

THE DIVISION OF PHYSICAL EDUCATION AND DANCE

PREFACE

Oxford College is committed to the liberal arts. The liberal arts curriculum for centuries has included the study of physicality and its relationship to mind and spirit. From Plato's Academy to the present, institutions which espouse the study of the liberal arts make physical education an integral part of the curriculum. The study of physicality includes but is not wholly limited to:

1. The refinement of the senses.
2. The maintenance of health, physical strength and stamina.
3. The management and control of body based emotions.
4. An appreciation of kinesthetic awareness, which includes the joy of movement and exploration of human movement as a form of expression.
5. The acquisition and refinement of perceptual motor skills.
6. An awareness that there is an intrinsic relationship between body, mind and spirit and that inadequacies in one of these affects the other two.

The courses within the three areas in the Division of Physical Education and Dance emphasize certain elements of physicality with some elements being emphasized more than others. By enrolling in three courses in three different areas students will be exposed to all six elements of physicality to one degree or another.

THE OXFORD COLLEGE DIVISION OF PHYSICAL EDUCATION AND DANCE
PE 121 Recreational Dance
Spring 2003

Instructor: Ms. Gayle Doherty
Class Time: MWF 10:40 – 11:25 (by the Seney clock)

Office: Gym 103 H
Phone: 4-8354

Office Hours
Monday/Wednesday/Friday – 9:30 – 10:30
Tuesday/Thursday - 10:15-11:15
Or by appointment

COURSE DESCRIPTION: This course is focused on dance as a recreational, social and cultural activity. Students learn a number of 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 and other folk arts are presented as possible paths 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 that are important in their heritage by showing or teaching them to the class.

TEXT: Assigned readings are available on electronic reserve. Here's how to get to them from the college page. If you have any questions, please feel free to contact Barbara Williams (4-8381) and Andrea Heisel (4-4687) in the library. *You need to have Adobe Acrobat Reader on your computer to read the electronic reserve online.

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

DRESS: The room in which this class meets does not have air conditioning and will frequently be very hot. Students should dress with this in mind. Clothing should be nonrestrictive and appropriate for the classroom. The floor in our classroom is like a gym floor and only athletic shoes should be worn on it. You may choose not to wear shoes but you will risk having your feet stepped on if you do so.

COURSE REQUIREMENTS AND GRADING SYSTEM:

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

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|-----|------------------------------|--|
| 15% | Midterm:
materials | A written exam covering all handouts, reading assignments and discussed in class before midterm |
| 20% | Practical 1:
test will be | An evaluation of the performance of assigned folk dances (this videotaped) |
| 15% | Final:
materials | A written exam covering all handouts, reading assignments and discussed in class after midterm |
| 20% | Practical 2:
(this test | An evaluation of the performance of assigned ballroom dances 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:

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.
- 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 part).

Students will be able to name:

- the cultural origins of the 8 folk dances they have learned.
- a folk dance step when provided a description.
- the classical dances of Japan and India.
- (or describe) the 5 locomotor (transfer of weight) movements.
- the 3 themes of fertility dances such as a maypole dance
- the cultural origins of the 6 ballroom dances they have learned.

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 state:

- the rhythms of the ballroom dances they have studied.
- the correct direction for the flow of traffic on a 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 importance of dance (and ritual) in the very early history of human beings
- the lack of cultural authenticity in American ballroom dance.
- the value of cultural assimilation versus 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
- space awareness on the dance floor
- the proper mechanics of a forward dance walk
- the proper mechanics of a backward dance walk
- the proper mechanics of the closed position

ATTENDANCE POLICY
PE 121 Recreational Dance - Doherty
Spring 2003

ATTENDANCE: 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 – 1	= 15 out of 30 pts (can make a B)
6 absences	30 point penalty	30 – 3	= 0 out of 30 pts (can make a C)
7 or more absences			student will make a D or F

Reading List
PE 121 Recreational Dance
Spring 2003

These assignments are from Dance A While, the 8TH edition, by Harris. Four copies are on reserve at the front desk in the library. The readings are also available on electronic reserve. If you have any questions, please feel free to contact Barbara Williams (4-8381) and Andrea Heisel (4-4687) in the library. *You need to have Adobe Acrobat Reader on your computer to read the electronic reserves online.

