

APPLICATION

Please complete the following application, providing attachments as requested.

1. **Program: Visual and Performing Arts - Dance**

2. **Course: DANC 1305 World Dance**

3. **Petition Type**

☒ New Course

☐ Re-submitted THECB Rejected Course (New statement of Justification Attached)

☐ CAO Course moved to Component Area

4. **Foundational Component Area**

☐ Communication

☐ American History

☐ Governmental/Political Science

☐ Social/Behavioral Science

☒

Creative Arts

☐

Mathematics

☐

Life and Physical Sciences

☐

Language, Philosophy, and Culture

☐ Component Area Option Only

5. **Core Objectives**

Required

Optional

Critical Thinking

X

☐

Communication Skills

X

☐

Empirical & Quantitative

☐

☐

Teamwork

☒

☐

Social Responsibility

☒

☐

Personal Responsibility

☐

☐

6. **Statement of Justification** (See Attached.)

7. **Attach the Assessment Plan**, (See Attached.)

8. **Attach the course syllabus**. (Appears as a separate link on the Submissions webpage.)

Submitted by _____

Program Coordinator

Date

STATEMENT OF JUSTIFICATION

1. Why does this course belong in the Foundational Component Area (FCA)?

Dance is the oldest form of communication, as humans spoke through movement long before the development of verbal language. Thus dance is ingrained in the essence of what makes us human, and one would be hard pressed to find a culture that does not express itself through dance. This makes dance a strong communicator, capable of revealing cultural details of its society of origin. In this course students have the opportunity to learn about these cultural communicators through dance. Through readings, dance viewings, lectures, discussions, and physical movement, students will learn how to use dance as a tool to gain insight into the culture producing the dance form. Students will begin to recognize and value cultural dance study as a skill that encourages greater acceptance towards those practicing different customs and traditions, which can lead to better relations between all humans.

2. Applies to all Core courses: How does the course target critical thinking?

(You must show that the course requires creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.)

Students will view, analyze and evaluate videos, texts, and lecture materials and participate in developing their own movement activities. Through specific prompts, students will articulate through written assignments, oral presentations and performance projects how dance is a cultural indicator, broadening their understanding and appreciation of diverse cultural practices. Students will then have to apply this knowledge to demonstrate how dance works as a cultural indicator and further apply this knowledge at the end of the semester to create their own society and demonstrate how dance is reflective of this new culture.

3. Applies to all Core Courses: How does the course target communication skills?

(You must show that the course targets effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

Students in DANC 1305 will have to communicate both orally and in writing. All students are required to watch and analyze world dance works and participate in group discussions about those works. Projects are assigned that require students to work in small groups and present their findings. Students are also prompted to investigate their own cultures and share their discoveries through both written and oral projects and activities.

4. If applicable: How does the course target empirical and quantitative skills?

(You must show that the course targets the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.)

n/a

5. If applicable: How does the course target teamwork skills?

(You must show that the course targets the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.)

Students will have to work together to both create a society on paper and then create a dance as a group. Students will explore the two very different processes of working as a team to develop a written and oral presentation as well as a dance. Through this process students develop their understanding of dance as “community building” and identify how dance serves as a cultural indicator.

6. If applicable: How does the course target social responsibility?

(You must show that the course targets intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.)

Throughout the class students are introduced to a variety of cultures from across the globe. At the same time they are analyzing their own personal cultures and world views. By investigating the bigger global picture as well as their individual experiences students are able to gain an understanding of how they fit into the greater society around them. By gaining a deeper understanding of global cultures students begin to understand how they are a part of that global framework and what that means to their personal communities and cultures.

7. If applicable: How does the course target personal responsibility?

(You must show that the course targets students’ abilities to connect choices, actions, and consequences to ethical decision-making.)

n/a

ASSESSMENT PLAN

1. How will you measure each of the four core objectives targeted in the course? Describe the methods (participants, procedures, & measures) you will employ to gather evidence that students are achieving these core objectives in this course. Attach copies of representative assignments and rubrics or sample exam items you will use to measure each core competency.

