PREREQUISITES: DANC 179: Movement Integration

CATALOG DESCRIPTION: Current ideas and trends in dance technique, with a focus on integrating dance science and somatics into dance training.

COURSE DESCRIPTION:
The discipline of somatic studies emphasizes the unity of mind and body, and an integrated experience from within, through conscious guided movement and opportunities for increased self-awareness. The course will introduce students to an understanding of general somatic principles, and a range of somatic modalities. Additionally the course will focus on experiential learning including embodied anatomy, developmental movement, guided imagery, as well as re-patterning and hands-on techniques. Somatic studies as applied to dance will offer the opportunity for students to deepen perceptual abilities and sensory awareness, and increase movement capability, ease, efficiency, and expressivity. In-class work will be supplemented by readings, journaling, and outside assignments.

COURSE OBJECTIVES:
Through this course students will:
- Learn a basic understanding of the field of somatics, fundamental principles and a range of somatic modalities and body/mind practices
- Gain sensory and anatomical awareness to support technical and personal development
- Deepen range and access to personal movement choices for integrated functional and expressive purposes, including self-assessment and self-correction
- Develop healthy body practices, and work on injury-prevention and healing approaches
- Cultivate a holistic body/mind approach to one’s physical experiences in dance and everyday movement
- Synthesize theoretical and experiential aspects of somatics through a final research project

REQUIRED TEXT & MATERIALS:
Johnson DH. Bone, Breath, & Gesture: Practices of Embodiment.

-A paper notebook and pen/pencil for class notes, no computers please
- 2nd separate notebook or computer document for Journal
  *Suggested: a soft exercise/yoga mat, and/or thin Chinese kneepads if needed

PREPARATION:
Please be changed and be in the studio, and ready to start by the class time. Come dressed in movable but not overly large or loose dance/workout clothes: t-shirt, cotton pants, hair pulled away from face, and sans watches or dangling jewelry. Water is the only food/liquid allowed in the studio, take off shoes before entering and turn off all cell phones, lest we be serenaded by the latest ring tones.

COURSE EVALUATION:
Class Participation 40%
Assignments/Readings 20%
Journal 20% 2 sections: Class & Personal Practice Sessions
Final Project 20%
PARTICIPATION GUIDELINES:

GENERAL
All students are expected to come to each class on time, be prepared and focused, and actively participate in discussions and lab experiences. Students are also expected to contribute to a respectful learning environment, including a willingness to ask questions, take risks and support one another. High quality of class participation includes: open-minded, self-motivated and enthusiastic energy level each class, attentiveness, active contributions to discussions and group work, high level completion of in class exercises and full engagement in all aspects of class. Your full presence in class is integral to your participation and progress.

COMMUNICATION
When you email your instructor, please list the class name or number in the subject line, addressing the instructor by name and also including your name. Plan ahead and allow at least 24 hours for a response to any assignment questions. Class cancellations, meetings times or room changes will be announced ahead of time in class, or via email. Please check your email regularly for important announcement and information.

STUDIO ETIQUETTE
• Arrive in the studio, on time
• Be prepared for class dressed in movable but not overly large or loose dance/workout clothes: t-shirt, cotton pants etc., hair pulled off face, take off watches and dangling jewelry
• Take off shoes before entering studio and put them on after you leave to protect our floors
• Water is the only food/liquid allowed in the studio
• Turn off cell phone before class

ATTENDANCE POLICY of the School of Theatre, Dance, and Performance Studies
Attendance and in-class participation are integral components of all dance and theatre classes and seminars. Although instructors are responsible for informing each class of the nature of in-class participation and the effect of absences on the evaluation of a student’s work, the School’s general attendance policy on excused absences is consistent with the University’s policy, which allows students to be excused for the following causes:
1. Illness of the student* or illness of a dependent as defined by the Board of Regents policy on family medical leave
2. Religious observance
3. Participation in University activities at the request of University authorities
4. Compelling circumstances beyond the student’s control

*In May 2011, the University Senate and President passed a new policy for granting excused absences, which can be found at http://www.president.umd.edu/policies/v100g.html. A student may provide a self-signed note when missing a single lecture, recitation, or laboratory, with the understanding that providing false information is prohibited under Code of Student Conduct. Self-signed notes are not accepted during “Major Scheduled Grading Events.” Specific questions concerning the TDPS policy on non-consecutive medical absences should be addressed with the Head of the Cluster.

