

THE OXFORD COLLEGE DIVISION OF PHYSICAL EDUCATION AND DANCE
PE 121 Recreational Dance
Spring 2005

Instructor: Ms. Gayle Doherty
Class Time: MWF 11:45 – 12:35 (by the Seney clock)

Office: Gym 103 H
Phone: 4-8352

Office Hours
Monday/Wednesday – 2:00 – 3:00
Tuesday/Thursday - 12:00 – 1:00
Friday – 10:30 – 11:30

COURSE DESCRIPTION: This course is focused on dance as a recreational, social and cultural activity. Students practice dances that represent a variety of cultures including Argentine, Cuban, Polish, German, Greek, Russian, Israeli, Romanian, Serbian and American. Related topics include the role of dance in human history and dance as a form of nonverbal expression between people. In this class, social dance is presented as a possible path for connection between people who might otherwise have little common ground. Both the value of cultural assimilation and the value of retaining cultural identity are discussed. Students are encouraged to share dances (and other folk arts) that are important in their heritage.

TEXT: Assigned readings are available on electronic reserve. You will need to have Adobe Acrobat Reader on your personal computer to access the electronic reserve online. You can also access them on the computers in the Oxford College library.

Some test materials will be given to students in the form of handouts and class instruction. The course syllabus, calendar and all other handouts for this course are posted on the class conference on LearnLink. Go to Oxford College → Class Conferences → Oxford: PE → PE 121

DRESS: Clothing should be nonrestrictive and appropriate for the classroom. Shoes are not permitted on the dance floor but socks may be worn.

COURSE REQUIREMENTS AND GRADING SYSTEM:

A = 90 - 100 B = 80 - 89.9 C = 70 - 79.9 D = 60 - 69.9 F = Below 59.9

- 15% Midterm: A written exam covering all handouts, reading assignments and materials discussed in class before midterm
- 20% Practical 1: An evaluation of the performance of assigned folk dances (this test will be videotaped)
- 15% Final: A written exam covering all handouts, reading assignments and materials discussed in class after midterm
- 20% Practical 2: An evaluation of the performance of assigned ballroom dances (this test will be videotaped)
- 30% Participation: An evaluation of daily participation throughout the semester
*** See attached attendance policy ***

The Oxford College Honor Code applies and is respected in this class. All work must be submitted truthfully and must be each student's own work. When working with a group in a dance skills test, following others is not cheating because you will be expected to work together.

COURSE OBJECTIVES:

Folk Dance Objectives:

Students will be able to perform:

- 8 folk dances (Alunelul, Bele Kawe, Mayim, Debka Kurdit, Mexican Mixer, Road to the Isles, Korobushka, and Jessie Polka) within a group

Students will be able to name:

- the 8 folk dances and their cultural origins when provided with a demonstration of the beginning of each dance (spelling counts)
- a folk dance step when provided a description.
- the classical dances of Japan and India.
- name or describe the 5 locomotor (transfer of weight) movements.
- the 3 themes of fertility dances such as a maypole dance

Students will be able to list:

- the 4 major ways dance has played a role in human history.
- the 3 formations for folk dances

Students will be able to recognize the definitions of:

- Devadasis
- Terpsichore
- Pyrrhic
- Death Dance
- Horn Pipe
- Siva
- The Ring Shout

Students will be able to label the elements of contra dance when provided with a diagram.

Students will be able to discuss:

- the importance of dance (and ritual) in the very early history of human beings
- the value of cultural assimilation and the value of retaining cultural identity.
- the role of geography in the way cultural practices or folkways develop
- the role of climate in the way cultural practices or folkways develop

Ballroom Dance Objectives:

Students will be able to perform:

- 3 variations of the fox trot, the cha cha, the tango, the rumba, the swing and the waltz (the leader's and the follower's parts).

Students will be able to name:

- the cultural origins of the 6 ballroom dances they have learned.
- Students will be able to state:
- the rhythms of the ballroom dances they have studied.
- the correct direction for the flow of traffic on a ballroom dance floor

Students will be able to explain:

- why ballroom dance might be considered less social than folk dance.

Students will be able to discuss:

- the lack of cultural authenticity in American ballroom dance.

Students will be able to identify

- each ballroom dance when provided with information about the dance
- correct answers about ballroom dance technique (space awareness, footwork, dance walk, dance positions, closed position, leading and following)

ATTENDANCE POLICY:

You are responsible for what is covered in every class. Three absences are permitted without penalty. In a case of a minor illness a sedentary assignment will be available for you to do in class. If this is necessary beyond one class you should make an appointment to discuss your situation with me.

LATE ARRIVALS: It is expected that students will arrive for class on time. Late absences will be recorded as such and if excessive may result in a reduction of points from a student's final grade.

RELIGIOUS HOLIDAYS: Religious holidays approved by the college may be observed without penalty but I must be informed of your intention to do so in writing and in advance of the holiday.

