

General Education Course Proposal

Proposed Course: Dance 70 Balance Body/Mind Units 3
Prefix No. Title

Department: Theatre Arts School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; EX___
Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course X; New Course___

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Study of the alignment of the body and the continuum between inner, cellular awareness and outer awareness of body through space. Promotes greater ease in movement; reduced emotional stress; knowledge of the body as process.
Nondancers encouraged to enroll

Enrollment limit per section: 25

Expected number of sections per semester – Year 1 1; Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 4-28-98
Department Chair Date

Kim Martin 8/26/98
School Curriculum Committee Date

[Signature] 8/27/98
School Dean Date

[Signature] 12/15/98
General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

Dance 70 Balance Body/Mind Attachment 2

A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and a approximate schedule for the course.

Content:

Dance 70 is a course which creates linkages among physiological and psychological/spiritual functions. This is accomplished through a study and approach to the body that develops and supports 'embodiment' the lived experience of cellular awareness.

Objectives:

1. Identify, articulate skeletal, organ, fluid, muscle, and nervous systems.
2. Support integration of these body systems through processes of visualization, guided meditation, hands-on work, and improvisation.
3. Articulate ontogenetic developmental sequences.
4. Experience and repattern these sequences discovering where blocks in coordination exist.
5. Support and encourage greater ease of movement.
6. Develop skills of mindfulness to the present moment.

Representative Texts:

Any one or combination of the following texts must be required of all sections of Dance 70.

Sensing, Feeling, and Action Bonnie Bainbridge Cohen
Northampton, MA, Contact Editions, 1993

Taking Root to Fly Irene Dowd
Northampton, MA., Contact Editions, 1990

Wisdom of the Body Moving Linda Hartley
Berkeley, CA, North Atlantic Books, 1995

The Anatomy Coloring Book Kapit and Elson,
N.Y.C., Harper and Row, 1977

Human Movement Potential Lulu Sweigard
N.Y.C., Harper and Row, 1974

The Thinking Body Mabel E. Todd
New Jersey, Dance Horizons, 1956

Grading Policy and Required Student Activity

Final grades will be based on a combination of three or more of the following. The percentage of these items of assessment will be clearly delineated. The mandated 2000 word writing requirement will be satisfied by two substantive term papers of 1000 words each.

1. Examinations
2. Term Papers
3. Student teachings
4. Attendance Policy
5. Presentations

Instructor's Policies

THE INSTRUCTOR WILL INCLUDE INFORMATION REGARDING THE ADMINISTRATION OF THIS COURSE (I.E. POLICIES ON ABSENCE, LATE PAPER SUBMISSION, AND MAKEUP EXAM AND PRESENTATION PROVISIONS)

Progress of the Weeks

- Weeks 1/2 A: Focus on the Skeletal system as structure in the body.
1. Locating bones
 2. Lines of force through the bones
 3. Relationships throughout the skeletal system.
 4. Balancing forces in the upright posture
- Weeks 3/4 A: Images designed to enhance more efficient neuromuscular functioning.
1. Psychophysical basis of posture
 2. Balancing axial stresses on the spine
 3. Pelvic equilibrium
 4. Joint as fulcrum (equidistant joint space, finding the ease)
- Weeks 5: A: Focus on the organ system
1. Location of abdominal, thoracic organs
 2. The brain as organ

- Week 6: A: Developing relationships to inner volumes (Relating organ tone to postural tone)
1. Relating organic expression with emotional states
 2. Inter-relationships within organ system
- Weeks 7 A: Focus on the Fluid System
1. Composition of the fluids
 - a. Cellular
 - b. Interstitial
 - c. Blood(arterial, venous)
 - d. Lymph
 - e. Synovial
 - f. Cerebrospinal
- Week 8: A: Individual characteristics of the fluids
1. Personal style from aspect of fluids
 2. Creative expression from the perspective of the fluid system
- Weeks 9-10: A: Nervous System
1. Structure and function:
 - a. Central/Peripheral
 - b. Somatic/Autonomic
 - c. Parasympathetic/Sympathetic
 - d. Sensory/Motor
 2. Various Mind States of Nervous System
 3. Touch and repatterning
- Weeks 11: A: Focus on the Muscle System
1. Identification certain muscle groups with the help of a book
 2. Proximal/Distal initiation
- Week 12 A: Muscle Re-education
1. Expanding and condensing yield(Flexors and extensors)
 2. Eccentric and concentric contraction(Mind quality or psychophysical relationship)

Weeks 13:

A: Focus on Developmental Movement (Patterns explored through identification and movement)

1. Phylogenetic (animal) developmental process relations to ontogenetic (human) developmental process.

a. Prevertebrate patterns(Repatterning)

1. Cellular breathing
2. Navel Radiation
3. Mouthing
4. Pre-spinal

Week 14:

A: Developmental Movement

1. Phylogenetic and Ontogenetic

a. Vertebrate patterns(Repatterning)

1. Spinal
2. Homologous
3. Homolateral
4. Contralateral

Dance 70
Balance Body Mind
Attachment 3

Balance/Body Mind

California State University, Fresno Professor Ruth Griffin
Theatre Arts/Dance, Office #140 G Speech Arts, #85108

Syllabus

Course Description:

Balance Body/Mind;The study of the alignment of the body and the continuum between inner cellular awareness and outer awareness of the body through space.

Purpose:

To provide a support for integrating the relationship to body to mind.

Goals:

1. Increased ease in movement
2. Deepened kinesthetic experience
3. Reduced emotional stress
4. Knowledge of the body/mind as process
5. Develop skills of mindfulness to the present moment

Objectives:

1. Identify and articulate skeletal, organ, fluid, muscle, and nervous systems
2. Support integration of these body systems
3. Articulate ontogenetic and phylogenetic developmental sequences.
4. Experience and repattern these sequences discovering where blocks in coordination exist.

Elements of the Lessons:

1. Lecture
2. Discussion
3. Constructive Rest(Somatization, Visualization)
4. Hands on Work
5. Developmental Movement
6. Voice/sounding
7. Improvisation
8. Repatterning

Required Texts:

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Berkeley, CA, North Atlantic Books, 1995
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Journal

An ongoing record which includes:

1. Classroom notes
2. Daily Observation
3. Reading
4. Research

Method of Evaluation

1. Classroom participation is required. Three absences is the limit. Each subsequent absence will lower the percentage for attendance one letter grade. (Accommodations will be made for students who are physically, perceptually, or mentally challenged).

2. Midterm Exam
3. Midterm Synopsis Paper(1000 word development of journal material with research)
4. Final Paper(1000 word paper applying the principles to a particular practice)
5. Late papers will have points deducted from the grade for each class day the paper is late unless arrangements have been made prior to the due date.
6. Plagiarism when detected will result in a grade of F.
7. Final Project(A presentation integrating the principles of the class)

<u>Attendance/Classroom Participation</u>	<u>50%</u>
<u>Midterm Synopsis Paper</u>	<u>20%</u>
<u>Final Paper</u>	<u>20%</u>
<u>Final Project</u>	<u>10%</u>

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