



DANC 110, Viewing Dance, Spring 2023

Instructor: Francesca Jandasek

Mode of delivery: Asynchronous Course

Email: francesca.Jandasek@csulb.edu

Course: DANC 110 Viewing Dance

Term: Spring 2023

Office Hours: Wed. 10 - 11 AM or by appointment

Office Hour Zoom Link: email for link and to attend office hours

LAND ACKNOWLEDGEMENT

CSULB is located on the sacred site of Puvungna. We acknowledge that we are on the land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here. We recognize the Tongva/Acjachemen Nations as the first stewards and the traditional caretakers of this land. We thank them for their strength, perseverance and resistance. We are grateful to have the opportunity to work and dance on this sacred site and to be reminded of the sacred and spiritual relationship that has always existed here at what we now call California State University Long Beach.

COURSE DESCRIPTION

Prerequisite: One GE Foundation Course

Introduction to contemporary dance theater through viewing dance films, dance performances, and lecture/discussions on dance.

This course is a General Education Explorations Course that fulfills GE Area: Art C1

Units: 3

COURSE GOALS / STUDENT LEARNING OBJECTIVES

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify some of the major components of Western and non-Western dance forms
- Employ basic dance vocabulary correctly
- Identify and distinguish various dance forms
- Identify key choreographers and explain their approaches to movement
- Assess and discuss dance in performance

REQUIRED TEXTS / READINGS

Required Textbook:

Moving History / Dancing Cultures: A Dance History Reader. Edited by Ann Dils & Ann Cooper Albright. Middletown, CT: Wesleyan University Press, 2001. ISBN 978-0819564139

Digital versions are available to rent through the [CSULB library](#) or for purchase on Amazon at

<https://www.amazon.com/Moving-History-Dancing-Cultures-Reader/dp/0819564133>.

Other Readings:

Additional readings will be posted in Beachboard in PDF format during the semester.



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Other Equipment/Material/Technology Requirements

- Word Processing
 - Uploading, downloading, installing files
 - PC or Mac
 - Windows 7 or Mac OS X
 - PDF Reader
 - Word Processing Software (MS Word)
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BEACHBOARD (D2L) ACCESS

How to Access this Course:

To access this course on <https://bbcsulb.desire2learn.com/d2l/home> you will need access to the Internet and a supported Web browser (Google Chrome or Firefox are recommended browsers). Log into Beachboard at <https://bbcsulb.desire2learn.com> with your CSULB Campus ID and password or via Single Sign-On (sso.csulb.edu) Bookmark this link for future use, or you can always access it by going to CSULB's homepage and clicking on the BeachBoard link.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course. Courses are only visible after the instructor “activates” them.

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form](#), by phone at (562) 985-4959.

Technology has become increasingly important amid the coronavirus pandemic. [Division of Student Affairs](#) (DSA) and [Division of Information Technology](#) (DOIT) are partnering to give students access to a loan program for laptop computers and mobile internet hotspots to enable use of software programs in the virtual computer lab online for those who need it. For more information on how to access these services see https://web.csulb.edu/divisions/students/covid_dsa_info.html and <https://www.csulb.edu/information-technology>.

COURSE COMMUNICATION / HOW TO CONTACT INSTRUCTOR

To contact the instructor, please email any questions or concerns to Francesca.Jandasek@csulb.edu and expect a response within 48 hours. The instructor will always contact you through email or through BeachBoard.

You are required to have a campus email account. You need to make sure that your campus email address is the email address on file in BeachBoard. Faculty are now required to contact you via your CSULB account. For help, see:

<https://csulb.teamdynamix.com/TDClient/Requests/ServiceDet?ID=28187>

Instructor will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. **Please note, it is your responsibility to check BeachBoard's dashboard regularly, as it will contain important information about upcoming class assignments, activities, or concerns.**

ASSIGNMENTS / COURSE STRUCTURE

Modules (8):

Over the course of the semester there will be 8 learning modules focusing on different dance forms. Each module will include a reading assignment, a video lecture viewing component, a reading/lecture quiz, dance video viewings, and an essay response question component. You will have 7-14 days to complete all assignments within each module.



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- Module 1 will be available online January 19th to January 27th, 2023.
- Module 2 will be available online January 28th to February 10th, 2023.
- Module 3 will be available online February 11th to February 24th, 2023.
- Module 4 will be available online February 25th to March 10th, 2023.
- Module 5 will be available online March 11th to March 24th, 2023.
- Module 6 will be available online March 25th to April 7th, 2023.
- Module 7 will be available online April 8th to April 21st, 2023.
- Module 8 will be available online April 22nd to May 5th, 2023.

