

DANCE 57 Course Outline as of Fall 2022**CATALOG INFORMATION**

Dept and Nbr: DANCE 57 Title: JAZZ DANCE HISTORY

Full Title: The History of Jazz Dance

Last Reviewed: 1/24/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

In this course, jazz dance, an American dance form that originated in the African Diaspora, will be explored from its roots in African dance and the adaptations and evolution of African dances during slavery; to social dances such as the Lindy Hop; through its development in the dance studio, on stage and screen. The origins of tap dance & hip-hop will also be touched on as branches of the same roots as those of jazz dance. You will become familiar with the major contributors to jazz dance including those over-looked in the past. We will examine issues of cultural appropriation and racism in the context of the history of jazz dance in America. Finally, we will look at the status of jazz dance in the 21st century and consider perspectives on jazz dance in the context of the current socio-political climate.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A (or ESL 10) or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: In this course, jazz dance, an American dance form that originated in the African Diaspora, will be explored from its roots in African dance and the adaptations and evolution of African dances during slavery; to social dances such as the Lindy Hop; through its development in the dance studio, on stage and screen. The origins of tap dance & hip-hop will also be touched on as branches of the same roots as those of jazz dance. You will become familiar with the major contributors to jazz dance including those over-looked in the past. We will examine issues of cultural appropriation and racism in the context of the history of jazz dance in America. Finally, we will look at the status of jazz dance in the 21st century and consider perspectives on jazz dance in the context of the current socio-political climate. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A (or ESL 10) or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 2022	
	G	American Cultures/Ethnic Studies		
CSU GE:	Transfer Area		Effective:	Inactive:
	C1	Arts	Fall 2022	
IGETC:	Transfer Area		Effective:	Inactive:
	3A	Arts	Fall 2024	
CSU Transfer:	Transferable	Effective:	Fall 2022	Inactive:
UC Transfer:	Transferable	Effective:	Fall 2022	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Analyze the evolution of jazz dance as both a social and a theatrical dance form, from its origins through the present.
2. Discuss the cultural significance of jazz dance in American popular culture and its contribution to American theatre and film.

Objectives:

In order to achieve these learning outcomes, during the course students will:

1. Trace the African dance origins of standard jazz dance movement vocabulary that prevailed in the 20th century.
2. Analyze how African and European dances interacted in the dance inventions of the African Diaspora.
3. Examine developments in jazz dance in the first half of the 20th century.

4. Compare and contrast jazz dance as a social dance form and a theatrical dance form.
5. Discuss the major contributors to jazz dance including how they fit into the family tree of jazz dance.
6. Analyze how the trajectory of jazz music coincided with and diverged from that of jazz dance and vice versa.
7. Discuss the evolution of jazz dance from the 1950's to the end of 20th century including the artistic and cultural influences that came into play.
8. Analyze developments in jazz dance from 2001 to the present.
9. Discuss and interpret issues of racial bias in the jazz dance world of yesterday and today.
10. Formulate a personal definition of jazz dance.
11. Discuss the elements of jazz dance movement and the various styles of jazz dance in their historical context.

Topics and Scope:

NOTE: The subtopics under the headings defined by decades are not necessarily in chronological order or the order in which they will be presented. Some topics will be woven throughout the course such as an examination of racism as it came into play throughout jazz dance history. The stories of the many contributors to jazz dance history will be peppered throughout the course. In each decade, connections will be made to African dance and early African American vernacular jazz dance and stage dance as reflected in the jazz dance movement vocabulary of that time period. The contributions of other American racial/cultural/ethnic groups will be discussed whenever appropriate.

I. Defining Jazz Dance

- A. The family tree of jazz dance
- B. Characteristics of jazz dance
- C. Jazz dance styles including Latin Jazz Dance and Afro-Caribbean influences

II. How Racism is Woven into the History of Jazz Dance

III. The Origins of Jazz Dance Pre-1900 - 1919

- A. African dance roots
- B. African-American vernacular dance
- C. Jazz dance in performance: minstrelsy, medicine shows & vaudeville
- D. Early tap & sand dance
- E. The performers such as Ulysses "Slow Kid" Thompson
- F. Early Harlem
- G. Relationship to music, blues & ragtime
- H. New Orleans - African-American incorporation of European dance influences

