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| **MOVING INTELLIGENCE AND BODY DESIGN**DN-3071.01 |
| *Instructor:* Amanda Whitworth*Contact:* aewhitworth@plymouth.edu or 603-535-2713*Office Location:* Silver Center, Room 303 (top floor)*Office Hours:* TBD |

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| **Catalog Description** |
| Students will consider space, time, effort, and shape through movement challenges using somatic theories and principles. Ultimately, students learn to re-pattern the neurological connections that govern movement through 4 principles: breath, core support, dynamic alignment, and spatial intent. Students, across disciplines, will consider how a body moves in space in order to design their own physicality, athleticism and/or “making”. |

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| **What to EXPECT . . .** |
| Each class includes **gentle physical practice** of somatic techniques and centering activities for 30+ minutes.* Wear comfortable clothes for sitting, laying down and gentle movement of the limbs.
* Bring water.
* We will take off our shoes in each class.

This course is made for **every BODY**.* There are infinite ways to modify physical exercises to make all bodies safe and comfortable.
* You need ZERO previous athletic, dance or movement experience to be successful in this course.
* We will use props (mats, blocks, bands) to support our bodies in a physical practice.

Practicing somatics takes **patience and focus**.* We will be thinking more than you ever knew possible about your BREATH and the way your body can fold and unfurl.
* Often, you will be asked to sit, stand or lay in “stillness”. This can be incredibly challenging but does become easier with practice.

You will be invited to **work with your peers**.* This includes respectful physical touch (when possible, post-covid). We will discuss how to engage in supportive touch and outline rules for physical and emotional safety before we begin.
* You will be invited to share about how your body responds to physical exercises and encouraged to reflect in large and small groups about how your body-mind connection influences your own work and interests.
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| **What you NEED . . .** |
| *Required:** [Growth Mindset](https://youtu.be/rUJkbWNnNy4)
* Willingness to try, and try again
* Patience for yourself and your peers

*Suggested (bring to each class):** Exercise mat or towel to lay on
* Yoga block or several thin paperback books to use as support
* Theraband, strap or belt
* Water bottle

\*We do have some extra items to share and/or loan.\*It will be helpful if students have their own for sanitary reasons. \*If you need financial support to purchase these materials we can help! Email me directly at aewhitworth@plymouth.edu |

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| **General Education: WELLNESS CONNECTION** |
| Wellness courses provide opportunities for students to identify connections between life choices, personal wellness and a field of study. These courses help students develop an appreciation for the connection between mind and body and make a commitment to life skills and life style choices.  Wellness courses satisfying the Connections component of the General Education program must include content and assignments from several dimensions of wellness and their interrelationship.*What is Wellness?*Wellness is the dynamic process of becoming aware of, gaining knowledge about and making positive choices to fulfill an integrated, balanced, healthy lifestyle.  One potential model that may be used to promote this awareness and practice is the Plymouth State University OSSIPEE Model. OSSIPEE stands for –**O**ccupational Health – a sense of accomplishment through the preparation of, enrichment, personal satisfaction and passion for a chosen vocation or profession.**S**piritual Health – personal values to create a sense of meaning and fulfillment in one’s life which may be expressed through the appreciation of life’s purpose, unity with the environment, or a belief in a higher power or religion.**S**ocial Health – meaningful interpersonal relationships through a sense of belonging, support, connectedness, companionship and/or community.**I**ntellectual Health –an active, curious, open mind with the ability to think critically about issues, pose questions, identify problems and find solutions.**P**hysical Health – self-care habits to carry out daily tasks with vitality by engaging in regular physical activity, eating nutritiously, avoiding harmful behavior and substances, thereby preventing injury and illness.**E**motional Health – the feeling and expression of the full range of human emotions, giving and receiving love, and developing psychological hardiness.**E**nvironmental Health – human interdependence with the earth and atmosphere.*What should a student know at the conclusion of any Wellness course?*The student should be able to:1. describe and reflect on the multidimensional nature of a wellness model (e.g., OSSIPEE).
2. explore the impact that each of the relevant dimensions has on course content.
3. utilize several, specific dimensions to fulfill course competencies.
4. apply the relevant dimensions to personal decision-making using course content assignments.
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| **Habits of Mind (HOM)** |
| Your experience in General Education Curriculum at Plymouth State will support the development of the Habits of Mind.

