

WESLEY THEOLOGICAL SEMINARY
RA-252: Liturgical Dance: Theory and Practice
June 13 – 24, 2016
Elderdice Hall, Kresge Academic Center

Instructor: Josie Hoover, D.Min.

Schedule: 6:00 pm – 9:00 pm

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Course Description:

Liturgical dance is a powerful, passionate and transformative form of worship. As a ministry that is to be shared with the community, this worshiping art creates opportunities for spiritual renewal to manifest in others. However, individuals tend to be challenged with holistically engaging with the Divine through dance. Instilling spiritual practices, discipline, and understanding of one's purpose in life help this process of transformation.

This course will give students the necessary tools to engage the Divine in a manner that is reflective and intentional through movement.

Course Learning Objectives

At the end of this course, students will come away with the following:

1. Examine the historical context and role of dance in society.
2. Justify the contributions of liturgical dance in the life of the church/worship experiences, etc.;
3. Demonstrate how spiritual practices such as prayer, fasting, study, etc. creates pathways of best practices for discipleship and formation;
4. Develop ways in which newly discovered practices can be incorporated into the students' daily lives and/or dance ministries; and
5. Examine the theological implications of embodied theology in relation to liturgical dance.

Required Textbooks

Butler, Stephanie. *My Body is the Temple: Encounters and Revelations of Sacred Dance and Artistry*. Fairfax, VA: Xulon Press. (2002)

Adams, Doug and Diane Apostolos-Cappadona. *Dance as Religious Studies*. Eugene, OR: Wipf & Stock. (2001)

Foster, Richard. *A Celebration of Discipline: The Path to Spiritual Growth*. Grand Rapids, MI: Zondervan. (1988)

Required Readings from Blackboard

Beckman, Betsy. "The Dance of Embodiment." In *Awakening the Creative Spirit: Bringing the Arts to Spiritual Direction*. New York: Morehouse Publishing. (2010)

Brown, David. *God & Grace of Body: Sacrament in Ordinary*. Oxford, UK: Oxford University Press. (2007)

Noland, Rory. "Servanthood Versus Stardom." In *The Heart of the Artist: A Character-Building Guide for You & Your Ministry Team*. Grand Rapids, MI: Zondervan Books. (1999)

Savage, Sara. "Through Dance: Fully Human, Fully Alive. In *Beholding the Glory: Incarnation through the Arts*. Grand Rapids, MI: Baker Books. (2001)

Recommended Texts

Butler, Stephanie. *Breathe, Balance and Stretch: Movement Meditations and Daily Devotions for Living*. Fairfax: Xulon Press. (2006)

Kovacs, Aimee Verduzco. *Dancing into the Anointing: Touching the Heart of God through Dance*. Shippensburg, PA: Destiny Image Publishers. (1996)

Noland, Rory. *Worship on Earth as It Is in Heaven: Exploring Worship as a Spiritual Discipline*. Grand Rapids: Zondervan Rory Noland. (2011)

Rolle-Alesnik, Paulette. *Dare to Dance with Him*. Lake Mary, FL: Creation House Publishing. (2004)

Stevenson, Ann. *Dance! God's Holy Purpose*. Shippensburg, PA: Destiny Image Publishers. (1998)

Hill, Marlita S. *Dancers! Assume the Position: The Role & Impact of the Kingdom Dancer in the Field*. Self-published. (2014)

Yarber, Angela. *Dance in Scripture: How Biblical Dancers Can Revolutionize Worship Today*. Eugene, OR: Cascade Books. (2013)

Other Required Material

Students will need to bring a journal to class daily and should also bring a bible (any version).

For the final project, students will also need access to a camera to submit a video (a smart phone is sufficient).

CLASS SCHEDULE

Monday, June 13

Introductions:

Who are you and why are you here? What does it mean to be called? How do you respond to your call? What is the relationship between a calling and liturgical dance?

READING ASSIGNMENT – Butler, pp. 25-36; 77-88 (Chapters 1 & 5); Journal any thoughts or insights & be prepared to discuss in class.

Tuesday, June 14

The Relationship Between Oneself, The Call and Liturgical Dance;

READING ASSIGNMENT – Adams, pp. 15-32 (Chapter 2); Butler pp. 47-57 (Chapter 3); Journal any thoughts or insights and be prepared to discuss in class.

Wednesday, June 15

History of Sacred Dance; Purpose of Liturgical Dance; The Discipline of Dance

READING ASSIGNMENT – Butler pp. 89-117 (Chapter 6); Journal any thoughts or insights and be prepared to discuss in class.

Thursday, June 16

The Ministry of Discipline and Discipleship

READING ASSIGNMENT – Foster, read Introduction and chapters on Meditation and Prayer; Journal any thoughts or insights and be prepared to discuss in class.

Friday, June 17

The Ministry of Discipline and Discipleship/Movement

**IN CLASS READING ASSIGNMENT – Foster; read Chapters on Prayer and Fasting
WEEKEND READING ASSIGNMENT – Noland (Blackboard Reading)**

Monday, June 20

Ministry vs. Volunteerism in Dance/Movement

READING ASSIGNMENT - Beckman Reading (Blackboard); Savage Reading (Blackboard); Journal any thoughts or insights and be prepared to discuss in class.

Tuesday, June 21

The Role of Embodied Theology in Dance/Movement

READING ASSIGNMENT: Adams, pp. 35-79 (Chapters 3, 4 & 5); Journal any thoughts or insights & be prepared to discuss in class.

Wednesday, June 22

The Integration of Dance, Worship and Scripture/Movement

READING ASSIGNMENT –Butler, pp. 119-145 (Chapters 7 & 8); Journal any thoughts or insights & be prepared to discuss in class.

