

USC School of Dramatic Arts

THTR 216 Movement

Units: 2

Fall 2022 Monday/Wednesday 12pm-1:20pm

Tuesday/Wednesday 12pm-1:20pm

Location: PED 207

Instructor: Sabina Zuniga Varela

Office Hours: *By Appointment Only

1:20-1:50 Mon-Thur PED 207

Contact Info: zunigava@usc.edu * I will respond in 24 hours

“There is a vitality, a life force, an energy, a quickening, that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost.”

~Martha Graham

Course Description

This movement class is an opportunity for artists to explore the dynamic power and creativity of their physical selves. Through ensemble exercises, warm-ups, play, devised projects, meditation, journaling and independent exploration, student artist will develop a deeper understanding of their individual and unique physical capabilities. Using a guided warm-up based on 6 dynamics of movement (fast/slow, heavy/light, direct/indirect) we will build a vocabulary that will enhance emotional expression and character development. In addition to the physical journey we will also embark on a communal wellness journey to acquire various self-care techniques to address burn out, stress- relief and decompression for the artistic lifestyle. Using our powers of observation and inspiration we will investigate themes and concepts that we feel are important as storytellers and change-makers. We will begin by building our ensemble, then transform our bodies into living sculptures inspired by global art and culture, move into examining human emotions and characters, and finally create a clown based variety show that explores the many meanings of freedom.

Learning Objectives:

- Understand and acquire a deeper awareness of one’s physical capabilities and curiosities.
- Build and apply a movement vocabulary based on 6 qualities of movement in order to communicate dynamic elements of character and emotion.
- Nurture connection, trust and a sense of readiness with fellow ensemble members through exercises.
- Develop an arsenal of wellness methods to use during the semester and in the future.
- Practice the art of stillness in regards to the creative mind as well as the physical self.
- Demonstrate a sense of *play* throughout the course in order to strengthen flexibility, instinct and openness.
- Create individual, partner and group projects utilizing methods explored in class.

Required Readings and Supplementary Materials

*Please have a journal designated for this class to respond to the required reading. Responses are required to be handwritten but exceptions can be made if needed.

For this class we will read [*THE BODY IS NOT AN APOLOGY*](#) by Sonya Renee Taylor.

The PDF of this book will be emailed to the class at the start of the semester.

Description and Evaluation of Assignments

Our class is broken up in to four sections. At the end of each section, with the exception of Section Three, there will be a developed, rehearsed and presented project. Along with the projects there will be four handwritten journal entries that respond to the 4 chapters of our required reading.

Grading Breakdown

Projects	45%
Attendance	25%
Journal Reflections	15%
Participation	15%

Participation Requirements

Participation is essential to this class and absences will result in a grade deduction.

Any absences must be communicated to me via email and at least 24 hours in advance.

Please wear comfortable clothing that you can move in and bring water to every class. We work with out shoes and socks in this class, please communicate with me with any issues in regards to this.

Section One: Transition and Stillness

SHAPE: The Sculpture Project

This individual project will utilize movement work learned in class warm-ups and will culminate in a presentation of 6 sculptural imitations connected with movement based transitions. The sequence will be accompanied by a musical score. This individual presentation will demonstrate specificity and creativity.

Section Two: Inspiration and Interpretation

CHARACTER: The Qualities Project

Utilizing text from *The Book of Qualities* by J. Ruth Gendler, the ensemble will explore movement through various human emotions and conditions. These projects will be recorded on video and stitched together as a class film. Students will explore movement, text and multi media to present a character based off of their chosen Quality.

Section Three: Awareness and Connection

READINESS: Company Building Workshop

For this section we will explore ensemble building exercises based on the work of Anne Bogart and Tina Landau's *Viewpoints*, Augusto Boal's *Games for Actors and Non-Actors*, and more. There will not be individual assignments for this section, rather the project will be reflected in a workshop setting that is focused on building a collective readiness for action and response.

Section Four: Clowning & Freedom

COMMUNITY: Freedom Variety Show Project

At the culmination of learning various clowning techniques and exploring 'play' through games, the class will present a variety show. The theme for the show is Freedom. The variety show can consist of individual, partner and group acts.

Handwritten Journal Reflections: There will be four reading responses due in reflection of each chapter of our required reading: *The Body is Not an Apology*. These are handwritten answers to the "Unapologetic Inquiries," that are included in each chapter. *Chapters 3 & 4 will be answered together, chapter five will not be reviewed by

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

Projects will be presented in person during class time. Journals will be handed in during class time at the appointed date. The Qualities Project is a video project and each project will be submitted via email and I will edit together all of the projects in a file. This will be presented in class once editing is completed.

Grading Timeline

Journal reflections will be responded to in 72 hours and returned to the students.

Sharing of course materials outside of the learning environment

USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course evaluation

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. You should expect to receive an email update once the system has launched to provide your feedback on this course. In addition, you are always welcome to connect with with me as the instructor to offer any feedback on the course.