DANC 1305 will require three separate assignments that target critical thinking, communication, teamwork, and social responsibility. The assignments are as follows:

- A. Essay: Targets critical thinking, communication, and social responsibility

Students will write an essay synthesizing information from reading materials, experience in class, and viewing assignments to analyze aesthetic principles and cultural values of a global dance community of the instructors choice. They will contrast and compare these values to those of the aesthetic principles and cultural dances of their own communities.

- B. Group Presentation: Targets critical thinking, communication, teamwork, and social responsibility

Working in small groups students will analyze the dance forms from a culture of their choosing. Students will have to demonstrate how dance is a cultural indicator and synthesize what components of that culture are apparent on the cultures dance forms. The information will be presented in an oral presentation.

- C. Society Project: Targets critical thinking, communication, teamwork, and social responsibility

Students will complete a group project in which they construct a new society of their own. Using sociological methods students will construct an outline of a society, addressing a variety of issues including but not limited to: where does this society live, where they are in time, how they came to be, what are their societal "rules", etc. After creating their society students will use the information they learned in class about dance as a cultural indicator to decide how their society would dance, and what their reasons for dancing would be. The project concludes with a formal presentation in which the students share the culture they developed and present one of this culture's dances.

2. Which of the following formats, settings, and populations apply:

☒ Face-to-Face, on-campus section(s)

Which campuses? Central and Northwest

☐ Face-to-Face, dedicated dual credit section(s)

Which high schools?

☒ Hybrid section(s)

☐ Distance education section(s)

☐ Section(s) taught in other off-campus settings

Where?

☒ Section(s) taught by adjunct faculty?

3. Can you attest to the fact that core objectives are targeted and assessed in all course sections, regardless of instructional format, population, or setting?

DANC 1305 instructors will be given a list of required assessments which will include a written essay and a group presentation. Instructors will be required to follow the provided model assignments and grade them using the program rubrics.

4. How will you evaluate the results of your course-wide assessment(s)?

A random sample of 15 assignments will be chosen from students taking DANC 1305 each fall semester and graded blindly by a committee of full-time and adjunct faculty (if applicable) using the core rubric.

5. How will you know when your students have been successful in achieving each core competency?

We will know we are successful when 80% of the students taking the assessment score 80% or higher.

6. How will your assessment results be documented and archived?

A summary of the results with one example of each “grade” of the rubric will be archived in the Core Assessment Report on the HCC Sharepoint site for Assessments.

7. How will you use the results of your assessments to improve student learning?

The Program Coordinator presents findings at one of two program committee meetings each year. Faculty discuss relative strengths and weaknesses and propose changes in course design, instructional strategies, and assessment tools and methodologies. When targets are not met, the program coordinator and the program committee make plans to intervene and reassess student learning within the four-year cycle.



World Dance Central College

DANC 1305 – World Dance

3 hour lecture course / 64 hours per semester

Instructor contact information: *to be completed by instructor and will include name, phone number, HCC e-mail, office location, and office hours*

Course Description

A survey of dances from different cultures, their histories, and their influences on contemporary dance and society. Cultural origins, significance, motivations and techniques will be explored experientially.

Learning Outcomes as defined by ACGM.

Upon successful completion of this course, students will:

1. Evaluate and discuss the influence of culture on dance movements.
2. Recognize and appreciate cultural diversity through the aesthetics of movement.
3. Compare and contrast musical accompaniment to cultural dances.
4. Discuss the history and cultural relevance of world dance forms.
5. Apply cross-cultural analysis to the study of dance.

Learning Objectives:

1. Students will increase their knowledge of the culture and history of the global regions associated with a variety of dance forms.
2. Students will be able to recognize the rhythms, music, costumes, and movements associated with each of these regions.
3. Students will be familiar with stories and oral history associated with each of these regions.
4. Students will broaden their movement vocabulary and learn how to write about and discuss dance.
5. Students will learn how to appreciate dance from a multicultural perspective.

Measurable Student Learning Outcomes

The Core Curriculum Component Area Option Objectives are followed by the measurable student learning outcomes:

Critical Thinking Skills [CTS] – *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*

Students will view, analyze and evaluate diverse videos, texts and live performances and articulate through written assignments and discussion aesthetic principles of various world

dances while connecting what they see to the culture in which it exists. Students will also synthesize the artistic principles through short narrative writings.

