

## **RCO 239-02: Art-Making for Social Change**

MAC Competency: Diversity and Equity Competency

3 credit hours, Lecture/Studio  
M,W 3:30-4:45pm/Residential College

### **INSTRUCTOR INFORMATION:**

Name: Allison McCarthy  
Office Location: Coleman Building, 220F  
Email: akmccart@uncg.edu  
Office Hours: T,R 12:30-1:30  
Pronouns: she/her/hers

*UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.*

### **COMMUNICATION RESPONSE:**

I will respond to e-mails within 48 hours on M-R. E-mails received F-Sun will be responded to the following Monday.

### **CATALOG COURSE DESCRIPTION:**

A global historical survey of non-Western art form(s) through an examination of historical, cultural, and material contexts. Students will explore the art form(s) through global historical texts and in-class experiential practice.

### **COURSE DESCRIPTION:**

Through various critical lenses, this course analyzes the productions and methodologies of individual artists and institutions, with an emphasis on student exploration and studio practice. In this course, students will examine readings from dance, theatre, and performance studies that highlight both the problematic past of art-making, as well as literature that focuses on why embodiment practices hold great potential for social change. Together, we will explore the global marches and sit-ins as orchestrated choreographies, along with written and video examples of contemporary artists who are designing and making work that promotes inclusivity and supports an aggressively equitable future. This course will culminate in an individual or group project where students will create the theoretical framework for an artistic endeavor that addresses a relevant social justice issue.

### **PREREQUISITES / COREQUISITES:**

None.

### **FOR WHOM PLANNED:**

This course is designed for first- and second-year undergraduate students of any major in the Residential Colleges and carries the Diversity and Equity Competency in the University's Minerva's Academic Curriculum (MAC).

### **STUDENT LEARNING OUTCOMES (SLOs):**

#### ***MAC Diversity and Equity Competency SLOs:***

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

1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
2. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

### **Course-Specific SLOs:**

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

- 1a. Analyze art- and performance-based literature from various cultures through a critical lens and integrate new understandings into class discussions and written responses.
- 2a. Deconstruct artistic productions and assess the cultural and societal implications of both the artist and their products.
- 3a. Plan and produce artistic work with the intent to contribute to a specific social justice initiative, and demonstrate a complete understanding of the process from origin to production.

### **TEACHING METHODS:**

Class sessions will involve a blend of lectures, group discussions, movement activities, and collaborative work.

To facilitate students' progress toward learning goals, I will:

1. provide lecture demonstrations exploring social justice topics within the visual and performing arts.
2. lead directed studio practice and embodiment activities, providing a corporeal understanding.
3. incorporate writing and speaking about dance for social change through various assignments.
4. facilitate discussions reflective of our experiences watching, creating, and performing together.

### **ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:**

#### TPQs (10 @ 3 points each)

A TPQ will be assigned for each article, and will provide students with an opportunity to articulate the political, social, or culturally relevant idea the author is discussing. Students will identify and succinctly summarize **two** key **points** made by the author (one of these should be closely related to the author's thesis); students will write a discursive **question** that could be used to prompt class discussion. TPQs should be turned in to CANVAS no later than twenty-four hours before the relevant class meeting.

#### Discussion Lead (5 points)

Students will prepare a brief outline and several leading questions for an article or artistic work of their choosing, and lead a condensed discussion during an assigned class meeting. The discussion should include a careful reflection of how the author or artist is navigating systems of oppression, disenfranchisement, segregation, or exclusion, and address societal implications of the piece.

#### Write-Up (15 points)

Students will choose a book or article not covered in the syllabus and write a 500-word response (other products and outcomes may be considered at the instructor's discretion). Write-ups should identify the author's thesis and methodology, comment on advances to the relevant field, and respond briefly with their own reaction to the piece. Students should select material that addresses a specific societal issue, and analyze how art is being used to advocate for change within that construct.

### Artistic Concept (15 points - Midterm)

Students will choose a social justice issue of their liking, and present a conceptual idea for an artistic work or experience that advances their chosen agenda. Presentations do not need to be fully-formed products, but rather a collection of ideas and intentions or a “first step” toward the final product. Presentations may include movement exploration, staged readings, storyboards/verbal descriptions, sketches, etc. Presentations will be shared in class, should be between 10-15 minutes, and include a works cited page or slide that includes at least two peer-reviewed sources that lend support or context to the student concept.

