

Introduction

- Learning Outcome 1: Show a critical understanding of gender theories with regard to a variety of popular cultural forms;
- Learning Outcome 2: assess critically the ways in which gender are constituted and/or challenged in and through particular forms of culture
- Assignment 1: Blog contribution on Blackboard
- Assignment: Essay choice:
 - Analyse one form of popular culture - sport - in relation to gender theory (or theories) studied on the module.
 - You can focus on dance, football or another sport or TV programmes that highlight sport in relation to gender.

Dance and gender

- Control over body
 - Self control, dominance
- Dance as communication
- Displays of masculinity and femininity
- Models of gender attitudes and behaviours
- Female dancers
 - More testosterone, muscles



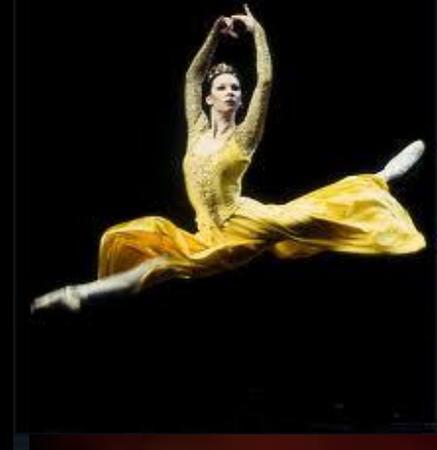


The body in dance

- Flaunting the body
- Dance is like language but moves beyond language
- Dancing to meet men/women
 - Controlled by etiquette
 - Tea dances
 - Nightclub etiquette
- Dance and traditional stereotypes

Feminism and Dance

- Television validating dance
- Limits on body shape and size for women (e.g.
 - Eating disorders
- Classical ballet – conservative roles
 - Fairies, swans (2.00 mins)
- Choreographers – more often men
- Modern repertoire
 - Modern and contemporary dance
 - Strong female roles/roles challenging masculinity



Complexions -Summer Stage 2010, Michael Seto Photography

Dance as subversive

- Power of dance to persuade
- Plato – art should be censored
- Dance can be subversive when exposing stereotypes
- Postmodern dance
 - Everyday movement as dance
 - Everyone is a dancer
- E.g. Michael Clark's work (4.23 mins)

Breakdancing

- B-boying/b-girling or breakdancing (4.48 mins)
 - Acrobatic moves requiring speed, strength, endurance
- Uprock
 - Aggressive fighting dance
- Toprock
 - Steps performed in a standing position
- Downrock
 - Hands support the dancer as much as the feet
- Battle of gender inequalities
- Battles are vital to b-boying
- Normalises aggression with masculinity

Tango (2.18 mins)

- Man is macho, in charge (hypermasculinised dance)
- Cares for the woman
- Leader initiates the dance and choreographs the steps
- Who is the leader/follower?
- Man as assertive, aggressive/woman as passive, sensual
- Same-sex and role crossing partnerships e.g. Queer Tango movement
- Tango dance in Some Like it Hot (1.07 mins)
- Tango in Victor/Victoria (2.50 mins)



Men Who Dance

- Dance associated with women
 - Questions masculinity
- Male dominated dances (e.g. Tango)
 - Little shift from hegemonic masculinity
- Ballet perceived as feminine
 - Use the body to express feelings, desires and affections
 - Conflicts with notion that males are supposed to conceal their emotions



The Blog Contribution

- Assignment 1: Blog contribution on Blackboard
- If this doesn't work that well, then email me your blog contribution.
- The topics are
 - **What stereotypes have you had challenged and/or reinforced by your participation in the dance and football workshops.**
 - **Which skills on pages 10-11 in your module outline have been enhanced through the workshops.**



Summary

- Dance – focus is the body
- Gender is part of this
- Some styles reinforce masculinity/femininity whereas others may challenge stereotypes
- Ballet may be more problematic for males as it is perceived as feminine dance form
- Breakdancing less problematic for males – fewer women take part in this style
- Handout relating to dance

Bibliography

- Carter, A. & O'Shea, J. (2010) *The Routledge Dance Studies Reader*. (E Book). London, Routledge.
- Claid, E. (2006) *Yes! No! Maybe! Seductive ambiguity in Dance* (E Book), London, Routledge
- Hanna, J.L. (1988) *Dance, Sex and Gender*. Chicago, University of Chicago Press. (Chapter 4 is online – book chapter digitised)
- Martin, R. (1998) *Critical moves: dance studies in theory and politics*. Durham NC, Duke University Press.