Assignments and quizzes from each module are due by 11:59PM sharp on the due date listed in the course schedule. Due dates for each module can be found on BeachBoard under the “content” tab and on the course schedule. **Each Module is worth 10% of your total course grade.**

Reading Assignments:

Within each module you will read 1-4 articles relating to the modules theme. Assigned readings will be posted on BeachBoard and listed by the assigned module dates under the “content” tab. Assigned readings are also posted in the course schedule. (****page numbers listed may vary depending on which version of the text you have.*) In order to answer all quiz and essay questions fully you will need to use information from the readings to receive full credit. ***Optional readings will also be included if you are curious about the subject and would like to go deeper, but are not required.***

Video Lecture Viewings:

Each module will require watching 1-3 short lecture videos relating to the modules theme. Assigned lecture videos will be posted on BeachBoard and listed by the assigned module dates under the “content” tab. In order to answer all quiz and essay questions fully you will need to use information from the lecture videos to receive full credit.

Reading/Lecture Quizzes:

Each module contains 1 reading/lecture quiz. All quizzes are based on the lecture and readings from the module, are available on BeachBoard, and are due by the due date listed in the course schedule. **Reading quizzes are worth 10 pt. per module.**

Dance Video Viewings:

Each module will require watching several dance videos relating to the modules theme. Assigned dance videos will be posted on BeachBoard and listed by the assigned module dates under the “content” tab. In order to answer all essay response questions fully you may need to view the assigned dance videos several times.

Essay Response Questions:

Each module contains 1-15 essay response questions. All essay response questions will be posted on BeachBoard and listed by the assigned module dates under the “content” tab and are due by the due date listed in the course schedule. **Essay response questions are worth 30 pt. per module.**

Participation:

In addition to the completing all 8 modules you will receive up to 10 pt. per module for completing each assignment within the module. Your grade will be based on your completion of all module requirements and the completeness of your responses. A rubric for how participation is graded is available on BeachBoard. **Participation is worth 10% of your total class grade.**

Dance Paper Assignment:

You must view two dance films which will be the subject of your final paper. Instructions for this assignment and grading rubrics will be posted on BeachBoard under the Final Paper Module. All papers will be graded holistically based on content, grammar, punctuation, and sentence structure. If you are in need of any assistance in accessing either film, please don't hesitate to email the instructor. **This paper will be due on May 10th by 11:59PM sharp and is worth 10% of your total course grade.**



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COURSE SCHEDULE

| Module | Dates Available on BeachBoard | Subject | Assignments | Due Date/Time |
|-----------------|-------------------------------|---|--|--|
| Module 1 | 1/19 - 1/27 | An Introduction to Viewing Dance: What is Dance, Why Dance, and How to View Dance Across Cultures | <p>Reading:</p> <ol style="list-style-type: none"> 1. <i>Five Premises for a Culturally Sensitive Approach to Dance</i> (p.30-32) <p>Optional Readings:</p> <ol style="list-style-type: none"> 1. <i>Imagining Dance</i> (p. 12-16) 2. Article on BB: <i>Differences in Itself: Redefining Disability through Dance</i> (p. 160-166) <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> 1. Welcome to Dance 110 2. An Introduction to Viewing Dance <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> 1. Syllabus Quiz 2. Module 1 Quiz: An Introduction to Viewing Dance <p>Module 1 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Syllabus and Module 1 Quizzes DUE:</p> <p>1/27 by 11:59PM</p> <p>Module 1 Essay Responses DUE:</p> <p>1/27 by 11:59PM</p> |
| Module 2 | 1/28 - 2/10 | West African Dance and Dances of the African Diaspora | <p>Reading</p> <p>(**page numbers listed may vary depending on which version of the text you have.):</p> <ol style="list-style-type: none"> 1. <i>Commonalities in African Dance</i> (p. 144- 150) <p>Optional Readings:</p> <ol style="list-style-type: none"> 1. <i>Headspin: Capoeira’s Ironic Inversions</i> (p. 165-173) <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> 1. West African Dance and Dances of the African Diaspora Part 1 2. West African Dance and Dances of the African Diaspora Part 2 <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> 1. Module 2 Quiz: West African Dance and Dances of the African Diaspora <p>Module 2 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Module 2 Quiz DUE:</p> <p>2/3 by 11:59PM</p> <p>Module 2 Essay Responses DUE:</p> <p>2/10 by 11:59PM</p> |