Students claiming an excused absence must apply in writing and furnish documentary evidence for their assertion that the absence resulted from one of these causes. (Undergraduate Catalog, pages 36 & 37 or go to: http://www.testudo.umd.edu/soc/atedasse.html) Whenever possible, instructors will make a reasonable effort to re-schedule in-class presentations for students with an authorized excused absence. Students should check the specific requirements of their courses carefully, however, as such re-scheduling is not always possible.
DANC 371 PARTICIPATION RELATED POLICIES:
With all absences (which will hopefully be rare!) please make a reasonable effort to communicate with the instructor in advance in class or via email, or afterwards, within 24-48 hours. It is also the student’s responsibility to contact another student from class to find out what was covered, and get notes, announcements and/or assignments within that same time period. If that information is not sufficient, then see the instructor. If a student is absent on a major assessment event, contact the instructor within 24 hours to request arrangements.

Excused absences: Require documentation turned in within one week upon returning to class. If you do not have doctor or hospital documentation, see http://www.health.umd.edu/faq under “What should I do if I miss class because of an illness?” for a class excuse note that should be printed, signed and turned in to the instructor. *Please make copies of the necessary paperwork so each instructor can have a copy to keep. *NOTE from above, for 1 excused absence due to illness, a student can write a self-signed note.

Undocumented absences: One undocumented absence is allowed in this class to cover various personal needs. There are no class make-ups or extra credit. Leaving early for designated holidays will not be excused.

Timeliness: Students are expected to be ready to start class on time and remain for the entire class. Excessive tardiness or leaving class early (more than one or twice during a semester) will affect your participation grade. Please be responsible to have your attendance recorded at class end that day if you arrive after class has started.

Active Observation: If you feel well enough to come and observe class, you can sit and take notes on the movement portions for one class period and turn in at the end of class for full participation credit.

Injury: See instructor if you sustained a long-term injury, as an incomplete or withdrawal may be needed.

Tactile Work: This class may involve tactile hands on work between instructor and/or student, and student to student as part of the learning process. See instructor if there is an issue concerning this learning approach.

ASSIGNMENTS:

NOTE: Hard copy accepted only, due at the beginning of class on assigned deadline.

Late assignments will not be accepted. If you are absent on an assignment deadline, please contact the instructor within 24 hours to explain circumstances and request an exception to this policy. *Email copy in that rare situation can be provided as proof of completion only on the deadline, and hard copy is expected at the next class for actual credit. Please plan ahead in terms of preparing materials as far as printing.

Readings: Readings will be assigned and students are expected to process material in journals and during class discussions and experientials. *Reading response assignment
Written reflection due: the Tuesday of the week the reading is assigned for *Exception is the first, due week 2

Be specific and personal with your responses. Include page numbers along with your thoughts, opinions and questions. 2 paragraphs minimum See basic assignment format

Consider the following as your write your reflections and for in class discussion. You are not required to address all of these each time but allow to guide your reflection, depending on seems appropriate that week:
-What stands out to you and why?
-What idea, image, philosophy, point of view etc. do you agree/disagree with and why?
-What question or topic are you curious to know more about if you were to sit down and talk to the person/people in this BBG section?
-What's inspiring to you, what do you connect to within our class or other classes, other contexts?
-Any other reflection that occurs to you that seems appropriate and engages you........

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Outside Assignments: Periodic work outside of class related to material covered that week including: observations, online video viewing, etc.

Partner Assignment: Identify a body/movement goal to work on with your partner and utilize class material to assist partner in working on his/her goal. Further guidelines to follow.

Final Research Project: Choose a specific topic/question of personal interest concerning an aspect of somatics either a principle or a somatic approach/modality to explore in more depth through personal investigations and outside source research, which will culminate in a written paper and class presentation, The purpose of this project is to give each student the opportunity to more deeply investigate and synthesize material and approaches from this course and share that experience with peers. Further guidelines to follow.