IV. The 1920s & 1930s

- A. Social Dances - e.g. Charleston, Lindy Hop (George "Shorty" Snowden)
- B. Element of Improvisation
- C. Jazz tap - innovators such as King Rastus Brown & John W. Bubbles (and many more)
- D. The bands and musicians who inspired the dancers
- E. Harlem
 1. The Hoofers Club
 2. Savoy Ballroom
 3. Cotton Club
 4. The Harlem Renaissance
- F. Jazz and tap in stage and film

V. The 1940s

- A. WWII impact on jazz music & dance
- B. Important dancers/creatives such as Nicholas Brothers, Atkins & Coles
- C. Dancer/Choreographer Jack Cole's influence

- D. End of the Big Band Era and demise of related social dances
- E. Dance in movies and on Broadway
- VI. The 1950s & 1960s
 - A. The break between jazz music and jazz dance
 - B. The social dances of the 50s and rise of rock 'n' roll music
 - C. Other forms of jazz dance such as modern jazz and Latin jazz (including Afro-Caribbean, Cuban, Puerto Rican, and other influences and contributions)
 - D. Jazz dance in movies, stage, and television
- VII. The 1970s
 - A. Explosion of new genres and further dissociation from jazz music
 - B. Street dance & hip-hop culture origins (African American, LatinX and other inner city youth)
 - C. Growth in popularity of theatrical jazz dance
 - D. Musical and cultural influences on the dance form (e.g. disco)
 - E. Jazz Dance in movies, stage, and television
- VIII. The 1980s
 - A. Hip-Hop dance & culture become prominent
 - B. MTV & Music videos
 - C. Jazz dance in popular dance movies
 - D. Concert jazz dance companies
- IX. The 1990s
 - A. Gus Giordano Jazz Dance Congress
 - B. Lindy Hop revival
 - C. Hip-Hop evolution
 - D. Concert jazz dance companies
 - E. Commercial jazz dance developments
- X. The 21st Century
 - A. Impact of dance competitions and conventions in redefining the genre
 - B. Teachers, companies & choreographers who continue to explore pure jazz dance
 - C. Tap as the only "real" jazz dance - Savion Glover and others
 - D. Decline in popularity of jazz dance and rise of contemporary dance
 - E. Hip-Hop comes of age- Rennie Harris & Moncel Durden
 - F. Melanie George - advocate for jazz dance
 - G. Perspectives on jazz dance and systemic racism
 - H. The future of jazz dance
- XI. How African American Vernacular Dance throughout the History of Jazz Dance has Informed Theatrical Jazz Dance Content
- XII. Prominent Figures in Jazz Dance (such as)
 - A. Pepsi Bethel
 - B. Jack Cole
 - C. Katherine Dunham
 - D. Luigi
 - E. Matt Mattox
 - F. Fred Benjamin
 - G. Ed Mock
 - H. Bob Fosse
 - I. Frank Hatchett
 - J. Joe Tremaine
 - K. Lynn Simonson
- XIII. Dance Research Methodology
 - A. Introduction
 - B. Discipline-specific research tools

1. Seminal books
2. Periodicals
3. Major indexing sources
4. Professional and trade organizations
5. Standard reference tools
6. Discipline specific tools
7. Major websites

Assignment:

Assignments will include:

1. Assigned reading of textbooks and articles (average of 30 to 60 pages per week)
2. Viewing of videos and films and listening to music or an assigned podcast (average of 1 to 2 hours per week)
3. Writing: 8 to 12 pages over the course of the semester including:
 - a. Short Research Paper 4 to 6 pages
 - b. One or two essay(s) on assigned topic (500 – 750 words)
 - c. Two to four Reaction Papers (250-500 words each) in response to videos or articles
4. Unit quizzes, Midterm and Final exams including material from both lecture (course content) and assigned reading (exams may include essay questions)
5. Discussion participation inclusive of compliance with civility guidelines
6. May include a Creative Project related to course materials – group or individual

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Research paper, essays, reaction papers

Writing
40 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Unit quizzes, Midterm, Final exam (may include essay exam)

Exams
30 - 50%

Other: Includes any assessment tools that do not logically fit into the above categories.

Discussion participation; optional creative project

Other Category
10 - 20%

Representative Textbooks and Materials:

Jazz Dance: A History of the Roots and Branches. Guarino, Lindsay and Oliver, Wendy.

University Press of Florida. 2014 (classic)

Jazz Dance: The Story of American Vernacular Dance. Stearns, Marshall and Stearns, Jean. De

Capo Press. 1994 (classic)

Beginning Hip-Hop Dance, Chapter 6: History of Hip-Hop Dance. Durden, E. Moncell.

University of Southern California. 2018.

Instructor prepared materials