

NEW COURSE PROPOSAL

Courses must be submitted by November 3, 2008, for priority catalog review.

DATE (*Change if modified and redate file with current date*)

10/6/13 POSTED 10.9.13; REV 12.16.13

PROGRAM AREA(S)

CHICANO/A STUDIES & PERFORMING ARTS

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** CHS/PA 352

Title: Aztec Dance and Culture **Units:** 3.0

Prerequisites: CHS100 or CHS200 , PA 101 or PA 202 or equivalent

Corequisites N/A

Consent of Instructor Required for Enrollment N/A

Catalog Description: Examines fundamental techniques, styles, rhythms, and choreographs of Aztec Dance, along with its history, cultural symbols, Pan-Indian/Intertribal relationships, study of various instruments, regalia, and deciphering the Aztec Calendar. Lectures about the history of Aztec Dance in Mexico and the United States.

Grading Scheme:

A-F Grades

Credit/No Credit
Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

Undergraduate

Post-Baccalaureate/Credential Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted.*)

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	2.0	1	30	yes	_____
Seminar	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Laboratory	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Activity	1.0	2	30	yes	_____
Field Studies	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Indep Study	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other Blank	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____

Leave the following hours per week areas blank. The hours per week will be filled out for you.

2 hours lecture per week

2 hours activity per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art

- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UDIGE/INTD Interdisciplinary**
- Meets University Writing Requirement**
- Meets University Language Requirement**

American Institutions, Title V Section 40404: Government US Constitution US History
 Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
- A. Justification: This is an elective course for the Chicana/o Studies degree program. This is an elective course for the Performing Arts Program The course does not fulfill University, and/or Language requirements.
- B. Degree Requirement: Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**
 Elective for the Major/Minor
4. **Learning Objectives.** (List in numerical order) Upon completion of the course, the student will be able to:
1. Recognize and distinguish between Mesoamerican, Mexican and Chicano History as it applies to the evolution of Aztec Dance, both in Mexico and the U.S.
 2. Explain and illustrate the foundational techniques and choreographies of Aztec Dance.
 3. Demonstrate and perform basic elements and components of Aztec Dance – space, time, energy, emotion and story telling.
 4. Differentiate the several components of the Aztec Calendar and understand the relationship between the Calendar and the human body, time, space, and mathematics.
 5. Explain Pre-Columbian instruments, clothing, and dance regalia used in Aztec Dance.
 6. Praise and support multicultural perspectives, a well-rounded identity, inclusive of indigenous roots, and respect for diverse indigenous cultures throughout the Americas.

This course allows students to meet 3 GE Outcomes:

1. Integrate content, ideas, and approaches from multicultural perspectives (GE 1.1.a)
2. Integrate content, ideas, and approaches from integrative perspectives across disciplines.(GE 1.1.c)
3. Articulate personal thoughts and emotions when encountering human creations and ideas (GE 6.2)

5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

- Introduction to Course: Goals, Objectives, and Terminology
- Overview of Aztec Dance History
- Overview of Aztec Calendar
- Family History and Ethnic Identity (Indigenous Roots)
- Pre-Columbian Instruments and Dance Regalia
- Study the Basic Elements and Foundational Structure of the Aztec Dance Circle
- Study Philosophy and Choreography of First Five Basic Dances
- Study Philosophy and Choreography of Advanced Dances
- Summary of Course

Does this course content overlap with a course offered in your academic program? **Yes** **No**

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes** **No**

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course: PA 352

B. Program responsible for staffing: Chicano/a Studies

7. References. [Provide 3 - 5 references]

- 1) Maria T. Ceseña, *Creating Agency and Identity in Danza Azteca* in *Dancing Across Borders: Danza Y Bailes Mexicanos* (Urbana and Chicago: University of Illinois, 2009)
- 2) Elisa D. Huerta, *Embodied Recuperations: Performance, Indigeneity, and Danza Azteca*, *Dancing Across Borders: Danza Azteca Y Bailes Mexicanos* (Urbana and Chicago: University of Illinois, 2009)
- 3) Miguel León-Portilla, *Aztec Thought and Culture: A Study of the Ancient Nahuatl Mind* (Norman: University of Oklahoma, 1990)
- 4) Samuel Martí and Gertrude P. Kurath, *Dances of Anáhuac: The Choreography and Music of Precortesian Dances* (Chicago: Aldine Publishers, 1964)
- 5) Cuauhtemoc Peranda, *Mitote: A Manifesto for Avent-Garde Dance Written in Indigenous Knowledge* (Mills College, 2012)
- 6) Veronica Valadez, *Dancing Amoxtli: Danza Azteca and Indigenous Body Art as Forms of Resistance* (California State University, Northridge, 2012)

8. Tenure Track Faculty Qualified to Teach This Course.

Jose Alamillo

9. Requested Effective Date:

First semester offered: FALL 2014

10. New Resources Requested. Yes **No**

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

Open space large enough for 30 students to dance.

D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** **No**

E. Other

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes **No**

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: _____ of preceding year.

