines.

Tests are timed, open book (Lee text), and you may use WebCT study guide notes. Tests are made up of short answer, a few true/false and matching, multiple-choice, and essay questions. Exact E-Reserve readings assignments and exams dates are listed in the course calendar. Make-up exams will not be given. The day of the final will be revealed early in the semester so you are able to plan ahead.

Online tests will not be available other than specified dates and times. The days and times the tests are available are revealed on the calendar and you will also receive course web-mail reminders. You are responsible for making sure you have a reliable Internet connection before beginning each test. Since there have been a few test connection issues previously, I will add an announcement about a work-around you can try if you lose your connection.

Please be aware of the add/drop deadlines for this course. If you find you are having difficulty accessing the information or do not have reliable high speed Internet, you may need to drop this course before receiving a “W” on your transcript.
GRADING SCALE
100 – 95% = A, 94 -90% = A-, 89 – 86% = B+, 85 -82% = B, 81-78% = B-, 
77 - 74% = C+, 73 – 70% = C, 69 -66% = C-, 65 – 62% = D+, 61 – 58% = D, 
57 – 55% = D -, below 55% = E

ACCOMMODATIONS POLICY

A. Content Accommodations: Some of the writings, photographs or videos in this course may include materials that conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. It is the student’s obligation to determine this before the last day to drop courses without penalty. If you have a concern, please discuss it with me at your earliest convenience.

B. Legislated Accommodations: Americans with Disabilities Act: The University of Utah Department of Ballet seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, http://disability.utah.edu/162 Olpin Union Bldg, 581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

GRADUATE STUDENT COURSE INFORMATION AND REQUIREMENTS
Ballet 6410-1

Graduate students working on a MFA degree in Ballet may register for this course if advised by your graduate committee members or due to your interest in ballet history. As an enrolled graduate student, you will follow the undergraduate syllabus and complete all of the undergraduate requirements. In addition, write one more paper (topic to be assigned) and write one critique of a performance. Guidelines will be available. The research paper topics will be determined early in the semester by the student and the instructor and is expected to be of high quality with proper citations. Also, each graduate student in ballet will meet with the instructor to learn about the course designer functions of this online course with the purpose of becoming a discussion leader for some of the assigned topics. The student will devise questions from additional assigned reading in order to generate meaningful discussions among undergraduate students related to the course material.