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| Module | Dates Available on BeachBoard | Subject | Assignments | Due Date/Time |
|-----------------|-------------------------------|---|--|--|
| Module 3 | 2/11 - 2/24 | Minstrelsy, Vaudeville, American Musical Theater, Tap, and Jazz Dance Forms | <p>Reading:</p> <ol style="list-style-type: none"> Article on BB: <i>African American Presence in American Dance</i> by James Frazier <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> Minstrelsy, Vaudeville and American Musical Theater Tap and Jazz Dance <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> Module 3 Quiz: Minstrelsy, Vaudeville, American Musical Theater, Tap, and Jazz Dance <p>Module 3 Video Viewings and Essay Response Questions: Available on BB under "content"</p> | <p>Module 3 Quiz DUE: 2/17 by 11:59PM</p> <p>Module 3 Essay Responses DUE: 2/24 by 11:59PM</p> |
| Module 4 | 2/25 - 3/10 | Hip Hop | <p>Reading:</p> <ol style="list-style-type: none"> Article on BB: <i>In the Beginning there was Body Language</i> Two additional articles - links in assignment <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> Hip Hop and American Street Forms <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> Module 4 Quiz: Hip Hop <p>Module 4 Video Viewings and Essay Response Questions: Available on BB under "content"</p> | <p>Module 4 Quiz DUE: 3/3 by 11:59PM</p> <p>Module 4 Essay Responses DUE: 3/10 by 11:59PM</p> |



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| Module | Dates Available on BeachBoard | Subject | Assignments | Due Date/Time |
|-----------------|-------------------------------|-----------------------------------|--|--|
| Module 5 | 3/11 - 3/24 | Dance Forms Across the Pacific | <p>Reading: <i>(***page numbers listed may vary depending on which version of the text you have.)</i></p> <p>1. <i>Baratha Natyam – What are You?</i> (pg.122-131)</p> <p>Optional Readings (highly recommended):</p> <p>1. <i>Medicine of the Brave</i> (pg. 133-145) 2. <i>Representation of Indigenous Cultures: Considering the Hawaiian Hula</i>: Article on BB 3. <i>Bharatahnyam: Tradition and the Individual Dancer</i>: Article on BB 4. <i>Butoh bibliography</i>: Article on BB</p> <p>Lecture Video Viewings:</p> <p>1. Native American Dances in the U.S. 2. Kanaka Maoli (Hawaiian) Hula Dance 3. Dance Forms Across the Pacific</p> <p>Reading/Lecture Quiz:</p> <p>1. Module 5 Quiz: Dance Forms Across the Pacific</p> <p>Module 5 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Module 5 Quiz DUE: 3/17 by 11:59PM</p> <p>Module 5 Essay Responses DUE: 3/24 by 11:59PM</p> |
| Module 6 | 3/25 - 4/7 | Analyzing and Writing About Dance | <p>Reading:</p> <p>1. <i>Beyond Description</i> (pg. 7-11)</p> <p>Lecture:</p> <p>1. Read and Review Lecture Slides available on BB</p> <p>Reading/Lecture Quiz:</p> <p>1. Module 6 Quiz: Analyzing and Writing About Dance</p> <p>Module 6 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Module 6 Quiz DUE: 3/31 by 11:59PM</p> <p>Module 6 Essay Responses DUE: 4/7 by 11:59PM</p> |



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| Module | Dates Available on BeachBoard | Subject | Assignments | Due Date/Time |
|---|---|---|--|--|
| Module 7 | 4/8 - 4/21 | Western Concert Dance: Ballet, Modern, and Contemporary Dance Forms | <p>Reading: (***page numbers listed may vary depending on which version of the text you have.)</p> <ol style="list-style-type: none"> 1. <i>An Anthropologist Looks at Ballet as and Ethnic Form of Dance</i> (pg. 52-62) <p>Optional Readings:</p> <ol style="list-style-type: none"> 1. <i>Interrupted Continuities</i> (pg. 237-246) <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> 1. Western Concert Dance: Ballet 2. Western Concert Dance: Modern 3. Western Concert Dance: Post-Modern and Contemporary Dance Forms <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> 1. Module 7 Quiz: Western Concert Dance <p>Module 7 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Module 7 Quiz DUE: 4/14 by 11:59PM</p> <p>Module 7 Essay Responses DUE: 4/21 by 11:59PM</p> |
| Module 8 | 4/22 - 5/5 | Dance on TV, the Internet, and on Social Media | <p>Reading:</p> <ol style="list-style-type: none"> 1. The New York Times Article Some Pros Let it Go on TikTok: 'Is This the Future?'' (link in Module 8 directions) 2. The International Journal of Screendance Article Review: Perpetual Motion: Dance, Digital Cultures, and the Common by Harmony Bench (2020) by Jaleea Price: Available on BB <p>Lecture Video Viewings:</p> <ol style="list-style-type: none"> 1. Dance on TV, the Internet, and Social Media <p>Reading/Lecture Quiz:</p> <ol style="list-style-type: none"> 1. Module 8 Quiz: Dance on TV, the Internet, and Social Media <p>Module 8 Video Viewings and Essay Response Questions: Available on BB under “content”</p> | <p>Module 8 Quiz DUE: 4/28 by 11:59PM</p> <p>Module 8 Essay Responses DUE: 5/5 by 11:59PM</p> |
| Finals Week 5/8 - 5/13 | Final Dance Paper Due 5/10 | Final Dance Paper | Guidelines for Final Dance Papers are Available on BeachBoard under Final Paper Module | DUE 5/10 by 11:59PM |