Midterm Exam Reading List

All Handouts

Pages	1-2	The Beginning - Forms - [omit music]
Pages	3-4	Cultural Significance - Religion - Education - Health - Fertility
Pages	6-7	India [up to Bharata Natya]
Pages	13-14	Japan [up to Bugaku]
Pages	20-21	American Perspective
Pages	70-71	The Unique Contributions of African-Americans
Page	74	The Melting Pot Versus Ethnic Identity [up to Conclusion]
Page	217	Introduction
Pages	220-221	Eastern and Western Culture - Geography and Climate - Religion - Music

Final Exam Reading List

All Handouts Since Midterm

Pages	367-368	Introduction [up to Phases of Social Dance]
Pages	369-370A	Phenomenon of Social Dancing
Page	370B	
Pages	371-372	Style of Social Dance (up to footwork in Social Dance)
Page	372	Footwork in Social Dance (up to One-Step/Dance Walk)
Pages	372-373	One-Step/Dance Walk (up to Dance Positions)
Pages	373-374	Dance Positions (up to Techniques of Leading and Following)
Pages	374-376	Techniques of Leading and Following
Page	377	Foxtrot [up to Foxtrot Rhythm]
Page	397	Swing [up to Swing Rhythm]
Page	426	Waltz [up to Waltz Rhythm]
Page	418	Tango [up to Tango Rhythm]
Page	459	Cha Cha Cha [up to Cha Cha Cha Rhythm]
Page	472	Rumba [up to Rumba Rhythm]

Calendar
PE 121 Recreational Dance
Spring 2003

W 1/15	Introduction
F 1/17	Dances for fun
M 1/20	Martin Luther King Holiday – No Class
W 1/22	Paperwork - Folk Dance Handout - Learn Alunelul
F 1/24	Pages 1-2 - The Beginning - Forms - [omit Music] Pages 3-4 - Cultural Significance - Religion - Education - Health - Fertility Learn Bele Kawe - Review dances
M 1/27	Flamenco Dance Master Class (Tarbutton Theater)
W 1/29	Pages 6-7 - India (up to Bharata Natyam) Learn Mayim - Review dances
F 1/31	Pages 13-14 - Japan (up to Bugaku) Learn Debka Kurdit - Review dances
M 2/3	Pages 20-21 - American Perspective Learn Mexican Mixer - Review dances
W 2/5	Pages 70-71 - The Unique Contributions of African-Americans Learn Road to the Isles – Review dances
F 2/7	Learn Korobushka - Review dances
M 2/10	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 2/12	Practical 1 Handout - Review all dances - questions
F 2/14	Contra Dance Handout - discussion of Contra Dance principles
M 2/17	Contra Dance
W 2/19	Review for Practical in groups
F 2/21	Practice Practical
M 2/24	<u>MIDTERM</u> - In class help session

W 2/26	<u>PRACTICAL 1</u>
F 2/28	Video
M 3/3	Dances for Fun
W 3/5	Dances for Fun
F 3/7	Dances for Fun
M 3/10	Spring Break
W 3/12	Spring Break
F 3/14	Spring Break
M 3/17	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
W 3/19	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
F 3/21	Pages 372 - Footwork in Social Dance (up to One-Step/Dance Walk) Review Fox Trot and Tango
M 3/24	Page 372 - 373 - One-Step/Dance Walk (up to Dance Positions) Page 472 - Rumba (up to Rumba Rhythm) Learn Rumba
W 3/26	Page 373 - 374 - Dance Positions (up to Techniques of Leading and Following) Page 426 - Waltz (up to Waltz Rhythm) Learn Waltz
F 3/28	Page 374 - 376 - Techniques of Leading and Following Review - Rumba and Waltz
M 3/31	Page 459 - Cha Cha Cha (up to Cha Cha Cha Rhythm) Review - Tango, Fox Trot, Rumba, Waltz Learn Cha Cha
W 4/2	Page 397 - Swing (up to Swing Rhythm) Review - Tango, Fox Trot, Rumba, Waltz and Cha Cha Cha Learn Swing
F 4/4	Practical 2 Handout – Review all dances
M 4/7	<u>WRITTEN FINAL</u> - In class help session

W 4/9	Review and dance with partners
F 4/11	Review and dance with partners
M 4/14	Review and dance with partners
W 4/16	Review for Practical - dancing alone
F 4/18	Review for Practical - dancing alone
M 4/21	Practice Practical - Leaders
W 4/23	Practice Practical - Followers
F 4/25	Course Evaluation - <u>PRACTICAL - LEADERS</u>
M 12/9	<u>PRACTICAL - FOLLOWERS</u>