Course Schedule: A Weekly Breakdown

***Subject to change, depending on the ensemble's needs ***

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1 8/22-8/26	Introduction to invocation Water Bearer ritual/ Introduction to Meditation/ Ensemble building games/ Introduction to 10-1-10 Warm-Up exploring dynamic emotional qualities/Intro to first qualities of movement: Fast/Slow/Intro to convocation ritual	Download PDF of THE BODY IS NOT AN APOLOGY and begin reading Prologue and Chapter One.	Handwritten responses to Unapologetic Inquiries #1-7 will be due during Week 3.
Week 2 8/29-9/2	Invocation Ritual/ Meditation/Warm-Up/Intro to Chakra work/Sound Bath experience/Intro to second and third qualities of movement: Light/Heavy & Direct/Indirect/Convocation Ritual	Continue reading Chapter One of THE BODY IS NOT AN APOLOGY	
Week 3 9/5-9/9	Invocation Ritual/Rose & Thorn Check In/Meditation/6 qualities of movement Warm-Up/Exquisite Corpse exercise/Convocation Ritual		*** LABOR DAY: NO CLASS ON Monday September 5th, 2022 Journal Reflections on Unapologetic Inquiries #1-7 Due this week.
Week 4 9/12-9/16	Invocation Ritual/ Meditation/6 qualities of movement Warm- up/Intro to sculpture project using exquisite corpse drawings and partner based sharing/ August Rodin Documentary/ Convocation Ritual	Begin Reading Chapter Two of THE BODY IS NOT AN APOLOGY.	Handwritten responses to Unapologetic Inquiries #8-18 will be due during Week 6

<p>Week 5 9/19-9/23</p>	<p>Invocation Ritual/ Meditation/6 qualities of Movement warmup/ Laboratory time to develop and work on a rough draft of the Sculpture Project. Convocation Ritual</p>		
<p>Week 6 9/26-9/30</p>	<p>Invocation Ritual/ Meditation/6 qualities of movement warm-up/ Laboratory time & Sculpture presentations DUE/The Qualities Project Introduction/ Convocation Ritual</p>		<p>Sculpture projects are DUE this week.</p> <p>Handwritten responses to Unapologetic Inquiries #8-18 are Due.</p> <p>The Qualities Project will be due during Week 9</p>
<p>Week 7 10/3-10/7</p>	<p>Invocation Ritual/ Meditation/6 qualities of movement warm-up/ Character Development exercises for the qualities project/ Convocation Ritual</p>		
<p>Week 8 10/10-10/14</p>	<p>NO IN-Person Class This week will be used to develop, rehears and shoot short films for The Qualities Project.</p>		
<p>Week 9 10/17-10/21</p>	<p>Invocation Ritual/ Rose&Thorn Check in/ Meditation & Intro to Sun Salutations and 12.6.4. exercise/Begin Section Three: Awareness & Connection/Convocation Ritual</p>	<p>Begin Reading Chapters <u>Three and</u> <u>Four of The</u> <i>Body is Not an</i> <i>Apology</i></p>	<p>Handwritten responses to Unapologetic Inquiries #19-23 will be due during week 12.</p>

Week 10 10/24-10/28	Invocation Ritual/ Meditation/Sun Salutations & 12.6.4. exercise/ Continue Section Three group Exercises/Convocation Ritual	Continue Reading Chapters Three and Four of <i>The Body is Not and Apology.</i>	Qualities Project Class videos will be shown in class this week!
Week 11 10/31-11/3	Invocation Ritual/ Meditation/Sun Salutations & 12.6.4. exercise/ Continue Section Three group Exercises/Convocation Ritual	Continue Reading Chapters Three and Four of <i>The Body is Not and Apology.</i>	
Week 12 11/7-11/11	Invocation Ritual/ Meditation & Sun Salutations & Juggling Warm-up/ Begin Section 4: Clowning & Freedom/ Convocation Ritual	Begin Reading Chapter Five of The Body is Not an Apology	Handwritten responses to Unapologetic Inquiries #19-23 are Due. Handwritten responses will be due during Week 15. * These responses will not be read by instructor, nor responded to, but they will be checked for completion.
Week 13 11/14-11/18	Invocation Ritual/ Meditation/Sun Salutations & 12.6.4. exercise/ Continue Section Three group Exercises/Convocation Ritual	Continue Reading Chapter Five of The Body is Not an Apology.	
Week 14 11/21-11/25	Class Field Trip to First Amendment/Blacklist Project Monument on Campus.	THANKSGIVING BREAK: No Classes Wednesday November 23-25th	
Week 15 11/28-12/2	Invocation Ritual/ Meditation/Sun Salutations & 12.6.4. exercise/ Continue Section Three group Exercises/Convocation Ritual	Begin developing and rehearsing skit for variety show. Skits can be individual, parter or group presentations.	Handwritten responses to Unapologetic Inquiries #24-31 are due.

Week 16 12/5-12/9	STUDY WEEK Saturday December 3rd-Tuesday December 6th. No Classes *** Monday/ Wednesday Class Final on Friday December 9th	Rehearse skits for Variety Show Final.	*** Monday/Wednesday Class Final on Friday December 9th 11am-1pm
FINALS 12/12-12/16	FINALS WEEK! Freedom Variety Show Presentations!		Tuesday/Thursday Classes Final: Tuesday, December 13th 11am-1pm Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at: https://classes.usc.edu/ term-20223/finals/

SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPs and Extracurricular Activities* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.– 5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

Equity, Diversity & Inclusion + Intimacy in Theater Consent Culture Statement:

Through our pluralistic approach of diverse pedagogies, methodologies, ideologies, and modalities of artistic expression, we invite(engage) and challenge students to expand their breadth and depth of knowledge, complexity, and range of the human experience. Even though we nurture, guide, and challenge our students to embrace the unknown or unfamiliar and step outside of their comfort zones through storytelling/art, we aim to practice effective strategies and offer tools to students mindful of their physical, psychological, social, and emotional wellbeing. In alignment with professional and industry standards, we will integrate core principles and techniques of Intimacy in Theater and Building Cultures of Affirmative Consent. This will provide agency, offer resources and support to the teachers, students, directors, and staff to establish healthy boundaries of consent when working on material that is physically, intimately, or emotionally charged content in both the classroom and production.

SDA Student Support & Reporting Form:

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776

<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.