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| **PURPOSEFUL COMMUNICATION*** Awareness of Context
* Comprehension
* Purposeful Expression
* Effective Application of Strategies for Communication
 | **PROBLEM SOLVING*** Problem Framing
* Challenge Identification
* Plan Development
* Decision-making and Revision
* Evaluation of Progress
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| **INTEGRATED PERSPECTIVE*** Self-Awareness
* Perspective Seeking
* Interconnectedness
* Collaboration
 | **SELF-REGULATED LEARNING*** Responsibility for One’s Own Learning
* Engagement in the Learning Process
* Metacognitive Awareness
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| **Objectives** |
| *With support, students will:* **Engage in the study of “somatics” in relation to their own discipline and interests.** * *OSSIPEE:* Intellectual Dimension
* *HOM:* Integrated Perspective

*Example:* In this course you will become aware of how your brain and body connections influence and shift your work specific to your major/minor course of study. We will do this through simple and gentle movement exercises which invite you to connect to your breath, bones, muscles and mind.**Experiment with spatial concepts (time, space, shape and effort) through physical movement.*** *OSSIPEE:* Physical Health
* *HOM:* Self-Regulated Learning

*Example:* We will physically practice gentle and useful ways to connect your focus and breath to the opening and closing of joints, folding of muscle tissue and connection to organs. Together we will begin to map a healthier and more intentional way for the body to move through the world. You will have time to practice on your own in order to make new discoveries about your body and its patterns.**Experience the process of breathing, sensing and exploring physical “action”.** * *OSSIPPEE:* Emotional, Spiritual Dimensions
* *HOM:* Self-Regulated Learning

*Example:* You will be asked to practice the somatic exercises and “centering” activities in a “lab” setting (time to work independently and freely during a specific duration of time).**Engage in the holistic discovery of moving the body in our perceived environment.** * *OSSIPEE:* (Spiritual, Environmental Dimensions)
* *HOM:* Purposeful Communication

*Example:* As in a creative thought process you will be asked to consider the development of your own imagination, independence of thought, and the ability to organize and reorganize information to think in new ways about your body in our natural and built environments. You will be invited to write, vlog, talk and share your discoveries.**Reflect on personal experiences and pathways of moving within our classroom community.*** *OSSIPEE:* Social Dimension
* *HOM:* Integrated Perspective

*Example:* We will all experience this work in new and different ways. Together, we will explore the challenges and connections our learning community makes together. You will learn how to talk about what you are sensing and feeling in clear ways. Students will be invited to reflect and comment on ways they are inspired or challenged by those around them. This may require, working with a partner, watching someone move through space, talking about the work you do and how your mind, body and spirit finds connection to that work. |

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| **Requirements** |
| 1. **PARTICIPATION**
	1. Attend class and lab time
	2. Participate in movement exercises and challenges
	3. Contribute to classroom discussions
	4. Commit to open and respectful dialogue with peers
2. **LAB**
	1. Participate in activity presented or exploration of concept
	2. Engage without self-judgement
	3. Ask questions of instructor and peers
	4. Prioritize the process rather than the product
3. **ASSIGNMENTS and ASSESSMENTS**
	1. Weekly reading
	2. Weekly somatic challenges in class and during lab time
	3. Self-reflection assessment (journal, blog, vlog, art making etc.)
	4. Roundtable discussions investigating the process of moving
	5. Mini-presentations in class connecting somatic awareness to personal process/discipline.
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| **Texts** |
| **OER will be used as much as possible.** **Copies of books will be made available via the library for short-term loan.***Course content is inspired by:*Bakal, Donald A. *Minding the Body: Clinical Uses of Somatic Awareness*. Guilford Pr, 2001.Johnson, Don Hanlon. *Bone, Breath, & Gesture: Practices of Embodiment*. North Atlantic Books, 1995.Kaparo, Risa. *Awakening Somatic Intelligence: the Art and Practice of Embodied Mindfulness*. North Atlantic, 2012.Laban, Rudolf von., and Lisa Ullmann. *Modern Educational Dance*. Northcote House, 1988.Moore, C and Yamamoto, K. (2012). *Beyond Words Movement Observation and Analysis*. Second Edition. New York, NY: Routledge. ISBN: 978-0-415-61002-5 Zeman, Suzanne. *Listening to Bodies: a Somantic Primer for Coaches, Managers and Executives*. Shasta Gardens Publishing, 2008. |

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| **Weekly Schedule** |
| **Week 1: COMING TO OUR SENSES (OSSIPPEE: Physical and Intellectual)** |
| *Theory:* Physical Re-education: Considering the work of Elsa Gindler, Charlotte Selver and Carola Speads*Questions:** How do we “pay attention”? (when we walk, talk, eat, speak etc.)
* How does our cultural or historical perspective shape the way we “pay attention?
* How do we develop “responsiveness” to the world around us?
* Bodywork: What does it mean and why is it important?