Communication Skills [CS] – *to include effective development, interpretation and expression of ideas through written, oral, and visual communication*

Students will respond to reading and viewing assignments through class discussions and written assignments. Students will research a world dance form and present their research in oral and visual format.

Teamwork [TM] – *the ability to consider different points of view and to work effectively with others to support a shared purpose or goal*

Students will explore the two very different processes of working as a team to develop written, oral, and movement presentations. Through this process students develop an understanding of dance as “community building” and identify how dance serves as a cultural indicator.

Social Responsibility [SR] – *involves intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities*

Throughout the class students are introduced to a variety of cultures from across the globe. At the same time they are analyzing their own personal cultures and world views. By investigating the bigger global picture as well as their individual experiences students are able to gain an understanding of how they fit into the greater society around them.

Student Assignments:

Specific assignments, exams, and projects will vary depending on the instructor, but will consist of the following-

Readings- Various readings will be assigned throughout the semester. These readings will either be handed out in class or posted online. After each assigned reading students will take a simple quiz to ensure they are staying current with the material.

Exams- Two exams will be given over the cultures introduced in this class and over theoretical material regarding how one studies cultural dance forms. Exams will consist of multiple choice, short answer, video, and essay questions.

Video Texts- Excerpts from a wide variety of videos will be shown in class. Many discussions and/or assignments will be based on these videos.

Projects- Students will be assigned a variety of projects throughout the semester. Projects will be presented in both solo and group formats. The final in this course will be a group project.

Written Assignments- Throughout the semester students will submit a variety of written assignments. Assignments will include creative and critical response essays pertaining to readings, discussions, and videos.

Instructional Materials

There is no required textbook for this course. Select readings will be provided by the instructor and posted on the Learning Web.

Course Calendar

The following is a suggested outline. Individual instructors can present in any order and will decide what specific coursework they would like to assign.

Week One: Dance as Function, part one

Week Two: Dance as Function, part two

Week Three: Dance in Asia – Concert, Ritual, Folk, and Court Forms

Week Four: Dance in Asia – A closer look at Cambodia and India

Week Five: Dance in Polynesia

Week Six: Australian Aboriginal Dance

Week Seven: Dance in the Middle East

Week Eight: Dance in Western Europe

Week Nine: Dance in Africa, part one

Week Ten: Dance in Africa, part two

Week Eleven: Dance in South America

Week Twelve: Dance in Mexico

Week Thirteen: American Indian Dance

Week Fourteen: Dance in North America

Week Fifteen: Dance as Cultural Communicator

Week Sixteen: Finals Week

Grading:

Class Discussions, and Participation – 25%

Essays – 20%

Exams and Reading Quizzes – 20%

Concert Critique – 5%

Class Projects and Assignments – 20%

Final Exam/Project – 10%

HCC Grading Scale:

A = 100- 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 59 and below = F

FX (Failure due to non-attendance)

IP (In Progress)

W (Withdrawn)

I (Incomplete)

AUD (Audit)

Instructional Methods

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of education, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of dance.

As a student wanting to learn about the field of dance, it is your responsibility to read the course materials, submit assignments on the due dates, study for the exams, prepare for the skills tests, participate in classroom activities, attend class, and enjoy yourself while experiencing the real world of dance.

The majority of this class is experiential; therefore it is imperative that you participate in all learning activities. Your instruction may also include handouts, videos, viewing and critiquing live performances.

Special Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

EGLS3 -- Evaluation for Greater Learning Student Survey System; At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office.

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Title IX of the Education Amendments of 1972, 20 U.S.C. A& 1681 ET Seq.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the

Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to: David Cross, Director EEO/Compliance, Office of Institutional Equity & Diversity, 3100 Main, (713) 718-8271
Institutional.Equity@hccs.edu

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Campus Carry:

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ***Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.* If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required To be successful in this class, it is the student's responsibility to:
- Attend class and participate in class discussions and activities
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Criteria	Excellent	Good	Average	Below Average	Failing
Response to the Topic	Addresses the topic clearly and responds effectively to all aspects of the task	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others	Addresses the topic, but may neglect some aspects of the task	Distorts or neglects aspects of the task	Indicates confusion about the topic or neglects important aspects of the task
Understanding and Use of the Passage	Demonstrates a thorough, critical understanding of the passage in developing an insightful response	Demonstrates a sound critical understanding of the passage in developing a well-reasoned response	Demonstrates a generally accurate understanding of the passage in developing a sensible response	Demonstrates some understanding of the passage but may misconstrue parts of it or make limited use of it in developing a weak response	Demonstrates very poor understanding of the main points of the passage
Quality and Clarity of Thought	Explores the issues thoughtfully and in depth	Shows some depth and complexity of thought	May treat the topic simplistically or repetitively	Lacks focus, or demonstrates confused or simplistic thinking	Lacks focus and coherence and often fails to communicate ideas
Organization, Development, and Support	Is coherently organized and developed, with ideas supported by well-chosen examples	Is well organized and developed, with ideas supported by appropriate reasons and examples	Is adequately organized and developed, generally supporting ideas with reasons and examples	Is poorly organized and developed, lacks adequate and appropriate support	Is disorganized and undeveloped, lacks support
Grammar, Usage, and Mechanics	Is generally free from errors in grammar, usage, and mechanics	May have a few errors in grammar, usage, and mechanics	May have some errors, but generally demonstrates control of grammar, usage, and mechanics	Has an accumulation of errors in grammar, usage, and mechanics	Has numerous errors in grammar, usage, and mechanics

Category	Group Project/ Presentation Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the project goals.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience.	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

The Final Project

For your final project you will create your own society from the ground up. I have provided you with a lengthy list of questions which you will answer. Through answering these questions you will develop an original society of your own creation.

You'll find the questions below. In bold is the question you have to answer. After each question I explain it a little bit to help you understand what the question is asking.

There are two parts to this final. For the first part you have three groups of questions: Environment, Social Structure, and Art, Music, & Dance. You need to answer all the questions in each section. You will turn in the answers to these questions in the written assignments icon. You can simply answer the questions; you do not need to turn your answers into a paper format.

For the second part you need to create in your mind a dance that your society would perform. Then you need to explain the dance in detail and submit your written dance with the answers to the questions. The dance component is explained in more detail at the end of the list of questions. Your final submission will look something like this:

Questions:

Environment

1. answer
 2. answer
 3. answer
- etc.

Social Structure

1. answer
 2. answer
- etc.

Art, Music & Dance

1. answer
 2. answer
- etc.

Dance Description:

This will be a description written in paper format.

You have two weeks to complete this project but do not wait until the last minute. This project is your final and it is worth a lot of points. If you wait until the last minute you may run into problems and have to turn in a sub par project.

Questions to address for your new culture: remember, this is an original creation; you are not copying a tribe or civilization that already exists.

The questions are worth 75 points.

Environment

1. **Where do they live?** This can take a lot of forms. Your people can live in the jungle, desert, tundra, etc. They could live in the ruins of a post apocalyptic city or be the first space colony. It's totally up to you.
2. **What do they live in?** Simply describe their housing. Keep in mind that the dwellings need to match the environment. I.E., people living in the arctic would not live in grass huts.
3. **What resources do they have?** This means what food sources do they have, how do they get water, do they have electricity and if so where do they get it from, etc.
4. **What animals are around? Do they have domesticated animals? How do they use the animals around them?** This is simple. Just address this question in regards to the environment. If they live in the jungle they don't have polar bears but they do have monkeys and big snakes.
5. **What are they afraid of?** Think creatively. Your answer will also depend on the environment. Are they afraid of hurricanes or volcanoes? Are they afraid of predators or rival societies?
6. **How do they combat/deal with their fears?** Simply address how they deal with the fears listed in the previous question.
7. **What sort of weapons do they have?** Do they have metal weapons or do they use clubs? Think about what sort of weapon your people would need. Do they need combat weapons or do they use weapons to hunt?
8. **What do they eat? Are they hunter/gatherers, farmers, nomads, ranchers? How do they obtain their food?** Again, this question **does** need to take the environment into account. People in a very cold environment would not eat a lot of fruits and vegetables unless they had a warm, indoor environment to grow it in.
9. **What do they wear? How do they adorn themselves?** This also ties into the environment. You also need to consider what clothing sources are available to them. Tribal people would have to make all their own rough cloth or have a way to trade for it. They would adorn themselves with things like feathers and homemade beads constructed from things in their environment such as shells, wood, or rock. A very advanced civilization living in space would have access to some pretty advanced, synthetic fabrics and jewelry.
10. **Where does their clothing & adornment come from?** You **need** to explain where they got their clothing from. Did they make it or trade for it? A post apocalyptic society might have to scavenge their clothing from the ruins.