EXTENUATING CIRCUMSTANCES: Regarding your attendance grade (30%), if you find yourself in an extenuating circumstance, it is your responsibility to make an appointment with me as soon as possible to discuss your situation. I will want to know how you have used each of the 3 absences (1 week of classes) you have been given. All absences should be for valid reasons. There are no excused absences beyond the 3 that are provided but make-up work may be offered at my discretion. The amount of time it takes for you to initiate this meeting will be a consideration in my decision. If you have a physical situation that requires an adapted syllabus, it is essential that you provide specific information from a medical professional immediately, explaining what activities are prohibited and what you are still physically able to do. Information can be faxed to me (Gayle Doherty) at 770 784-4677.

ATTENDANCE GRADE: 30% of your grade will be based on participation. Students who do not miss more than 3 classes will receive the full 30 points for participation. All other absences will result in a penalty, which will increase with each absence.

4 absences	5 point penalty	30 – 5	= 25 out of 30 pts (can make an A)
5 absences	15 point penalty	30 – 15	= 15 out of 30 pts (can make a B)
6 absences	30 point penalty	30 – 30	= 0 out of 30 pts (can make a C)
7 or more absences			student will make a D or F in the course

Calendar
PE 121 Recreational Dance
Spring 2005

W 1/19	Introduction
F 1/21	Dances for fun
M 1/24	Paperwork - Folk Dance Handout - Learn Alunelul
W 1/26	Pages 1-2 - The Beginning - Forms - [omit Music] Pages 3-4 - Cultural Significance - Religion - Education - Health - Fertility Learn Bele Kawe - Review dances
F 1/28	Pages 6-7 - India (up to Bharata Natyam) Learn Mayim - Review dances
M 1/31	Pages 13-14 - Japan (up to Bugaku) Learn Debka Kurdit - Review dances
W 2/2	Pages 20-21 - American Perspective Learn Mexican Mixer - Review dances
F 2/4	Pages 70-71 - The Unique Contributions of African-Americans Learn Road to the Isles – Review dances
M 2/7	Learn Korobushka - Review dances
W 2/9	NO CLASS!!!
F 2/11	NO CLASS!!!
M 2/14	Page 74 - The Melting Pot Versus Ethnic Identity (up to Conclusion) Page 217 - Introduction Pages 220 - 222 - Eastern and Western Culture - Geography and Climate - Religion - Music Learn Jessie Polka - Review dances
W 2/16	Practical 1 Handout - Review all dances - questions
F 2/18	Contra Dance Handout - discussion of Contra Dance principles
M 2/21	Contra Dance
W 2/23	Review for Practical in groups
F 2/25	Practice Practical
M 2/28	<u>MIDTERM</u> - In class help session
W 3/2	<u>PRACTICAL 1</u>
F 3/4	Dances for Fun
M 3/7	Dances for Fun
W 3/9	Pages 367- 368 - Introduction (up to phases of Social Dance) 369 – 370A – Phenomenon of Social Dancing Page 377 - Fox Trot (up to foxtrot rhythm) Learn Fox Trot
F 3/11	Page 370B – Space Awareness Page 371- 372 - Style of Social Dance (up to Footwork in Social Dance) Page 418 - Tango (up to Tango Rhythm) Learn Tango

M 3/14	SPRING BREAK – NO CLASS!!!!
W 3/16	SPRING BREAK – NO CLASS!!!!
F 3/18	SPRING BREAK – NO CLASS!!!!
M 3/21	Pages 372 - Footwork in Social Dance (up to One-Step/Dance Walk) Review Fox Trot and Tango
W 3/23	Page 372 - 373 - One-Step/Dance Walk (up to Dance Positions) Page 472 - Rumba (up to Rumba Rhythm) Learn Rumba
F 3/25	Page 373 - 374 - Dance Positions (up to Techniques of Leading and Following) Page 426 - Waltz (up to Waltz Rhythm) Learn Waltz
M 3/28	Page 374 - 376 - Techniques of Leading and Following Review - Rumba and Waltz
W 3/30	Page 459 - Cha Cha Cha (up to Cha Cha Cha Rhythm) Review - Tango, Fox Trot, Rumba, Waltz Learn Cha Cha
F 4/1	Page 397 - Swing (up to Swing Rhythm) Review - Tango, Fox Trot, Rumba, Waltz and Cha Cha Cha Learn Swing
M 4/4	Practical 2 Handout - <u>WRITTEN FINAL</u>
W 4/6	Review and dance with partners
F 4/8	Review and dance with partners
M 4/11	Review and dance with partners
W 4/13	Cotillion
F 4/15	Review for Practical - dancing alone
M 4/18	NO CLASS!!!
W 4/20	Review for Practical - dancing alone
F 4/22	Review for Practical - dancing alone
M 4/25	Practice Practical
W 4/27	Practice Practical
F 4/29	Practice Practical - Course Evaluation
M 5/2	<u>PRACTICAL</u>