Catalogue Description
During this four-week Maymester course in Los Angeles, students will explore the multifaceted world of dance culture in Los Angeles.

Course Description
During this four-week Maymester course in Los Angeles, students will explore the multifaceted world of dance culture in Los Angeles. What is the history of dance in LA and where is it going? This course will give an overview of the LA dance experience from the Denishawn School to Body Traffic, Busby Berkeley to Mandy Moore, Soul Train to So You Think You Can Dance and Leimert Park to the Sunset Strip. Dance in Los Angeles is a dynamic culture in which history, socioeconomics, race, gender, sexuality, commerce and entertainment intersect to create genres that influence contemporary life.

Learning Objectives
• Distinguish between different genres of dance in LA.
• Locate venues and events in LA for viewing or experiencing various forms of dance.
• Analyze a dance event following a specific protocol.
• Discuss connections between major events, personalities, and issues related to dance in LA.
• Support an argument about dance in LA using historical data.

Required Readings and Supplementary Materials

Prior to First Meeting

https://www.discoverlosangeles.com/blog/historical-timeline-los-angeles

Grand Depository BOOKSTACKS GV1786.D43 S528 1983

Cinematic Arts Library CAGE GV1785.A1 P74 1987
Carmen de Lavallade

http://usclib.kanopystreaming.com/video/carmen-and-geoffrey-0

Lula Washington

http://usclib.kanopystreaming.com/video/movement-meaning


Lee, Jooyoung, “Blowing Up” at Project Blowed Rap Dreams and Young Black Men (p.117-212)


Clubbing


May 19, 2012 · by Karen Goodman · in Modern, Modern Interviews. “Rudy Perez – I Could Have Gone Bowling.” The Dance History Project of Southern California,

Rudy Perez


http://usclib.kanopystreaming.com/video/visions-latino-art-culture-episode-4

Ate9's Danielle Agami doesn't need a mirror to know what she's doing http://www.latimes.com/entertainment/arts/culture/la-et-cm-ate9-dance-20140420-story.html


Body Traffic http://www.dancehistoryproject.org/index-of-organizations/bodytraffic/


Los Angeles Dance Project (LADP) http://www.dancehistoryproject.org/index-of-organizations/la-dance-project/


The Meglin Kiddies https://www.youtube.com/playlist?list=PLcY9BU8bQ6jC6inuEHZIr6eZyMsqCcZfY

**TV rock & roll shows**

**Hollywood A Go-Go Playlist**
https://youtu.be/zvWDC5Hco8o

**Hullabaloo**
https://youtu.be/0p6swrw-4Ew


**Description and Assessment of Assignments**

**Paper #1** – Research a prominent Los Angeles dance figure. Students will write a five-page paper about a prominent dance figure in Los Angeles. Students will choose from a list of approved subjects or may research an original subject with approval of the instructor. Students must be able to make a case as to how the subject influenced dance in Los Angeles.

**Digital Reflective Journal Entries** – Daily entries (250 word minimum and 2-3 photographs with descriptions). Each entry should respond to the following questions:
- What was the most interesting discovery for you from today’s lectures and site visits?
- Why did you choose these particular photos to accompany your reflection?
- How do these images reflect themes found in Los Angeles Dance culture and/or document the history of the performing arts in Los Angeles?
- How do these images related to the required reading, or viewing assignments for this particular class meeting?

**Dance Map** – Where is dance happening in LA? Students will research where different dance events are taking place throughout the city and create a map using the data collected. Where is concert dance happening, where are the ciphers taking place, where are the clubs, where are the festivals, what is happening in LA dance and where?
Final Project – Students will work in groups of two to five and create Los Angeles dance experience.

Field Trips – All field trips will depart from and return to KDC Lobby. Wilson Vu will provide detailed itineraries on Monday of each week via email.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Paper #1</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Dance Map</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Digital Reflective Journal</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assignment Submission Policy
Written assignments will be submitted through Turnitin. The final project will be presented during class time at the end of the semester.