### Artistic Outcome Draft - (5 points)

Students will submit a brief outline or project narrative of the artistic outcome they intend to produce for their final project. The draft should list a minimum of two peer-reviewed sources that lend support or context to the proposed outcome. There is no minimum or maximum length requirement, but each draft must adequately describe the proposed project. The instructor will provide feedback following the draft submission *before* the student begins work on the final outcome. Feel free to include written description, sketches, etc. to properly describe the idea.

### Artistic Outcome (25 points - Final)

Students will create a fully produced artistic outcome that will be shared with the class as a final culmination of ideas and concepts explored throughout the semester. This could manifest as a theatrical play, choreographic work, visual art piece, organized protest, original song, etc. Creativity is encouraged and presentation style will vary greatly. Students will also include a 500-word write up that annotates relevant peer-reviewed sources from their draft, comments on the creative process, and declares the intended audience and effect of the outcome. Be prepared to respond to questions from the group following each presentation.

### Participation (5 points)

Full participation in this course requires preparedness and engagement during each class meeting; Students are expected to complete all assigned readings and viewings *prior* to the date they are listed on the syllabus. Evaluation of discussion participation will be based on quality, not quantity, and requires both actively asking and answering questions.

## **EVALUATION AND GRADING:**

TPQs - 30%

Discussion Lead - 5%

Write-Up - 15%

Artistic Concept - 15%

Artistic Outcome Draft - 5%

Artistic Outcome - 25%

Participation - 5%

<b>Letter Grade</b>	<b>% points accumulated</b>
A	≥ 93.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9

B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D	60.0-69.9
F	<60.0

Type	Title	MAC SLOs	Course SLOs	Percentage of Grade
Assignment	TPQs	SLO 1, 2	SLO 1a	30% (10 @ 3%)
Activity	Discussion Lead	SLO 1, 3	SLO 1a, 2a	5%
Assignment	Write-Up	SLO 2	SLO 1a	15%
Activity	Artistic Concept	SLO 1, 2, 3	SLO 2a, 3a	15%
Activity	Artistic Outcome Draft	SLO 1, 2, 3	SLO 2a, 3a	5%
Activity	Artistic Outcome	SLO 1, 2, 3	SLO 2a, 3a	25%
Assessment	Participation	ALL	ALL	5%

### REQUIRED TEXTS/READINGS/REFERENCES:

All readings will be available via CANVAS.

Bogre, Michelle. *Photography As Activism: Images for Social Change*. Elsevier Science, 2011.

Bowles, Norma, and Daniel-Raymond Nadon, editors. *Staging Social Justice : Collaborating to Create Activist Theatre*. Southern Illinois University Press, 2013.

Foster, Victoria. *Collaborative Arts-Based Research for Social Justice*. Routledge, 2016.

Goldman, Danielle. "Bodies on the Line: Contact Improvisation and Techniques of Nonviolent Protest." *Dance Research Journal*, vol. 39, no. 1, 2007, pp. 60–74.

Harris, Anne M, and Christine Sinclair. *Critical Plays : Embodied Research for Social Change*. Sense, 2014.

Jackson, Naomi M, et al. *Dance, Human Rights, and Social Justice : Dignity in Motion*. Scarecrow Press, 2008.

Santos Luísa. *Multidisciplinary : Projects for Social Change in Art and Culture*. Routledge, 2018.

Zingaro, Linde. *Speaking Out : Storytelling for Social Change*. Left Coast, 2009.

\*\*Jumpsuit Project (article TBD)

\*\*\*Please consider this a preliminary reading list, and expect a more detailed reading calendar to be posted on Canvas prior to the first week of classes.

### **ACADEMIC INTEGRITY POLICY:**

Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: [Academic Integrity](#).

### **ACCOMMODATIONS:**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](http://oars.uncg.edu).

### **CONTRA POWER STATEMENT:**

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

### **INCLUSIVITY STATEMENT:**

Black Lives Matter in this classroom. Pronouns will be respected, and hateful language will not be tolerated. When you are in this classroom you will operate from a place of respect and inclusivity. If you take issue with these views or feel there is a problem at any point in the semester you are welcome to email me to set up a private discussion regarding matters of respect and inclusivity. **This classroom is, and will always be, a safe space and a brave space.**

### **HEALTH AND WELLNESS:**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at [Student Health Services](#), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting [Spartan Recovery Program](#) or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu).