Evaluation Method:

| Assignment | Points | Weight |
|-------------------|------------------|-------------------------|
| Modules (8) | 10 (80 total) | 10% each (80% total) |
| Final Dance Paper | 10 | 10% |
| Participation | 10 | 10% |
| TOTAL | 100 | 100% |

Course Grading Scale:

| Percent Range | Letter Grade |
|---------------|--------------|
| 90 – 100% | A |
| 89 – 80% | B |
| 79 – 70% | C |
| 69 – 60% | D |
| Below 59% | F |

Late Policy:

Late work will receive a 10% deduction for each late day and will not be accepted 1 week after the assignments due date. **All late work must be turned in via email to the professor.** Make-up assignments will only be given to those who qualify in accordance with University policies. If you are eligible to make up an assignment, please email the instructor at Francesca.Jandasek@student.csulb.edu with reasoning and proof of eligibility. Make-up assignments will be assigned to you via email. In all cases, late and make-up work will be accepted in accordance with University policies. See the University catalog or online at: <http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance>

ACADEMIC INTEGRITY

Work that you submit is assumed to be original. If I determine that you have plagiarized or cheated, you will receive **no credit for that assignment or exam**, and if the offense is severe enough, you may also receive an “F” for the course and/or be referred to the Office of Judicial Affairs.

Definition of Plagiarism:

For this course, I use the following definition of plagiarism, from the Council of Writing Program Administrators: *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.* In this class students will submit written work to Beachboard, which uses turnitin.com to assess commonalities among papers online. Turnitin.com is a reference database solely for the purpose of detecting plagiarism. You may submit your paper in such a way that no identifying information about you is included. If you object to your assignments being used in this manner, you will



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need to submit documentation to substantiate that the papers are your original work and do not include plagiarized material. Your objection should be submitted to the instructor in writing. <http://wpacouncil.org/positions/WPAplagiarism.pdf>

Definition of Cheating:

Cheating is defined as *the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means*. Students should read the section on cheating and plagiarism in the CSULB catalog:

<http://catalog.csulb.edu/content.php?catoid=5&navoid=369#cheating-and-plagiarism>

UNIVERSITY WITHDRAWAL POLICY

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. More information regarding the University guidelines on Dropping and Withdrawing can be found here: [Dropping and Withdrawal](#).

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk online <https://csulb.teamdynamix.com/TDClient/home/> or by phone at (562) 985-4959.

SPECIAL NEEDS ACCOMMODATIONS

Disabilities are diverse and vary greatly. They may include physical disabilities, blindness, low vision, speech disabilities, deaf/hard of hearing, and invisible disabilities such as learning disabilities, psychiatric disabilities, Autism, MAD, and other neuro-divergent disabilities. CSULB dance faculty are committed to making their classrooms accessible and welcoming safe spaces for disabled students, and to empowering themselves to learning about and amplifying disability as an identity, culture, and historical value, in order to maintain a sustainable inclusive dance community and environment for all. This includes being sensitive to supporting the mental health of disabled students. (The Term MAD is an empowering term for many who identify with a mental illness. Here is a source explaining the history of this term and the movement created by mental illness activists: <https://www.tandfonline.com/doi/full/10.1080/09687599.2019.1692168>)

LEARNING ACCOMMODATIONS

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a University verified disability. Once notified, accommodations will be made by the instructor based on the information provided. Students with a disability or medical restriction who are requesting a classroom accommodation should contact the



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Bob Murphy Access Center at 562-985-5401, see <http://web.csulb.edu/divisions/students/dss/>. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

BASIC NEEDS STATEMENT

If you are having trouble affording enough food to eat, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, then the Basic Needs Program is here to help. The Basic Needs Program provides emergency services and resources for students. To learn more about the program, visit <https://www.csulb.edu/student-affairs/basic-needs/basic-needs-services>. To apply for emergency services such as meal assistance program, emergency grant, or emergency housing, complete the information at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2. The Basic Needs Program recognizes that not having your basic needs met can affect your performance in the classroom, and they are here to support you and help ensure you get to your graduation day. They look forward to being of service to you.