Course Schedule: A Weekly Breakdown

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W May 15</td>
<td>Lester Horton Michio Ito</td>
<td>Prevots Dancing in the Sun Lester Horton (p.219-244) Prevots Dancing in the Sun (p.173-218) Cowell, “MICHIO ITO IN HOLLYWOOD: MODES AND IRONIES OF ETHNICITY”</td>
<td>Living History with Don Martin details TBA</td>
</tr>
<tr>
<td>Th May 16</td>
<td>Denishawn Ruth St. Denis and Ted Shawn Bella Lewitzky</td>
<td>Sherman, <em>Denishawn, the Enduring Influence</em>. (p. 1-22 and 85-101)</td>
<td>MacArthur Park Class at Sweat Spot Q &amp; A with TBD LACMA</td>
</tr>
</tbody>
</table>
| Week 1 | The Wallis | Paley Center for Media  
| Jacob Jonas Rehearsal  
Wallis Tour  
Jacob Jonas Performance |
| Week 2 | Rudi Perez - today  
Contemporary Renaissance  
Looseleaf "From the Bronx to Los Angeles: The Legacy of Rudy Perez."  
Goodman "Rudy Perez – I Could Have Gone Bowling."  
Quinlan "Abstractions of Whiteness in Downtown Los Angeles: Ate9's Kelev Lavan."  
Carman, Joseph. "The L.A. Experiment: Benjamin Millepied's new company tests the city's appetite for concert dance." |
| Week 2 | Let's Go to the Movies  
Busby Berkeley  
The Meglin Kiddies  
Shirley Temple  
Child Stars and the Great Depression | Watch:Let's go to the Movies YouTube Playlist  
Spivak, Jeffrey. "The Cinema terpsichorean."  
In Buzz: The Life and Art of Busby Berkeley  
The Little Girl Who Fought the Great Depression  
Dalton, Brittany N., "Daddy Dearest" |
| Week 2 | The Bowl  
Bob Fosse  
Mandy Moore  
Ryan Heffington  
Rob Marshall | Hart-Tournier and Warner. Bob Fosse and Dance in the Motion Picture: Beyond the Surface  
Watch Film: La La Land  
Watch Film: Baby Driver  
Watch Film: Chicago |
| Week 2 | Body Traffic  
The Music Center  
The Broad | Wozny, Nancy. "BODYTRAFFIC redefines L.A. dance."  
BODYTRAFFIC Rehearsal  
The Music Center  
Broad Museum |
### Statement on Academic Conduct and Support Systems

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

---

| Week 3 | Dance and TV | Broomfield “Policing Masculinity and Dance Reality Television: What Gender Nonconformity Can Teach Us in the Classroom.”
Watch: Hollywood A Go Go Playlist
Hullabaloo playlist | North Hollywood Part I Paramount Studio Tour Class at Millenium Q & A with TBD |
| Week 3 | Soul Train - The Lockers | Watch: Underground Dance Masters, Lockers playlist – Toni Basil House - Soul Train The Lockers with Interview - YouTube | North Hollywood Part II Class at Debbie Allen Q & A with TBD |
| Week 3 | Takin it to the Street Locking | Durden "Locking." Diary of an Ex-Soul Train Dancer Presents: The One and Only Damita Jo Freeman | Viver Brasil Rehearsal Class at Lula Washington Q & A with TBD |
| Week 3 | Waacking/Punkin’ | Daniels, Douglas Henry. "Los Angeles zoot: race ‘riot,’ the pachuco, and black music culture.” | Olvera Street African American Museum Natural History Museum |
| Week 4 | Work on Final Projects | Work on Final Projects | Work on Final Projects |
| Week 4 | Work on Final Projects | Work on Final Projects | Work on Final Projects |
| Week 4 | Present final Projects | Present final Projects | Present final Projects |
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu](http://equity.usc.edu) or to the Department of Public Safety [http://adminopsnet.usc.edu/department/department-public-safety](http://adminopsnet.usc.edu/department/department-public-safety). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.