**CLASSROOM CONDUCT:**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

**ATTENDANCE POLICY:**

Attendance and full participation are expected at each class meeting. All excused absences are at the discretion of the instructor. Students are allowed TWO absences without penalty, after which your final grade will be lowered by 1/3 of a letter grade. Each additional absence will lower your grade by another 1/3. (ex. 3 absences mean an A will become an A-, 4 absences mean an A will become a B+).

**Religious Holidays:** You may be excused for 2 religious observance days, per University Policy. Please notify the instructor in writing about your faith based Religious Observances by THE SECOND WEEK OF THE SEMESTER. Religious Observance will not be counted as an absence if you notify your instructor IN ADVANCE. For more information on UNCG's Religious Obligations policy, visit: [UNCG's Religious Obligations Policy](#).

\*\*Due to COVID-19, extenuating circumstances in relation to the attendance policy will be addressed on a case by case basis. Students are expected to communicate promptly with the instructor if any extenuating circumstances arise.

**Late Arrivals:** Students who arrive more than 5 minutes after class has begun should not join directly into instruction, but should wait on the side for the instructor to indicate when to join. Students who arrive more than 15 minutes late will not be permitted to take class and must observe. 2 late arrivals or early exits will count as one absence.

**Student-athletes** must make prior arrangements in advance for any conflicts with their schedule and due dates for this course.

**FINAL EXAMINATION:**

There is no final exam for this course. Students will complete a final project (Artistic Outcome).

**POLICY ON LATE WORK & EXTRA CREDIT:**

**Late Work:** No late work will be accepted after the due date, unless there are documented extenuating circumstances and approved by the instructor in advance.

**Extra Credit:** Extra credit may be offered for attendance at relevant performances, if they should occur during the semester this course is offered. More information (including dates) will be provided the first week of classes or shared via CANVAS announcements as the semester progresses.

**COMMUNICATION:**

Communication includes Announcements in Canvas, individual emails, and discussion board forums in Canvas.

You should be ready to RECEIVE the following types of messages:

1. Announcements: You will receive regular communication via the Announcements in the course Canvas site that are intended for all students regardless of your group. Check these each time you access the course in Canvas to be sure you are up to date with the latest information (these are time stamped so if you know when you logged in last, you can determine if anything is new).
2. Individual Email from the Instructor: Individual email messages will be sent to your UNCG email account. Please check your UNCG email daily to be sure you are getting your emails (if you are having any technical issues with UNCG email you must get assistance ASAP from TECH Support—contact

information under the Faculty & Tech Support link in Canvas; the excuse that your UNCG email was not working is not acceptable).

Proper Email Format: Use this format when emailing about a course related question/concern (if not done properly, I may not open the message and/or respond to your email and your issue may not get resolved in a timely manner):

To: INSTRUCTOR's Email

From: Student Email (Please use your UNCG email address here)

Subject: RCO XXX-XX Student (Type Your name in place of Student)

Dear XX. Instructor's name:

I am Student A (use your full name, first and last) and I wanted to speak to you about an upcoming deadline (or whatever the issue/question/etc.). I will be at my sister's wedding February 12 and would like to request to submit my completed Lab 7 on Monday, February 15, rather than Friday, the 12<sup>th</sup>. I can answer any additional questions you might have about my trip and send you appropriate documentation. Please let me know if you would like to meet to discuss my request further.

Thank you.

Student A (Type your name)

### **TECHNICAL SUPPORT:**

Students with technical issues with the course and email should contact 6-TECH for support either by email or phone or chat ([6TECH Help](#)). Please also make your instructor aware of the issue and if there will be any delays in resolving the issue.

### **ADVERSE WEATHER:**

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates.
- In the UNCG Mobile App: You can set it to provide you alerts.
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News).
- Visit [Spartanalert.uncg.edu](http://Spartanalert.uncg.edu) or the UNCG homepage: UNCG posts up-to-date information on the main University web site ([uncg.edu](http://uncg.edu)) and on the main Spartan Alert page ([spartanalert.uncg.edu](http://spartanalert.uncg.edu)).

### **COVID-19 STATEMENT:**

As we return for spring 2022, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

**ELASTICITY STATEMENT:**

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined; however, as the need arises, there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via email with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.