Social Structure

1. **What year is it?** Give a general idea of the year. Do your people live in ancient times or the future? They could live in modern times as well.
2. **How big is the population?** I recommend that you keep your culture small in size. I.E., keep your population between 100 & 5,000 people.

3. **What type of government do they have?** Democracy, Chief, King, Matriarchy (woman rule), socialist, communal, etc.
4. **What type of currency do they use?** Do they have paper money and coins or gold pieces or do they use something like shells or stones? Is it a capitalist, trade, or barter economy?
5. **How are the resources (food, water, money, animals, etc.) distributed?** Who gets what and how is the distribution decided? Does a king decide who gets what or do the people work and earn their goods?
6. **What are they doing with their waste?** This is an important question. Every society produces garbage and human waste so what do your people do with that stuff?
7. **How big is the typical family? What is the family structure (nuclear, extended, something else)?** Do they live in extended family groups? Maybe when your people have babies they all go into a communal pool to be raised by the village.
8. **What are the gender roles?** Do the women and men perform certain roles or does everyone share all the tasks?
9. **What is the division of labor?** Are their rich and poor people? If so, do the wealthy perform different services than the poor? Maybe the rich don't do any labor while the poor do everything. Or perhaps all the men are slaves while the women reap the benefits.
10. **Do the people receive a structured education? If so, who has access to education?** Does your society provide schooling? How is the school set up? Do all children get to attend or just some children?
11. **What do people do all day?** Do they spend their days working, foraging, doing nothing, producing art, etc? Probably your people will be engaged in different tasks throughout the day.
12. **What are their core values?** What is at the heart of their belief system? Do they believe in do unto others as you would have them do unto you? Are their values centered on the family?
13. **Come up with two social norms for each category: mores, folkways, laws.**
Definition of the terms: *mores* are behaviors that deal with moral standards. Examples of some mores in the U.S. are: it's not socially acceptable to cheat, lie, or steal cookies from the jar.
Folkways are less significant and are rooted in cultural beliefs, superstitions, and behaviors. Some examples would be: not dressing up to go to the opera, making "body sounds" in public, interrupting someone
Laws are norms established and enforced by the political authority (like the police) of the society. Examples: murder, stealing a car or robbing a store, vandalism, etc.
14. **What are three or four facts/beliefs that make up their knowledge?** For example, how advanced is their science? What is explained through science and what is explained through religion? Do they believe in things like ghosts or aliens? Do they know the earth is round and rotates around the sun? If they endure extreme weather like hurricanes do they know the scientific reason for these storms or do they think it's an act of the gods?

Art, Music, and Dance

- 1. What role does each of the above arts (art, music, dance) play in your culture?** Is art functional or just a form of expression? Do they dance for fun or for a greater purpose? Is music just a pastime, part of everyday life, or a spiritual thing? Maybe it's all of these things...
- 2. What is the role of the performer and artist in your culture?** Who are the artists? Can anyone be an artist? Are the artists revered or are they the lower walks of society?
- 3. What sort of visual art do they have?** Do they paint, sculpt, bead, create masks, carve, etc.
- 4. What does their music sound like? What instruments do they have?** Keep in mind that their music has to come from instruments that are available to them. They can surely create drums and rattles. If they have instruments like flutes, reed, winds, and strings how did they acquire or make these instruments?
- 5. What do their dances look like? Are the dancers trained? Who dances? On what occasions is dance used?** This is similar to question 2. Also think about why they dance. Is it to tell stories, appease the gods, entertain, fulfill religious ceremonies, etc.?

Describe one dance your people do.

Your answer needs to be at least three paragraphs long and address the following issues:

1. What is this dance about or why is it danced? Is it a sacred, ceremonial dance, a social dance, a narrative, a celebration, etc?
2. Describe what the movements look like. How many people perform this dance?
3. Describe what the dancers are wearing.

This description is worth 25 points.