

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** DANC 152.2    **TITLE:** Cuban Roots of Salsa II

**Units:** 0.5-1.0 units    **Hours/Semester:** 24.0-54.0 Lab hours

**Method of Grading:** Grade Option (Letter Grade or P/NP)

2. **COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E4: Physical Education

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

This course is designed to introduce students to the intermediate levels of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all Latin social dances.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate an understanding of correct African body posture, movement, and Cuban music at an intermediate level.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

**At an intermediate level;**

1. Demonstrate partnered Cuban dances
2. Identify and demonstrate technique, exercises, and vocabulary that lead to the mastery of steps and movements particular to Cuban dance
3. Develop coordination, balance, strength, endurance, and control
4. Understand and demonstrate the rhythm and musicality inherent to Cuban dance
5. Develop creative expression through improvisation
6. Demonstrate understanding of Cuban dance form and skill acquisition through performance
7. Develop an awareness and appreciation of the cultural forces and individuals that contributed to the origins of Cuban dance
8. Develop an ability to critically appreciate and evaluate Cuban dance

6. **COURSE CONTENT:**

**Lab Content:**

1. Preparation for dancing and skill acquisition
  - A. Warm-up, strength, and flexibility exercises
  - B. Introduction of basic rhythmic patterns, footwork, turns, and arm work
  - C. Drills for skill acquisition, control, balance, coordination, and endurance
2. Instructor choreographed movement and dance
  - A. Basic dance technique
  - B. Movement combinations with rhythmic structure in center and across floor
  - C. Practice of dance choreography incorporating previously introduced movement patterns
  - D. Demonstration of dance patterns introduced in class
3. Explanation and demonstration of intricate rhythmic structure as it relates to Cuban dance
4. Exploration of vocabulary, technique, music, and concepts as they relate to Cuban dance
5. Introduction to the history, geography, and cultural forces that shaped Cuban dance
  - A. Analysis of costumes, instruments, and accessories utilized in Cuban dance
6. Student will perform dances to demonstrate their proficiency at the end of the semester

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lab
- B. Activity
- C. Directed Study
- D. Critique
- E. Discussion
- F. Experiments
- G. Field Trips
- H. Guest Speakers
- I. Individualized Instruction
- J. Observation and Demonstration

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

- A. In class discussions and review analyzing Cuban dance using video presentations and reading assignments (5-20 pages in length) with student written responses of 100-500 words.
- B. Recommended live performance attendance followed by student written responses of 100-500 words utilizing critical thinking skills to analyze, compare, and contrast the presentation to the practical classroom experience.
- C. Written personal assessments requiring critical analysis of dance technique, artistic expression, and skill acquisition.

### **Reading Assignments:**

- A. In class discussions and review analyzing Cuban dance using video presentations and reading assignments (5-20 pages in length) with student written responses of 100-500 words.
- B. Reading assignments of articles and essays on music, costumes, technique, geography, cultural, or historical aspects of Cuban dance with student written critical analysis.

### **Other Outside Assignments:**

Recommended live performance attendance followed by student written responses of 100-500 words utilizing critical thinking skills to analyze, compare, and contrast the presentation to the practical classroom experience.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Final Performance
- G. Final Public Performance
- H. Lab Activities
- I. Papers
- J. Quizzes
- K. Simulation
- L. Written examination

## 10. REPRESENTATIVE TEXT(S):

Other:

- A. Instructor generated hand-outs

**Origination Date:** December 2013  
**Curriculum Committee Approval Date:** September 2014  
**Effective Term:** Fall 2015  
**Course Originator:** Andreas Wolf