*Lab:* Explore elements of “Gymnastik” – a type of body work developed for women in Germany around 1900. Consider the physical practice as it applies to sex and gender. How might we view this type of physical exercise today?  |
| **Week 2: COMING TO OUR SENSES (OSSIPPEE: Physical and Intellectual)** |
| *Theory:* Physical Re-Education: Considering the work of Elsa Gindler, Marion Rosen and Ilse Mddendorf.*Questions:** Is it true that we no longer live our lives thoughtfully or sensitively?
* Does inadequacy dominate us in general and in particular?
* What are “ways to better breathing”?

*Lab:* Consider what you know and can learn about the work related to the integration of physical and personal development. In what ways do we attend to this idea in 21st century learning? How do the messages we receive influence our perception of wellness and health? What does it feel like to integrate “breathing science” in your own body? |
| **Week 3: STRUCTURAL WISDOM (OSSIPPEE: Occupational)** |
| *Theory:* Introduction to Alexander Technique - Introduction to Rolfing and Physical Reality (Possible guest visits from Master Alexander Practitioner: Professor Elizabeth Daily and Owner of Diamond Rolfing and BodyWork, Kelly Diamond)*Questions:** How can we consider the neuro-response that takes place between the brain and the rest of the body?
* What is “inhibition” and how to we “inhibit” our movement?
* What is “conscious control”? Do we “design” our movements?
* Is it appropriate to talk about the emotions and the spirit relative to what we know about conscious control and exercise?
* Can we manipulate our body structure?

*Lab:* Consider the two main assumptions made by Ida Rolf in her methods of manipulation: 1. “radical plasticity of the body” and 2. “healing effects of moving bodily structure into alignment with the pull of gravity”. How can we use our hands to increase mobility of muscle tissue. How do we align our emotions and spirit with conscious control? |
| **Week 4: STRUCTURAL WISDOM (OSSIPPEE: Occupational)** |
| *Theory:* Feldenkrais Methods: Functional Integration and Awareness Through Movement*Questions:** How are restricted movement patterns associated with trauma?
* What is the impact of somatic integration on the medical practice of physical therapy?
* Can “freeing” the body and mind relieve pain?

*Lab:* Feldenkrais suggests that “sensory stimuli are closer to our unconscious, subconscious, or autonomous functioning than to any of our conscious understanding”. Explore your thoughts and questions around this statement. Are there ways that we communicate unconsciously? Are our intentions revealed in our touch?  |
| **Week 5: MOVING INTELLIGENCE (OSSIPPEE: Spiritual, Emotional, Physical)** |
| *Theory:* Bartenieff Fundamentals. “Authentic Movement” from Mary Whitehouse*Questions:** How do we move from internal impulses?
* Are there ways to nurture our awareness or internal impulse rather than imposed forms of movement?
* What patterns do we develop in our routines over time? Does this physical “design” help or impede us?
* In what ways can we explore the emotional and psychological dimensions of specific movement patterns?

*Lab:* How does your body make patterns? Are there habits or routines that force your body into patterns? Explore the Bartieff: Basic 6 exercises and bring your awareness to the new pathways created in space. Can you explore greater mobility and/or space in your body? |
| **Week 6: MOVING INTELLIGENCE (OSSIPPEE: Spiritual, Emotional, Physical)** |
| *Theory:* EUTONY: System of training designed to teach improved perceptual and motor control of posture and movement in everyday life and the treatment of patients with neuromuscular disorders.*Questions:** In what ways/sectors could this modern somatic work be applied?
* What are “eurhythmics” and how does music connect to them?
* Where do you see imitation in physical experience/practice or education?

