

THE DIVISION OF PHYSICAL EDUCATION AND DANCE
PE 121 Recreational Dance

Instructor: Ms. Gayle Doherty
Class Time: MWF 12:50–1:40

Office: Gym 103 H
Phone: 4-8354

Office Hours
Monday/Wednesday/Friday 9:30 – 10:30
Tuesday/Thursday 1:15 – 2:15
Also by appointment

Students at Oxford College are required to enroll in three courses in the Division of Physical Education and Dance. The faculty of Oxford College has directed the students be acquainted with a capacity, which is fundamental to all human beings. That capacity is one's physicality. Physicality pertains to the body and is linked to but differentiated from the mind and spirit. 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.

Each course offered by the Division of Physical Education and Dance emphasizes at least four of the elements of physicality with some elements being emphasized more than others. By enrolling in three different courses students will be exposed to all six elements of physicality to one degree or another.

Oxford College is and has always been committed to the liberal arts. The liberal arts curriculum for centuries has included the study of the body 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 and dance an integral part of the curriculum. Oxford College is no exception.

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 communication or 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, by showing or teaching to the class, dances that are important in their heritage.

COURSE OBJECTIVES: Students will:

1. Develop a proficiency in some of the basic skills of folk dance and ballroom dance.
2. Develop an understanding of the cultural context of selected folk and ballroom dances.
3. Learn about the role that dance has played and continues to play in the lives of human beings.

TEXT: Dance A While - Harris Five copies are on reserve at the front desk in the library. (Make sure you take the readings from the books that are on reserve and not the ones on the library shelves). Students will also be responsible for all handouts distributed in class.

DRESS: Clothing should be nonrestrictive and appropriate for the classroom.

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.

PE 121 Recreational Dance

Calendar

Monday/Wednesday/Friday

Doherty 4-8354

F 1/18	<u>NO CLASS</u>
M 1/21	<u>NO CLASS - Martin Luther King Holiday</u>
W 1/23	Folk dance Handout - Learn Syrtos and Alunelul
F 1/25	Pages 1-2 - The Beginning - Forms - [omit Music] Pages 2-4 - Cultural Significance - Religion - Education - Health – Fertility Learn Mayim – Review dances
M 1/28	Pages 4-5 - India (up to Bharata Natyam) – video Learn Miserlou – Review dances
W 1/30	Pages 10-11 - Japan (up to Bugaku) – video Learn Korobushka - Review dances
F 2/1	Pages 17-18 - American Perspective Learn Circle Waltz - Review dances
M 2/4	Page 58 - The Unique Contributions of Afro-Americans - video
W 2/6	Learn All American Promenade - Review dances
F 2/8	Pages 61 & 62 – The Melting Pot Versus Ethnic Identity (up to Conclusion) - Page 231 – Introduction -Pages 234 – 235 - Understanding Folkways Enhances Dance – Eastern and Western Culture – Geography and Climate – Religion – Music (up to costumes) Learn Polka – Review dances
M 2/11	Practical 2 Handout - Review all dances - questions
W 2/13	Contra Dance Handout – discussion of principles
F 2/15	Contra Dance
M 2/18	Review for Practical in groups
W 2/20	Practice Practical
F 2/22	<u>MIDTERM</u>
M 2/25	<u>PRACTICAL 1</u>
W 2/27	Dances for Fun
F 3/1	Page 373 – Introduction (up to phases of Social Dance) Page 375 – Phenomenon of Social Dancing Page 421 - Fox Trot (up to foxtrot rhythm) Learn Fox Trot
M 3/4	Page 378 -- # 6 Space Awareness Page 441 – Tango (up to Tango Rhythm) Learn Tango
W 3/6	<u>Core Survey</u>
F 3/8	Pages 381 & 382 – Style of Social Dance – Footwork in Social Dance – One Step/ Dance Walk - Review Fox Trot and Tango
M 3/11	<u>Spring Break</u>
W 3/13	<u>Spring Break</u>
F 3/15	<u>Spring Break</u>
M 3/18	Pages 382 – 383 – Closed Position Page 456 – Rumba (up to Rumba Rhythm) Learn Rumba
W 3/20	Page 383 – Techniques for Leading and Following (up to Specific Directions for Leading and Following) - Page 433 – Waltz (up to Waltz Rhythm) Learn Waltz
F 3/22	Page 385 – General Rules for Following

M 3/25	Review – Rumba and Waltz Page 448 - Cha Cha Cha (up to Cha Cha Cha Rhythm) Review – Tango, Fox Trot, Rumba, Waltz Learn Cha Cha
W 3/27	Page 386 – Swing (up to Swing Rhythm) Review – Tango, Fox Trot, Rumba, Waltz and Cha Cha Cha Learn Swing
F 3/29	<u>WRITTEN FINAL</u> – In class help session
M 4/1	<u>Chuck Davis African American Dance Ensemble</u>
W 4/3	Review and dance with partners
F 4/5	Review and dance with partners
M 4/8	Review and dance with partners
W 4/10	Review and dance with partners
F 4/12	Review and dance with partners
M 4/15	Review and dance with partners
W 4/17	Review for Practical – dancing alone
F 4/19	Review for Practical – dancing alone
M 4/22	Practice Practical - Leaders
W 4/24	Practice Practical - Followers
F 4/26	<u>PRACTICAL - LEADERS</u>
M 4/29	<u>PRACTICAL – FOLLOWERS</u>