Basic Assignment Format:
Typed, 12 point font, double spaced, 1 inch margins all around
Include in upper right corner, single-spaced on first page only: student name, class, date, instructor name, and assignment
*Please use recycled paper or double side print and staple multiple pages together

General Assignment Criteria/Expectations:
*Additional criteria reviewed as needed for specific assignments
  -Complete fulfillment of topic/theme
  -Clarity and cohesion of content
  -Accurate spelling, grammar and format
  -Sense of individual/personal voice
  -Specific references/examples/details with accurate citation

JOURNALS
A. CLASS JOURNAL ENTRIES  Minimum 1 full page, double spaced
Will be a weekly personal and in-depth reflection of that week’s class experiences, minimum 1 full page that discusses the week as a whole, not day by day individually, and includes the following perspectives:
-Connections to aspects of class physically, intellectually, emotionally, creatively
-Connections to areas/subjects/experiences outside of class, personal images, dreams, memories, stories that relate to class content---other dance classes, other subjects, day to day life etc.
-Observations of self in motion, other people, animals, environmental movement
-Goals, struggles, questions, answers
-Visual art: collages, drawings, photos etc. (added to text, not replacing)

Please date entries: “Week of January 24th” etc. and note dates when you were absent and missed class.

NOTE: If handwrite journal entries in a notebook, use 8 ½ by 11 as minimum size
B. PERSONAL PRACTICE SESSION ENTRIES: ~1 paragraph per session (Starts week 3: 12 total)
In the spirit of somatic investigations, you will spend 1 hour per week on your own exploring and integrating class concepts. Find a regular weekly slot and location, starting week 3 in the semester through the final week.

Summarizing what you did during this open somatic movement exploration time and any thoughts or discoveries, and focus on open ended inner sensing and movement discovery that is springboarding from class themes and somatic approaches and investigations. This time should also be done solo and not have other participants or observers.

Journal and Personal Practice Sessions response format:
Use first person “I,” handwritten neatly or typed.
Spelling/grammar will not be assessed strictly but please write clearly and coherently.

Journal Assessment criteria: completeness of entries, personal “I” perspective, depth of reflection and processing. Note: Journals will be read privately by the instructor, not shared with others.

ADDITIONAL INFORMATION:
RELIGIOUS OBSERVANCE POLICY
University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances. Students are responsible for obtaining material missed during their absences. Furthermore, students have the responsibility to inform the instructor of any intended absences for religious observances in advance. The student should provide written notification to the professor, by hand (not through email or mailbox delivery) within the first two weeks of the semester. The notification must identify holiday(s) and date(s).
http://www.president.umd.edu/policies/iii510a.html

ACCOMMODATING INDIVIDUALS WHO HAVE DISABILITIES
The University is committed to making reasonable accommodations for individuals with disabilities that have been documented by Disability Support Services (0106 Shoemaker Building, 301-314-7682). A disability should be verified and discussed with Disability Support Services and the student should provide an “Accommodation Letter” to the professor or TA. If you wish to discuss academic accommodations for this class, please contact the professor or TA no later than the end of the schedule adjustment period.
For more information: http://www.counseling.umd.edu/DSS/

HONOR CODE
The University has a nationally recognized Honor Code, proposed and administered by the Student Honor Council and approved by the University Senate. The University of Maryland Honor Pledge reads:
"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all exams, papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Please recognize that all students are subject to the requirements of the University's Code of Academic Integrity whether or not they write and sign the Honor Pledge.
For more information: http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf
SEXUAL HARASSMENT POLICY
University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially, free of intimidation, fear, coercion, and reprisal. The Campus prohibits sexual harassment which is a violation of law and University policy. Individuals who engage in sexual harassment will be subject to disciplinary action. The University has procedures in place to report sexual harassment and correct it when it occurs. Students who have questions may call the Campus Compliance Officer (301-405-2839), or the Legal Office (301-405-4945). To read the entire Policy see Appendix B in the Undergraduate Catalog. http://www.president.umd.edu/legal/policies/sh.html and http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/943.

STATEMENT ON CIVILITY
The College of Arts and Humanities is expected to be a diverse, open and tolerant arena within which all ideas, whether popular or not, may be freely discussed without rancor. Demeaning, intimidating or threatening behavior is unacceptable and contrary to our basic values. As citizens of the University, we should take the lead in producing, and take pride in sustaining, an environment that is characterized by tolerance, respect and civility. This should be the hallmark of a college that welcomes and values diverse perspectives, intellectual pluralism and the free and open exchange of ideas. Every member of this community—students, staff, faculty, leadership and supervisors within the college—is responsible for promoting such an environment and supporting these expectations.