*Lab:* Eutony comes from the Greek “eu” meaning, “good” or “harmonious” and the Latin “tonus” meaning “tension”. Eutony, then, means well-balanced tension. The idea of “tonus” distribution in the muscles is central to the practice and can be applied at all levels, social, artistic, cultural, therapeutic and physical action. Practice the principles of Eutony: 1. Release from tension 2. Conscious tactile perceptions 3. Development of both superficial and deep sensitivities 4. Avoid active breathing and work through indirect action 5. Uncover the personal biorhythms of the individual to find personal solutions without following a set of patterns 6. Personal awareness in contact with the environment 7. Physical contact between two persons requires prior regulation  |
| **Week 7: REFLECT AND PROCESS (OSSIPPEE: Occupational, Intellectual, Emotional)** |
| This week each class will follow the same format:* *Experience:* Class will be guided through somatic experiences created by Bonnie Brainbridge Cohen whose live work is on body-mind centering.
* *Connect:* Students will discuss what they are feeling, sensing and experiencing in a roundtable discussion with peers. Prompts will be provided.
* *Reflect:* Students will have the opportunity to write/blog/vlog or create in response to their own ideas and learning.
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| **Week 8: REFLECT AND PROCESS (OSSIPPEE: Occupational, Intellectual, Emotional)** |
| This week each class will follow the same format:* *Experience:* Class will be guided through somatic experiences created by Bonnie Brainbridge Cohen whose work is on body-mind centering.
* *Connect*: Students will discuss what they are feeling, sensing and experiencing in a roundtable discussion with peers. Prompts will be provided.
* *Reflect:* Students will have the opportunity to write/blog/vlog or create in response to their own ideas and learning.
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| **Week 9: PIECING TOGETHER** |
| *Theory:* Exploring the work of Elizabeth Behnke (Matching), Thomas Hanna and Deane Juhan*Questions:** What are two distinct viewpoints for observing a human being?
* Do perceptions effect how we study human species?
* Can we use data as a tool for “designing” our bodies?

*Lab:* Investigate the distinction between *soma:* namely the body as perceived from within by first-person perception and *body:* human being perceived from the outside, a third person perspective. |
| **Week 10: PIECING TOGETHER CONTINUED** |
| *Theory:*Theory: Exploring the work of Elizabeth Behnke (Matching), Thomas Hanna and Deane Juhan*Questions:** What does “embodiment” mean?
* Why do on a few sessions of body work have dramatic effects on the patient/client/person?

*Lab:* Explore the principle of “matching” and use the approach of “body reflexivity”. Develop an awareness of your dominant sides or dominant sensing patterns. |
| **Week 11: SENSORIMOTER EDUCATION AND AWARENESS (OSSIPPEE: Social, Environmental)** |
| TBD* Opportunity to revisit or shift focus depending on student discovery and need.
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| **Week 12: SENSORIMOTOR EDUCATION AND AWARENESS (OSSIPPEE: Social, Environmental)** |
| TBD* Opportunity to revisit or shift focus depending on student discovery and need.
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| **Week 13: REFLECT AND PROCESS (OSSIPPEE: Occupational, Intellectual, Emotional)** |
| This week each class will follow the same format:* *Experience:* Class will be guided through somatic experiences created by Bonnie Brainbridge Cohen whose live work is on body-mind centering.
* *Connect:* Students will discuss what they are feeling, sensing and experiencing in a roundtable discussion with peers. Prompts will be provided.
* *Reflect:* Students will have the opportunity to write/blog/vlog or create in response to their own ideas and learning.
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| **Week 14: REFLECT AND PROCESS (OSSIPPEE: Occupational, Intellectual, Emotional)** |
| This week each class will follow the same format:* *Experience:* Class will be guided through somatic experiences created by our own learning community.
* *Connect:* Students will discuss what they are feeling, sensing and experiencing in a roundtable discussion with peers. Prompts will be provided.
* *Reflect:* Students will have the opportunity to write/blog/vlog or create in response to their own ideas and learning.
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| **Week 15: PRACTICE SOMATIC AWARENESS (OSSIPPEE: Occupational, Intellectual, Social)** |
| This final week of class is comprised of review of somatic practices prompted by student needs and questions. Students will continue to apply their learning to their personal experience with physicality and apply somatic awareness to their personal practices. |
| **Week 16: EXAM WEEK** |
| Exam date and time TBD.Students will be required to demonstrate awareness of somatic exercises and centering activities. |

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| **Grading** |
| We will work as a learning community to understand and define the criteria related to the following categories for grading:Physical Participation in class and labSelf-Reflection journals/blogs/vlogs/art/performanceReflection RoundtablesMid-term peer reviewFinals Week presentation and reflection |

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| **Class Participation** |
| There’s more to class participation than simply attending class. As an engaged class participant, you will be encouraged and expected to:• Work collaboratively to figure out common challenges, solve problems, and acquire knowledge and insights;• Exchange ideas respectfully;• Communicate clearly and purposefully, verbally and in writing.You will reflect on and assess your own class participation at midterm and set goals for improvement, and write a final self-assessment of your participation at the end of the semester. |