## TOPICAL OUTLINE/CALENDAR:

### *UNIT 1 - Dance/Choreography*

Week 1	Monday 1/10 Wednesday 1/12 <i>**Friday 1/14 Add/Drop Deadline</i>	Syllabus Overview/Course Introduction Article #1 Discussion
Week 2	Monday 1/17 Wednesday 1/19	No Class - Martin Luther King, Jr. Day Article #2 Discussion
Week 3	Monday 1/24  Wednesday 1/26	Viewing #1 (Kyle Abraham "Untitled America" Bill T. Jones "Still/Here") Article #3 Discussion

### *UNIT 2 - Theatre/Devised Work*

Week 4	Monday 1/31 Wednesday 2/2	Viewing #2 (Hamilton) Article #4 Discussion
Week 5	Monday 2/7 Wednesday 2/9	Guest Speaker - (Robi Arce, School of Theatre) Article #5 Discussion

### *UNIT 3 - Visual & Performance Art*

Week 6	Monday 2/14 Wednesday 2/16	Viewing #3 Article #6 Discussion
Week 7	Monday 2/21 Wednesday 2/23	Viewing #4 Article #7 Discussion
Week 8	Monday 2/28 Wednesday 3/2	Artistic Concept Presentations Article #8 Discussion
Week 9	Monday 3/7 Wednesday 3/9	No Class - Spring Break No Class - Spring Break

### *UNIT 4 - Interdisciplinary Forms*

Week 10	Monday 3/14 Wednesday 3/16	Student led discussions Article #9 Discussion
Week 11	Monday 3/21 Wednesday 3/23	Student led discussions Viewing #5 (Uprooted)
Week 12	Monday 3/28 Wednesday 3/30 <i>**Friday 4/1 A.O. Draft due</i>	Student led discussions Article #10 Discussion
Week 13	Monday 4/4 Wednesday 4/6	Visit to Weatherspoon Art Museum (Anne Gremaldi) Guest Speaker - Social Practice (Lee Walton, Art)

*\*\*Friday 4/8 Write-Up due*

Week 14	Monday 4/11 Wednesday 4/13	Discussion of individual projects Student work day
Week 15	Monday 4/18 Wednesday 4/20	Student Work Day Artistic Outcome Presentations
Week 16	Monday 4/25 Wednesday 4/27	Artistic Outcome Presentations Artistic Outcome Presentations

## Post-Course Survey Responses from Fall 2020 (UNCG)

*“This course advanced my learning in so many ways. One of the major things it did was boost my confidence in dancing and taught me a lot of terminology that I will need in the professional world. Honestly one of the best dance classes I’ve taken here at UNCG so far and I feel like this is the most I’ve grown in a dance class ever.”*

*“I liked that everything was well organized and fair.”*

*“This course helped me pick up choreography faster than my previous abilities. It also advanced my knowledge in tap terminology!”*

*“This course helped my technique and work ethic.”*

*“Dancing used to be extremely stressful for me, but this semester I got so much joy out of tap. I was able to relax in this class setting and really be in the moment. It is the first dance course where I had a sense of confidence in my movement, and I think I’m ready to start pushing myself even more.”*

*“I got to dance which is something I love to do and I learned a lot about different types of dance styles.”*

*“I am really proud of everyone in our class this semester! This has been such a fun experience to get to tap dance all together, even during a pandemic. I felt so happy and grateful that we were able to all be dancing together (socially distanced) and had so much fun doing it too.”*

*“I think I have gained back my appreciation for dance after this class.”*

*“I appreciate that assignments were graded quickly and we were aware of what was expected on both our in person and online portion.”*

*“Allison was extremely good at tailoring the class to the individual student’s needs. I never felt behind or lost in the class, because she was always there to help. Getting breakdowns of complicated steps was helpful, and she was so willing to stop and break things down on a whim. I loved that the warmups were challenging and relevant to what we were learning in class.”*

*“I came into this course without any prior knowledge, and Allison started from the beginning and broke everything down for the class. I feel that I have learned so much about dance.”*

*“I felt like everything that was assigned was super good and helpful towards this course, and I think Allison did an excellent job in making this course COVID-19 friendly.”*

*“During these uncertain times having a clear and non-stressful course was very nice.”*

*“Allison gave us a lot of choreography while including important tap dance terms to know and memorize which was super helpful. When we got farther into the semester she could just say a combo of steps and the choreography became a lot easier to pick up.”*

*“I will definitely be recommending more UNCG Students to take this class!”*

*“I love that Allison graded on progress rather than perfection. The pressure of getting every step perfect was gone, and I feel that I was able to learn more and truly be present in the studio because of this.”*