PLUS MINUS GRADES:
The implementation of plus minus grade factoring will begin in fall 2012. Under the new policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses. A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, F = 0.
The University’s present marking system defining the standards for letter grades is retained under the new plus/minus policy.
The present marking system is as follows:
• A+, A, A- denotes excellent mastery of the subject and outstanding scholarship
• B+, B, B- denotes good mastery of the subject and good scholarship
• C+, C, C- denotes acceptable mastery of the subject
• D+, D, D- denotes borderline understanding of the subject, marginal performance, and unsatisfactory progress toward a degree
• F denotes failure to understand the subject and unsatisfactory performance
Students are required to earn a grade of at least C- in their major and have a minimum 2.0 Cumulative GPA in their major in order to graduate. http://www.testudo.umd.edu/plusminusimplementation.html

WRITING CENTER See www.english.umd.edu/writingcenter for information and appointments.

COURSE EVALUATIONS
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses November 30-December 12. Please go directly to the website www.courseevalum.umd.edu to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
LEARNING ASSISTANCE SERVICE
“If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.” www.counseling.umd.edu/LAS

REFERENCES:
BOOKS:

ARTICLES:

WEBSITES:
www.alexandertechnique.com Alexander Technique/ F.M. Alexander
www.astonkinetics.com Aston Patterning
www.contactquarterly.com Contact Quarterly
www.bodymindmovement.com Body Mind Centering/Bonnie Bainbridge Cohen
www.continuummovement.com Continuum/Emilie Conrad
Breathe and be ready to change.
Change is here to stay!
- Irmgard Bartenieff

A body is a web,
connecting everything with everything else.
- Ida Rolf

“Movement is life. Life is a process.
Improve the quality of the process
and you improve the quality of life itself.”
- Moshe Feldenkrais
Week 1: Introduction to Somatics
Course basics and intro class

Week 2: Somatics and Dance
*Readings:
  Bone, Breath, Gesture  Introduction

Week 3: Sensory Awareness & Breath
  Reading: Bone, Breath, Gesture  Section 1: Coming to our Senses- Gindler, Speads, Middendorf
  *Initial Journal entries hand in
  *Personal practice sessions schedule & start

Week 4: The Feldenkrais Method ®
* The Feldenkrais Method® guest instructor: Daniel Burkholder
  Reading: Bone, Breath, Gesture  Section 2: Structural Wisdom-Feldenkrais

Week 5: Alexander Technique
*Alexander Technique guest instructor: Helen Rea
  Reading: Bone, Breath, Gesture  Section 2: Structural Wisdom- F. M. Alexander

Week 6: Body Mind Centering
*Body Mind Centering guest instructor: Jeanne Feeney
  Reading: Bone, Breath, Gesture  Section 2: Structural Wisdom-Bonnie Bainbridge Cohen

Week 7: Rolfing
*Rolfing guest instructor: Amy Iadarola
  Reading: Bone, Breath, Gesture  Section 2: Structural Wisdom-Ida Rolf

Week 8: Bartenieff Fundamentals
  Bartenieff Fundamentals overview
  *Klein guest instructor: Stephanie Miracle
  Reading: Bone, Breath, Gesture  Section 3: Moving Intelligence-Irmgard Bartenieff
  *-Project Proposals due
  *-Journals collect

Week 9: Authentic Movement
  Reading: Bone, Breath, Gesture  Section 3: Moving Intelligence-Mary Whitehouse

Week 10: Energywork
  Reiki overview
  *Polarity Therapy & Yoga guest instructor: Carol Iverson
  Reading: TBA

Week 11: Piecing Together
  Reading: Bone, Breath, Gesture  Section 4: Piecing Together-Behnke, Hanna, Juhan
  *-Partner assignment
Week 12: Ideokinesis
   Reading: http://www.ideokinesis.com/
   *-Partner assignment

Week 13: Ideokinesis
   *-Partner assignment due

Week 14: Synthesis

Week 15: Project presentations
   *-Project papers due at time of presentation

Week 16: Presentations
   *-Project papers due at time of presentation
   *-Journals collected

*Note: This semester outline may be subject to change.
Students will be notified in advance of important changes that could affect grading, assignments, etc.

There is deep wisdom within our very flesh,
if we can only come to our senses and feel it.
-Elizabeth A. Behnke