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| **Our Classroom Community** |
| We will all have a more valuable learning experience if we each contribute to building a classroom community. Our class discussions and activities will be much more interesting and productive if we work together to create an environment that is respectful, encouraging, supportive, and open to all ideas. We all will be expected to demonstrate respect for each other, through our body language, words, attentiveness, punctuality, and courtesy.**Learning from Each Other**We must all take responsibility for effective use of our time together. That means that each of us is responsible for being thoroughly prepared for class and actively engaged during class. Each individual person’s questions, comments, and contributions to class discussions and project work supports their own and everyone else’s learning. We will discuss and develop goals for class participation that will promote this kind of learning environment. **Learning from People in the Community**Your project work may involve interactions with people outside our class—in the wider Plymouth State community and beyond. In your interactions with others, you will be expected to demonstrate respect and appreciation for their time, expertise, and contributions.You will be need to communicate clearly, so that people will understand what you are trying to learn and what you are asking of them. During any visits, you are expected to abide by program policies related to dress, confidentiality, cell phone use, and other professional standards. |

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| **SUPPORT and RESOURCES** |
| **Accommodations to Support Learning**Each of us learns in different ways, and everyone needs some kind of help in order to learn effectively.The PSU policy for academic accommodations is: “Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 209 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS.” If you have a Letter of Accommodation for this course from CAS, please provide me with that information privately so that we can review those accommodations together. **Even if you aren’t eligible for academic accommodations through the CAS, please share your ideas about what I can do to support your learning.** For example, you might find it more conducive to learning if you sit in a particular spot, or you may benefit from having more time before being asked to respond to a question.**Campus Resources**College can be challenging to navigate, and it will be hard for you to learn if your basic needs aren't met--if you aren't getting good nutrition, or enough sleep, if you feel lonely or isolated, or if you're anxious about your living situation, finances, safety, resources, or other issues. Fortunately, there are many people and resources on campus that can provide support. Your **academic advisor, your instructors, your Student Success Coach, the Residential Life staff, Student Account** **Services**, and many others can answer questions you have and help you find resources you need. At **Frost House**, (located on School Street, you’ll find helpful resources in the Academic Student Advocate, CARE Program, Dean of Students, and Title IX programs. You can reach the Frost House staff at 603-535-2206. The **Student Support Foundation** (SSF) provides short-term emergency financial assistance and long-term student support. The Student Support Foundation also sponsors a food pantry, located in Belknap Hall. To learn more about the SSF and access the food pantry, contact the SSF advisor, Casey Krafton, at psu-ssf@plymouth.edu.   **Health Services** is located at 12 Merrill Street (Mary Taylor House), across from Hyde Hall and next to Merrill Place Residence Hall. If you’re not feeling well or need a prescription filled, contact Health Services at 603-535-2350 to schedule an appointment. Free counseling services are available from the **PSU Counseling Center**, located near Hyde Hall (on the side away from the Hyde Hall parking lot). The building looks like a house and has a sign in the front lawn that says “Plymouth State University Counseling Center.” It is open Mondays and Tuesdays from 8:00 AM to 6:30 PM and Wednesdays, Thursdays, and Fridays from 8:00 AM to 4:00 PM. You can call the Center at 603-535-2461. If you’re in crisis or in an emergency, you can access counseling services during the hours when the Center isn’t open. |

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| **Policies You Should Know About** |
| **Academic Honesty**You are expected to abide by Plymouth State University's Academic Integrity policy. Presenting someone else’s work as your own or without attribution is a violation of the University’s Academic Integrity Policy, If you have questions and/or need clarification regarding academic integrity, please ask. The University’s Academic Integrity Policy, which can be found here: [Academic Integrity Policy](https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf). **Fair Grading Policy**It is important that you understand the expectations for each assignment and the course. If you have any questions about the feedback on an assignment or your performance in the course, please talk with me. The University’s Fair Grading Policy can be found here: [Fair Grading Policy](https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Fair-Grading-Policy.pdf).**Institutional Review Board**If your work or project involves research with human participants, then you will need to be aware of the PSU policies related to research with humans. Under federal law, institutions like Plymouth State University must create a group called the Institutional Review Board (IRB) to review and approve (or not) research that involves humans in order to ensure that no one is harmed by the research activities. Some of the projects that you might want to undertake in this classmay need to be reviewed by the IRB. We will discuss this further in class and you can find more information about this process in the [Tackling a Wicked](https://wicked-problem.press.plymouth.edu/chapter/irb/) [Problem Open Educational Resource.](https://wicked-problem.press.plymouth.edu/chapter/irb/) |