Priority deadline for Course Proposals and Modifications: _____, of preceding year.

Last day to submit forms to be considered during the current academic year: _____.

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Approved by 2013-2014 Committee:

Janet Rizzoli Emily Saunders

Geoffrey Buhl

Catherine Burriss

Jose Alamillo

Kathy Musashi

Debra Hoffmann

Rachel Danielson

Dax Jacobson

Sarah Johnson

Sean Carswell

Request Submitted

Course: CHS352 Aztec Dance and Culture

Area: C3b Multicultural

Date Submitted: 10/6/2013 10:11:24 PM

Date Approved: 10/17/2013 2:16:25 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

#1: Subjective/Objective Knowledge

Students will learn subjective and objective modalities of evaluating Mesoamerican cultural traditions and forms of expression with respect to the Aztec dance tradition, and its relationship to contemporary Chicano identities. In addition, students will learn about this art form from a transborder perspective and will also reflect on the historical, experiential, and affective aspects the Chicano/a community with the intent of evaluating Chicano/a indigenous cultural heritage, identity, and beliefs of self and others.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students will study research by leading scholars in the area of Danza Azteca (Aztec Dance) including Maria T. Ceseña, Elisa D. Huerta, Miguel León Portilla, Samuel Martí and Gertrude P. Kurath. Students will explore research about Pre and Post-colonial aspects of traditional Aztec dance in a transborder context to evaluate the purpose and evolution of Aztec dance, and how it has become a growing tradition within the U.S. Southwest among Chicano/as as a form of cultural expression.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Students will learn how the tradition of Aztec dance is understood to be a form of strengthening and healing of the human will, according to Mesoamerican beliefs. Like any other art form, Aztec dance is a medium used for humanistic expression, which allows participants to strengthen their bodies and emotional well-being by giving them an outlet to be physically active while forming and expressing their identities. Students will also analyze how this ancient tradition can be applied to the formation of contemporary Chicanos' identities by regaining the indigenous knowledge of their ancestors.

4. Examine the interrelationship between the creative arts, the humanities, and self

Students will analyze the interrelationship between the physical and intellectual aspects traditional Aztec dance offers its participants including self-expression, identity, sense of belonging, and a deeper understanding of indigenous knowledge and cultural traditions. Students will study Mesoamerican views and fundamental appreciation of the arts, including how indigenous communities view the arts as a significant factor in the formation of a well-balanced person.

5. Include an exposure to world cultures

Through exploration of various Mesoamerican indigenous cultures, this course will give students exposure to non-Western cultural views on indigenous traditional art forms; especially dance, music, and the visual arts.

This course will help students integrate content, ideas, and approaches from multicultural perspectives.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.

Students are asked to demonstrate awareness and sensitivity to differences and similarities between Western "ways of knowing" and Mesoamerican "ways of knowing" with respect to pedagogical practices and philosophical worldviews in relation to gender, race, ethnicity, culture, class, and sexual orientations. Ethical barriers that make access to indigenous knowledge difficult for contemporary Chicanos will also be explored.

GE Committee response to your request have CHS352: Aztec Dance and Culture added to E: Human Physiological and Psychological Perspectives

Approved by 2013-2014 Committee:

Janet Rizzoli
Emily Saunders
Geoffrey Buhl
Catherine Burriss
Jose Alamillo
Kathy Musashi
Debra Hoffmann
Rachel Danielson
Dax Jacobson
Sarah Johnson
Sean Carswell

Request Submitted

Course: CHS352 Aztec Dance and Culture
Area: E Human Physiological and Psychological Perspectives
Date Submitted: 10/6/2013 10:10:10 PM
Date Approved: 10/17/2013 2:18:33 PM

1. Focus on some aspect of human physiology, psychology, health, or physical activity

This course seeks to understand the foundational elements of traditional Aztec dance from the viewpoint of Mesoamerican systems of thought and its role in contemporary Chicano/a culture and identity. Students will enhance their awareness and understanding of themselves through traditional Aztec dancing which offers its participants an opportunity to explore their psychological and physiological existence through indigenous ways of knowing.

This course will help students integrate content, ideas, and approaches from integrative perspectives across disciplines.

2. Promote an understanding the humans, as physiological and psychological beings, exist and live in a social and physical environment

Students will study Mesoamerican views on emotional, spiritual and physical healing that allows one to become a well-balanced person and develop holistic understanding of the Nahuatl concept of duality and the mind-body connection. To satisfy category E Western psychological perspectives will be explored to provide insight and understanding of the history of Western colonization and moving towards a process of decolonization.

Category E Learning Objectives:

- Articulate the Nahua philosophy in relation to interpersonal, group, and spiritual behavior in traditional Aztec dance
- Perform and explain the significance of the basic dances in relation to one's spiritual, social and physical environment.
- Compare and contrast pre- and post-Columbian perspectives of Mexican regional dances

Approval Sheet

Program/Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for International Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
Dean of Faculty		
Signature		Date