Thursday, June 23

The Integration of Dance, Worship and Calling/Movement

READING ASSIGNMENT – Brown Reading (Blackboard); Journal any thoughts or insights & be prepared to discuss in class.

Friday, June 24

Movement in other Cultures/Movement

COURSE REQUIREMENTS

Graded Activities/Assignments

Daily Attendance	30%
Class participation	20%
Reflection Paper (2)	10%
Final Project	40%

Attendance and Participation

To meet the learning objectives of this course, attendance and participation is required. Due to the intensive nature of this two week course, an absence may put a student's grade in jeopardy. Students should prepare daily for class discussions by fulfilling all reading assignments, sharing insights, and participating in movement exercises. *Students should dress comfortably for this course.*

Reflection Papers

Two short reflection papers are due in this course. The first one is due on the first day of class; the second is due on Monday, June 20, 2016. Greater details about the essays are provided below:

Reflection Paper #1 (*Due by the first day of class, Monday June 13, 2016*)

Students will prepare a 500 word (about 1 ½ pages) reflection paper answering the following questions:

1. How do you define liturgical dance?
2. Do you think it is an important component of worship? Why or why not?
3. How is liturgical dance received in your particular church context? Does it make a difference in the worship service, meaning, do you notice *something different* after a presentation? As an observer, how does it make you feel?

Reflection Paper #2 *(Due on Monday, June 20, 2016)*

Students will prepare a 500 word (about 1 ½ pages) reflection to answer the following questions:

1. Where are you now?
2. What are your thoughts on liturgical dance thus far? What new insights, if any, have you gained on liturgical dance, your call to ministry, etc.?

Final Project *(Due by Monday, July 25, 2016)*

The final assignment for this course is twofold:

1. Students will craft a dance (about 2 – 5 minutes) utilizing the material discussed in class throughout the week. This is to be recorded and sent to the instructor. This dance can either:
 - a. Be a creative piece that will be used during private devotional time; OR
 - b. Be a creative piece for a public presentation.
2. Students will provide a detailed outline of the creative process for the piece. This should be at a minimum of 8 pages (not to exceed 15) and to include the following:
 - a. A brief exegesis of the foundational scripture for the dance.
 - b. Spiritual discipline(s) discussed in class which have inspired this piece.
 - c. Music (if any) – articulate why the piece of music was chosen.
 - d. Additional discoveries made through readings from the week.
 - e. If the dance is to be shared within a public space, where will it be ministered (i.e., church worship service, community event, etc.). If the piece is part of a church worship service, where in the service would it be ministered? In what ways was the dance transformative?
 - f. If the dance is created for private devotional time, in what ways was it transformative?

Grading Scale:

93-100 = A (Excellent/Outstanding)

90-92 = A- (Excellent/Outstanding)

88-89 = B+ (Very Good)

83-87 = B (Good)

80-82 = B- (Adequate)

78-79 = C+ (Adequate)

73-77 = C (Adequate)

70-72 = C- (Substandard)

Course Policies

1. Students are expected to use their Wesley Seminary email as opposed to a personal email address.
2. Students are expected to keep instructor informed of class related problems, or problems that may present the student from full participation.
3. Students are expected to observe course etiquette at all times.

Inclusive Language Policy

Bearing in mind that language reflects, reinforces, and creates social realities, the Seminary expects class conversations and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided (from Student Handbook).

Students with Disabilities

If you have a physical, psychological, medical or learning disability and might require accommodations in this course, please contact the Associate Dean for Community Life, Dr. Asa Lee (202-885-8614; alee@wesleyseminary.edu) *before* the class begins regarding Wesley's policies and procedures for documenting and accommodating disabilities. The Seminary allows accommodations only through this policy.

Academic Honesty and Integrity

Wesley Theological Seminary considers plagiarism as a serious offense which will result in substantial penalties, including the possibility of academic dismissal. Students are expected to comply with all standards for academic honesty and integrity, both of the Seminary and of the classes in which students are enrolled. The Seminary regards the following as forms of plagiarism or academic dishonesty:

- copying from another student's work;
- giving or receiving unauthorized assistance to or from another student during an examination;
- using unauthorized material during an examination;
- presenting as one's own (i.e., without proper attribution) the composition or ideas of another;
- copying material from any sources, whether printed or online.

All work submitted must be the work of the student submitting. Work from other sources must be thoroughly paraphrased or indicated as a direct quotation. In either case, the source of the material must be cited. Students are referred to the most current edition of Kate Turabian's *Manual for Writers of Research Papers* for instructions on source citations.

Furthermore, the mutilation, defacement or stealing of library materials are considered forms of academic dishonesty and a violation of the Seminary's *Covenant of Professional Ethics and Behavior* (see "Use of Property"), and are also subject to disciplinary action.

In questions of academic dishonesty, the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

SafeAssign

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to make adjustments and ensure that all source material has been properly cited.

Weather Policy

If the seminary is open, we will have class. If the seminary is closed, class is cancelled. If there are any closings, there will be a recorded message at the main switchboard (202-885-8600) in addition to mass notifications from *WesleyAlerts* (in which you will need to register by sending an email to wesleyalerts@wesleyseminary.edu providing your name, student status, and phone number).

Technical Support

Students are responsible for meeting course deadlines. If you experience technical problems, please exercise one or all of the following options:

- Blackboard Training Materials
- Blackboard Support at edtech@wesleyseminary.edu
- Call Blackboard Support at 202-885-6091

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at 703-961-1840.

Library Hours

The Seminary's library hours can be found here:
<https://www.wesleyseminary.edu/library/hours/>