

dance 336: integrated dance history and methodology

...an interest in the diversity of human expression

Tue/Thur 2.30-4.20 Meany Hall, Studio 266 3 credits

Instructor	Jürg Koch, Assistant Professor
Office	Meany 258
Office hours	Thursday 11-12 or by appointment
Contact details	206 616 75 61 kochj@u.washington.edu
Course information	http://faculty.washington.edu/kochj/

Course Overview

The course covers both practice and theory and looks at the implications and opportunities of working with diversity. It is teaching as research in an emerging field of practice and study. Key concepts are:

- The historic, political and cultural backgrounds of Integrated Dance and Disability in Performance in the wider contexts of dance, disability and society.
- Dance and Integrated Dance as a studio and creative practice, working with movement and dance including creative tasks, set and improvised material.
- Methodologies for inclusion and ways to create access to dance classes, course content, material and processes.

Procedures and Teaching Strategies

The course is divided into Tuesday lecture classes and Thursday movement and creative sessions. All classes take place in the dance studio.

Studio practice and lectures for this course include presentations (power point and video), class discussions and physical explorations of diverse dance and movement material. Homework and assignments include reading selected articles, viewing video material, regular writing tasks and a formal presentation or performance piece and class discussions.

Articles and readings will be made available through the course website. Writing guidelines are provided and all journal entries are submitted via the catalyst facility collect it.

This is a three-credit class, with 3hrs 40 minutes of contact hours and an average of 5hrs and 20 minutes of independent reading, viewing, writing and research. The term plan provides a detailed overview of the course, its topics and procedures.

Class Questionnaire

As the instructor I aim to create a welcoming and inclusive environment for a diverse community of learners. We all have different circumstances and may need accommodations to meet the requirements and objectives outlined here. For this purpose, read and fill in the confidential online WebQ by Wednesday, January 7.

Class requirements

In The Studio

- Take and share responsibility in creating an accessible class environment. Make your needs known, while respecting the needs of others. Work safely and effectively in class and be respectful of your peers and instructors.
- Commit to the class schedule as detailed in the term plan. Arrive on time and prepared for the class. This includes:
 - Please change in the locker rooms on the lower level, no changing on upper level.
 - Bring writing material to all sessions.
 - There are no desks and chairs in the studio. Please, help set up the studio.
 - For movement sessions wear comfortable clothing allowing you to move with clarity, vigor and commitment. Be barefoot or wear socks. Participants needing to wear shoes, please bring a dedicated pair of indoor shoes. Do not wear jewelry and watches or use lotions, talc etc. on exposed skin.
 - Use a locker with a padlock on the upper level to keep your belongings safe. No street shoes, bags, beverages or food in the studios, water allowed in plastic bottles.
- Participation goes beyond attending, be an active contributor to discussions and movement sessions alike.
- Observe class when injured and work with adaptations where appropriate. Do not attend class while being ill or contagious.
- Contact the instructor with a reason for absences.
- Make sure you can be reached via your campus email. Check your account regularly.
- If you have concerns about the course or your instructor, please speak to the instructor as soon as possible. If you are not comfortable talking with the instructor or are not satisfied with the response you receive, please contact the Dance Program Chair, Hannah Wiley, in Meany Hall 262, hcw@u.washington.edu

Beyond The Studio

- Attend the Dance Majors Concert, March 5-8 in the Meany Studio Theater. You are responsible to get your own ticket and to hand in the signed ticket stub as proof of attendance.

Class Objectives and Learning Outcomes

- Understand the emergence of Integrated Dance in its historic, artistic and political context.
- Familiarity with a number of different companies/performers and their particular practice of Integrated Dance.
- Understand and articulate different models of disability and issues of access and inclusion.
- Understand and apply basic parameters and methodologies used in Integrated Dance.
- Understand and apply basic principles of Universal Design.
- Develop an awareness of your own diversity and skill range and how they can contribute to creative processes.
- Become articulate about dance via the spoken and written word.
- Develop your ability to take initiative and carry responsibilities, to work independently and collaboratively.
- Understand and expand your creative and artistic potentials and practice risk-taking.
- Develop research skills that deepen your understanding of core issues in dance, think analytically, comparatively and contextually.

Evaluation and Grading

The grades are determined via the continuous assessment of your in class contributions and writing tasks as well as an exam, presentation and the discussion of the Dance Majors Concert. View the grading sheet for a detailed breakdown.

- **Participation (30%)**

You implement the class requirements. You are involved in the teaching and learning process by contributing generously through performances and discussions.

Absences and tardiness will be noted and influence your participation grade. I expect students to contact me about absences. Absences without contacting the instructor with a reason are unacceptable.

- **Understanding of Class Objectives (70%)**

You articulate your experience and demonstrate your knowledge and understanding of Integrated Dance through the writing tasks (10%), in class performance work (10%), the exam (20%), the final presentation (20%) and the in class discussion of the Dance Majors Concert (10%).