

THE OXFORD COLLEGE DIVISION OF PHYSICAL EDUCATION AND DANCE
PE 121 Recreational Dance
Fall 2004

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 by showing or teaching them to the class.

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)