PERSONAL ASSISTANCE

Beach Crisis Text Line

Text BEACH to 741741 to contact a confidential counselor 24 hrs/7 days a week who can help you immediately.

Emergency Services

Any student who is facing academic or personal challenges due to difficulty in affording groceries/food and/or lacking a safe and stable living environment is urged to contact the [CSULB Student Emergency Intervention & Wellness Program](#). Additional resources are available via [Basic Needs Program](#). The students can also email supportingstudents@csulb.edu, call (562)985-2038, or if comfortable, reach out to the instructors as they may be able to identify additional resources.

To apply for emergency services such as meal assistance program, emergency grant, or emergency housing, complete the information at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2.

For mental health assistance please check out <https://www.csulb.edu/student-affairs/counseling-and-psychological-services>

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.



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STATEMENT OF SOLIDARITY AND COMMITMENT TO ACTION

CSULB faculty and staff stand in solidarity with our BIPOC students and commit ourselves to creating a space where BIPOC artists are empowered to fulfill their artistic and educational goals. To do so we must first acknowledge that the history of dance in US higher education is rooted in curricula, policies, and practices that have systematically restricted and excluded BIPOC bodies from participation. We commit ourselves to creating policies and procedures that are anti-racist, just, and humane, as we continue the work of creating aesthetic equity in our curriculum, audition practices, and pedagogies.

STATEMENT ON ELIMINATING ANTI-BLACKNESS

Faculty at CSULB strive to create an environment that supports meaningful dialogue grounded in research, academic inquiry, and mutually respectful relations. We also strive to remain conscious of and attentive to the damage that anti-Blackness does to the lives of our students, faculty, staff, administrators, and their related communities. We recognize and acknowledge anti-Blackness as being endemic to “how all of us make sense of social, economic, historical, and cultural dimensions of human life” (ross, *New York Times*, 2020). We recognize and acknowledge anti-Blackness as being endemic to the history of the university as an institution. As such, faculty at CSULB denounce anti-Blackness and racial violence in all forms and stand in solidarity with Black communities in the fight for racial justice, equality, and equity. We pledge to remake our institution as one that values, honors, and supports Black lives. We recognize the impact of anti-Blackness on our students, and we invite them to dialogue with their professors as we work to make our classrooms anti-racist and dignity-affirming spaces. CSULB’s Department of Africana Studies, located at PSY 306, and OMA’s Black Resource Center (contact Jeremy Scruggs in USU 224 for access) are available as resources for the cultural grounding, growth, and development of our students. Visit the [Department of Africana Studies](#) and the [Office of Multicultural Affairs](#) for more information.

GENDER PRONOUN

This course affirms people of all gender identities and gender expressions. Please let your instructor know if you prefer to be called a different name than what is on the class roster. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names.

EMERGENCY PREPAREDNESS

Students are strongly encouraged to familiarize themselves with the Personal Preparedness Instructions and other resources under “Emergency Preparedness” link on CSULB University Police web site.

<https://home.csulb.edu/~ttorres/Safety/FacultyEmergencyPreparednessHandout20130729.pdf>

ADDITIONAL RESOURCES

There are many services on campus to help you achieve success in your courses. Links to the following services are also



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available in BeachBoard course homepage under “CSULB Student Resources”:

- <https://www.csulb.edu/student-affairs/beach-wellness>
- <https://www.csulb.edu/student-affairs/bob-murphy-access-center>
- <https://www.csulb.edu/student-affairs/counseling-and-psychological-services>
- [Enrollment Services](#)
- [Financial Aid](#)
- [Learning Assistance Center](#)
- <https://www.csulb.edu/student-affairs/student-health-services>
- [Tutoring at CSULB](#)
- [University Library](#)
- [Writers Resource Lab](#)

CHANGES TO SYLLABUS

The syllabus is subject to change in the event of emergencies or unforeseen circumstances at instructor’s discretion. Any modifications will be e-mailed and posted on Beachboard.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.