

**Mindbodyness:
Contemplative Movement and Reflection
DANC 40220/RELI 30970 Spring 2015**

Andrew O. Fort

Office Hours TBH 214 TThF 11-11:45 or by appointment

Telephone 817.257.6448

Email a.fort@tcu.edu

Web personal.tcu.edu/afort

Susan Douglas Roberts

Office Hours Lowe 212 TR 11 am-12 pm or by appointment

Virtual Hours 9-5 pm M-F I will return email within 24 hours, except over the weekend

Telephone 817.257.6676

Email s.douglas.roberts@tcu.edu

Web http://www.dance.tcu.edu/faculty_sdr.asp and www.wildgoosechasedance.org

Course Description

In this course, we will introduce the study and practice of contemplation through movement, reading, and writing, bringing individual and group critical reflection to each. What is “contemplation” and what are some approaches to it, past and present (goals, techniques, cultural contexts)? What theories and practices of mind and body have been used to cultivate contemplative self-awareness? How do practice and reflection influence one another, and how we engage in society and the natural world?

Course Objectives - leading to Course Outcomes

Through short reaction papers, meditation and precepts exercises, and a Final Project and Reflection Paper, as well as class participation, you will be assessed on your ability:

- To understand theory about and practice of contemplation and related concepts.
- To undertake a variety of contemplative ways of moving.
- To comprehend a variety of ways of mind-body knowing and thereby some of the diversity of human experience found among other cultures and peoples.
- To read critically, think analytically, speak persuasively, and write effectively through the description, analysis and evaluation of contemplative ideas and practices.
- To perform some self-exploration; existential inquiry is an inevitable component of this course.

Our commitment as teacher/facilitators:

- It is our intention to create a safe space - for the expression of curiosity, engagement with the practices and materials of the course, and ability to speak with one another with responsibility and compassion.
- We will endeavor to hear you as individuals.
- We will practice alongside you.

- We will further invest in our own commitments to critical inquiry and being/becoming a beneficial presence in the world.

Our expectations for your investment and participation:

- Read (and think about or engage with) the assignments before class.
- Come prepared with some questions or discussion points.
- Wear comfortable clothing to each class; clothing you can move easily in as we enter contemplative moving practices.
- *Bring a notebook or journal to every class.*
- Attend all classes (come on time, but come even if late).
- Participate in all the in-class exercises. If you have a question about the exercises or assignments – ask one or both of us.
- Bring the relevant readings to class.
- All topics are open and civil, respectful discourse is foundational.
- Be ready to move, listen, think, question, and speak.

Attendance

A large portion of course content will reside in the practice and reflection we will do during, or, as a result of class time. You need to be present to get course content. If you miss a class - and do not provide a documented excuse* - your grade can be lowered.

*A documented excuse includes but is not limited to (1) a note from the TCU Health Center or Doctor's office that states that you have been seen/had an appointment or (2) a communication from the Office of the Dean of Student Life. Bottom line: communicate with one of us. We will work with you.

If you miss four classes with documented excuse(s), we will automatically begin the discussion of how to make up missed work. Depending on the circumstances at hand, this discussion may necessarily include the *Incomplete* grade as a possibility.

We will track attendance in the eCollege gradebook: look under "Comments"

Assignments:

- Weekly short response and reflection papers 2-3 pg. or 500-750 words, due every Thursday in Dropbox by noon – graded excellent [A 100] / satisfactory [B- 80] or no credit [F 0] (30% of grade)
- Meditation and Precept Observation Projects - graded on the 100-point scale in this syllabus page 3
- Final Project – presented in class - with Reflection Paper at course end – both graded on the 100-point scale in this syllabus p. 3 (30% of grade)
- Presence and participation in class, includes mind~body reflection exercises** - see assessment criteria at top of page 3 (30%)

Use a formatting style for written assignments – MLA, Chicago, etc. – whichever is most familiar.

Grades for Weekly Response Papers and Meditation/Precept Projects will be recorded in eCollege in “Comments.” You may keep up with them in that way; we will average grades and post them in gradebook at mid-term and end of term.

****Participation grades are assessed using the following criteria:**

A=always present, contributed often thoughtfully and intelligently; consistently assumed responsibility for keeping class participation and discussion moving – full, consistent engagement, includes taking responsibility to complete assigned exercises and bring those into class as a basis of practice and reflective discussion;

B= almost always present, contributed mostly thoughtfully and intelligently; aided in keeping class participation and discussion moving but did not always assume responsibility;

C= usually present, contributed sporadically without taking much responsibility;

D=missed a number of classes, contributed occasionally; did not take ownership of class participation.

Grade Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.

We use +/-, and use the following grade scale: 0-2.9=grade minus, 3-6.9= grade, 79.9=grade plus, except in the A category: 90-93.9 = A- and 94-100 = A

You may check in with us about your course standing at any time.

Disability Statement

If you have a problem affecting your course participation, or must miss class, let one of us know. Also, if you have a disability, which may affect your class performance, please get in touch with the Coordinator of Student Disabilities Service in the Center for Academic Services so that you invoke the support services of the university and are able to inform us during the first week of class. Here are some policy statements:

Disability Statement approved Fall 2007 by the Undergraduate Council / Revised Summer 2011: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act, such as cheating or plagiarism, that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; http://www.catalog.tcu.edu/current_year/undergraduate/).

