

THE OXFORD COLLEGE DIVISION OF PHYSICAL EDUCATION AND DANCE
PE 121 Recreational Dance
Fall 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 12:45 – 1:45
Friday 9:30 – 10:30
Tuesday/Thursday - 10:15-11:15

COURSE DESCRIPTION: This course is focused on dance as a recreational, social and cultural activity. Students learn 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. You will need to have Adobe Acrobat Reader on your personal computer to access the electronic reserve online. If you prefer, a hard copy is also available at the library reservation desk.

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 shoes (and dirt on shoes) can damage it. All shoes should be clean and soft soled. 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: | 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:

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

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

Calendar

W 8/27	Introduction
F 8/29	Dances for fun
M 9/1	Labor Day – No Class
W 9/3	Paperwork - Folk Dance Handout - Learn Alunelul
F 9/5	Pages 1-2 - The Beginning - Forms - [omit Music] Pages 3-4 - Cultural Significance - Religion - Education - Health - Fertility Learn Bele Kawe - Review dances
M 9/8	Pages 6-7 - India (up to Bharata Natyam) Learn Mayim - Review dances
W 9/10	Pages 13-14 - Japan (up to Bugaku) Learn Debka Kurdit - Review dances
F 9/12	Pages 20-21 - American Perspective Learn Mexican Mixer - Review dances
M 9/15	Pages 70-71 - The Unique Contributions of African-Americans Learn Road to the Isles – Review dances
W 9/17	Learn Korobushka - Review dances
F 9/19	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
M 9/22	Practical 1 Handout - Review all dances - questions
W 9/24	Contra Dance Handout - discussion of Contra Dance principles
F 9/26	Contra Dance
M 9/29	Review for Practical in groups
W 10/1	Practice Practical
F 10/3	<u>MIDTERM</u> - In class help session
M 10/6	<u>PRACTICAL 1</u>
W 10/8	Video
F 10/10	Video

M 10/13	Fall Break – No Class
W 10/15	Dances for Fun
F 10/17	Dances for Fun
M 10/20	Dances for Fun
W 10/22	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 10/24	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 10/27	Pages 372 - Footwork in Social Dance (up to One-Step/Dance Walk) Review Fox Trot and Tango
W 10/29	Page 372 - 373 - One-Step/Dance Walk (up to Dance Positions) Page 472 - Rumba (up to Rumba Rhythm) Learn Rumba
F 10/31	Page 373 - 374 - Dance Positions (up to Techniques of Leading and Following) Page 426 - Waltz (up to Waltz Rhythm) Learn Waltz
M 11/3	Page 374 - 376 - Techniques of Leading and Following Review - Rumba and Waltz
W 11/5	Page 459 - Cha Cha Cha (up to Cha Cha Cha Rhythm) Review - Tango, Fox Trot, Rumba, Waltz Learn Cha Cha
F 11/7	Page 397 - Swing (up to Swing Rhythm) Review - Tango, Fox Trot, Rumba, Waltz and Cha Cha Cha Learn Swing
M 11/10	Practical 2 Handout – Review all dances
W 11/12	<u>WRITTEN FINAL</u> - In class help session
F 11/14	Review and dance with partners
M 11/17	Review and dance with partners
W 11/19	Review and dance with partners

F 11/21	Review for Practical - dancing alone
M 11/24	Review for Practical - dancing alone (course evaluation)
W 11/26	Thanksgiving Break – No class
F 11/28	Thanksgiving Break – No class
M 12/1	Practice Practical - Leaders
W 12/3	Practice Practical - Followers
F 12/5	Course Evaluation - <u>PRACTICAL - LEADERS</u>
M 12/9	<u>PRACTICAL - FOLLOWERS</u>