*“The assignments given in this class were perfect! They went with what we were learning at the time in the in-person class and really help me learn more about the history of Tap.”*

*“I find myself thinking about the history of tap much more than I did last semester. During Tap I, I was focused on learning the absolute basics. Although I have a LONG way to go, I feel like I don't have to think about every single step so hard, and I can consider other things as I learn like the style and the history.”*

*“I am loving dance more and more every class. I have never had the opportunity to learn classic dances like the ones we are doing and I really enjoy learning them and getting to learn more about how the history of certain dances came to be. I love everything about it. I love the warm-up, how encouraging all of us are for one another especially when it comes to someone being able to do a new step it is so exciting and fun for everyone because we are all proud of one another.”*

*“I feel like my ability to pick up choreography was better than in previous years because I was learning the terminology as well. Knowing the terminology helped me think about the sound that the movement would be making which helped my ability to pick up choreography. Dancing always brings me joy but it brought me even more joy this semester.”*

*“Thank you so much for this class, Allison! I really enjoyed the structure and how you made each class very comfortable no matter what experience we had with tap dancing. Everything was very clear of what was expected of us, but without a lot of pressure.”*

*“I have loved my time in this class and I feel like I have improved since the beginning of the semester. This class was not only a good tap refresher, but I also learned a lot of new tap terms and tap history. I think learning about tap's history has changed my perspective on tap and made me appreciate it more.”*

*“I feel like by the end of the semester I was picking up new moves faster than I was at the beginning. Overall, I have enjoyed my time in this class and it has brought me so much joy in such a hard time. Thank you for being such a great teacher and I can't wait to continue improving in Tap 2! :)”*

*“Wow I have learned so much this semester! I have honestly never considered myself a dancer and certainly never thought I would be able to complete a combination and feel confident about it, but I did! This semester I think I did exactly what I set out to do, which was learn some basic steps in dance and gain some confidence. I know I have a loooong way to go, but I definitely feel good about the foundation that we have built for my dance endeavors. I feel like I could walk into a dance call and have at least some idea of what I was doing, which is what's most important to me where I'm at now in my dancing career.”*

*“Thank you so so much for an awesome introduction to dance, I'm looking forward to taking more dance classes next semester!”*

*“My perspective on tap dance has definitely changed from the beginning of the semester to now. I feel like I have a better appreciation for tap dance, especially since we got to talk a little bit about the history, so I have a better understanding of why tap dance is so important. I also realized how much I loved tap dance, and how much fun it can be so I will definitely miss having this class as my stress reliever. I have seen some improvement in the way I pick up choreography, I mean I went from stressing over how to do the tricky tap step during unit one, to being able to pick up on the tricky warm-up. I also felt like I was much more relaxed with learning choreography as the semester went*

*on. I also learned new terminology for the steps I already knew, so in the future if I ever take another tap class I'll be able to understand and recognize the steps by name."*

*"Getting to learn about the history of tap really affected me in a positive way and it definitely made me think about dance in a different way. Dance has always brought me so much joy and being in this class literally kept me less stressed, especially with everything going on right now I knew dancing was my way to not think about anything and just have fun."*

*"Fingers crossed I can get into tap 2 because I had so much fun being in tap 1, and you were an amazing teacher."*

*"I feel as though through this class I learned how to pick up choreography faster. Because of covid, obviously classes looked different this year, and I feel like we learned at a much quicker pace because we didn't get to see each other as much. It was nice to move at a quicker pace and I feel like we learned so much in such a short amount of time!"*

*"Allison, thank you so much for a great semester!!! I thoroughly enjoyed tap I and I am over the moon excited to take tap II and clogging next semester!!!!!"*

*"I have gained so much knowledge and confidence through taking this class. Learning about the history and the culture of tap has most definitely affected how I think about dance. I feel like I am able to have fun and let loose when I tap, and this is definitely because I know it was a very social and playful activity."*

*"I have enjoyed myself so much every week learning new moves, and pushing myself to do better in and out of the classroom by trying new and difficult moves, and spending time on them with my friends. I have really loved how supportive, helpful, and tight-knit this class has been. In class I feel confident to ask questions, and get help, and A lot of us work together outside the classroom! It's a wonderful environment."*

*"This was probably one of the only classes this semester I didn't complain about going to!"*