Resources for Students

Campus Life (257-7926, Sadler Hall 2006); TCU Library (257-7117); Center for Academic Services (257-7486, Sadler Hall 1022); Writing Center (257-7221, Reed 419); Student Development Services (257-7855, BLUU 2003); Office of Religious and Spiritual Life (257-7830, Jarvis Hall), and Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

Non-discrimination Statement

TCU is committed to providing a diverse and supportive learning community that values the dignity and respect of the individual and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed immediately by the professor.

SCCDance Statement on Professional Practice

Touch and physical, hands-on feedback are essential teaching and learning strategies used in the TCU School for Classical & Contemporary Dance and are widely accepted methodologies in the field. If you need any modifications to or wish to request alteration of this practice, please speak to the instructor immediately.

Required book: *Mindful America*, Jeff Wilson (purchase via Amazon, or equivalent)
And a number of readings found on eCollege/Learning Studio

There will also be one or more movement practices in every class.
Bring a notebook/critical response journal to each class session for personal reflection.

Finally, feel free to see us before or after class, or by appointment.

CLASS SCHEDULE

When entering, take off your shoes, turn off and stow your cell phone, begin the entering ritual, composing silence. Each class meeting will include contemplative movement practice.

Readings are found in eCollege "Doc Sharing"

- Jan. 12 Introduction to course
Start ongoing exercise of contemplative movement practice: see
eCollege – "Class Exercises" Unit in Course Home
- Jan. 14 Andrew O. Fort, "Contemplative Studies and the Liberal Arts "
Buddhist-Christian Studies 2013, 23-32
- Jan. 19 **MLK holiday**
- Jan. 21 Fiona Bannon and Duncan Holt, "Touch: Experience and
Knowledge" from *Journal of Dance & Somatic Practices* 2011, 215-27
- Jan. 26 Mirabai Bush and Daniel Barbezat—Chapter One from *Contemplative
Practices in Higher Education*, "Transforming Higher Education."
2013, 3-20
- Fran Grace, "Learning as a Path, Not a Goal: Contemplative
Pedagogy Its Principles and Practices" from *Teaching Theology and
Religion* 2011, 99-124
- Jan. 28 Mind and body in neuroscience
Matthieu Ricard, Antoine Lutz and Richard J. Davidson "Mind of the
Meditator " from *Scientific American* November, 2014, 38-45
- Feb. 2 Linda Heumann interview with Evan Thompson, "The Embodied
Mind," *Tricycle*, Fall 2014, 38ff.
Lineage appreciation exercise assignment
- Feb. 4 AF – Asian ways of knowing: Life as Holy Ritual
Lineage appreciation exercise assignment due
Confucius: The Secular as Sacred
Herbert Fingarette, 1-17, 71-79
- Feb. 9 AF – Asian ways of knowing: No self
David Loy, *Awareness Bound and Unbound*, 61-70
Kathleen McDonald, *How to Meditate*, 58-62
SDR in Florida

- Feb. 11 Guest: Mark Dennis: Mind and Body in Buddhism
Thich Nhat Hanh, from *The Miracle of Mindfulness* to p. 24
SDR in Florida
- Feb. 16 Guest: Judith Simmer-Brown, Mind and Body in Tibetan Buddhism
Reggie Ray, *Touching Enlightenment*, 50-54
Chogyam Trungpa, *Collected Works*, 518-28
- Feb. 18 Guest: Ale Chaoul: Mind and Body in Tibetan Yoga
Houston Chronicle article 12/31/14 on meditation for cancer
Shambala Sun March 07 on Trulkhor
and videos by email
- Feb. 23 class canceled by ice storm
- Feb. 25 Guest: David Cross: Mind and Body in Taichiquan
Karen Caldwell etc. on Taichiquan
Journal of Alternative and Complementary Medicine 17:10, 2011,
931–938
Tim Cartmell,, “Important Principles for Practice” in
Coursebook on Tajiquan, Chapter 4, 32-37
- March 2 Guest: Li-Chou Cheng: Tai Chi Chuan practice
- March 4 Gather and reflect on guest presentations
Introduce Meditation Project
Go over Final Project and Reflection Paper assignment

SPRING BREAK

- March 16 Contemplative movement practice
(Guest: Alex Masi Mind and Body in Indian Dance
Canceled due to health issue)
- March 18 TED Talk: John Francis
http://www.ted.com/talks/john_francis_walks_the_earth?language=en
Meditation Project due
SDR at ACDA
- March 23 Guest: Dr. Dave Aftandilian
Contemplating Animals: Native American Perspectives
Arthur Amiotte, *Eagles Fly Over*
In Sam Gill, ed. *Native American Traditions*, 90-103

- March 25 Guest: Chuck Dunning
- March 30 Reading from *The Shallows* by Nicholas Carr, 115-34
Introduce Precepts Project
Digital awareness exercise assignment
- April 1 Guest: Donnalee Dox: Mind and Body in Indian Yoga
Introduction to *Yoga in Practice*, David Gordon White, 1-23.
- April 6 Precepts Project due
Digital awareness assignment due
- April 8 *Mindful America*, Jeff Wilson
Through Chapter 2 (to p. 74)
Silence exercise assignment
- April 13 *Mindful America*
Chapters 4, 6, and Postscript (70 pp.)
- April 15 Silence exercise assignment
Gather and reflect on course
Final Project/Reflection Paper check in
- April 20 Students present Final Projects (3)
- April 22 Students present Final Projects (3)
- April 27 Students present Final Projects (3)
- April 29 Gather and reflect on course/discussion of course outcomes

Extra credit opportunities: Contemplative movement practice in the Japanese Garden
Labyrinth exercise assignment

Final Reflection Paper due 5 pm Monday, May 4th