



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DANCE
DNCE 581: Special Topics in Dance Practices II
Site-Specific Dance
Session: Fall 2015

Professor: Melanie Kloetzel

Office: CHD 517

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Email: kloetzel@ucalgary.ca

Office Hours: WF 11-12 or by appointment

Class Location and Time: Block Week – Sept 1-5, T, W, Th, F, Sat 9-4:30 Aux Gym and on site

Out of Class Activities

This class will involve additional rehearsal and performance times on Saturday, Sept 5, 4:30-6:30 and Sunday, Sept 6, 10-1. The final paper will be due one week after the course ends.

Learning Resources: Required Readings, Textbooks and Materials:

Site Dance: Choreographers and the Lure of Alternative Spaces, edited by Melanie Kloetzel and Carolyn Pavlik

Available in the UC Bookstore or as an eBook; also on reserve at the TDF Library

Course Description: The study of special topics in dance practices: site-specific dance.

Course Overview

In this course, we will explore what it means to create performance that responds to particular sites. In particular, we will examine what creating for spaces outside of the theatre context might mean for performance both from a theoretical and a practical perspective. After looking at some of the roots of site-specific dance, we will broaden our frame to examine how sited practices have changed over the last fifty years. We will explore what these changes may mean about human-place interactions with both natural and built environments. Taking our class into some of these environments, we will investigate how our own bodies respond to place and what the steps might be for making a site-specific performance. Finally, through the lab sessions of this course, we will engage in a large-scale sited process and performance to take place at the containR Art Park. By progressing through this course, I hope that you will discover your own ideas about creating performance in dialogue with place, as well as some possibilities for engaging with community and place through this mutable and relevant cultural form.

Prerequisites: 2nd year standing; Consent of the Division Chair, Dance, and the instructor

Course Learning Outcomes:

Throughout this course, we aim to understand the basics of site-specific performance by asking the following questions: What does it mean to 'perform' a place? How are places inspirational for performance? What methods allow us to integrate with place? How have these methods developed or changed over the span of the site-specific dance genre? What research and techniques are involved in a site-specific process? What involvement with community might be part of a site-specific process? What impact does site-specific performance have on viewers?

What frames our experience of sited performance, both as a creator and viewer? What can we each bring to a site-specific creation process? By examining these questions, we will determine what it might mean to embark on a fulfilling and relevant site-specific process.

Course Schedule and Activities:

This course will involve a variety of activities aimed at creating a better understanding of site-specific performance. Come prepared to take notes, discuss with your classmates, and experiment on-site both physically and verbally. The lecture sessions of the course will follow an experiential lecture format, integrating lecture, discussion, and movement in class. We will have in-depth discussions on topics brought up by the readings and we will also physically explore movement in relation to various sites around campus to investigate and illustrate the issues addressed in the readings. In the afternoon sessions, we will work towards the creation of a large, sited, research project that will culminate in a performance for outside guests. For this, we will need to migrate during the lunch session to the containR Art Park at the corner of 2nd Ave and 9th Street in Sunnyside. Please note that performances of this work will take place outside of class hours, on Saturday, September 5th at 5:30 and on Sunday, September 6th at noon.

Assessment Components and Expectations:

In terms of grading, students will be assessed on the following:

- 1) Completion of in-class and out-of-class video viewings, readings, and movement labs. All students are expected to actively participate in discussions, activities, and labs through the duration of the class. (10%)
- 2) Creation of one movement assignment for the class based on selected readings. On the day that s/he leads this assignment (that must include full class participation), the student also must hand in a one-page paper that describes the movement task as well as how it relates to the article assigned. (15%)
- 3) As part of the afternoon labs, students must create a 4-5 minute solo that is movement- and/or movement- and text-based for presentation in the final performances on September 5th & 6th. Each student will create this during lab hours and is expected to revise the solo with feedback from the instructor and peers. (15%)
- 4) All students are expected to take part in the rehearsal process AND performance of a final group site work. Afternoon labs will be committed to the creation of this project and the performances will take place on September 5th & 6th outside of class hours. Full and active creation, participation, and performance are expected from each student. Be prepared to spend the entire afternoon outdoors regardless of weather conditions. (25%)
- 5) Students are expected to take notes on involvement in and impressions of morning movement assignments, afternoon labs, and the performance presentations. These notes could take the form of journal entries or a creative log for the class. After the final performance, students are expected to use these impressions from both process and performance to reflect on how this site process/performance dialogues with the readings and themes covered during the class. This final reflection needs to take the form of a 5-page paper (double-spaced, 12-point Times New Roman font with 1-inch margins). The paper is due by 5 pm on Monday, September 14th in my mailbox in CHD 100. (25%)

Expectations for Attendance and Participation:

This course relies on participation by all students. By participating, I mean not only showing up for class, but attending to the material at hand. Effort shows and I will be sure to take note of those fully engaged in the class. **With regard to participation, classes are considered equivalent to assignments; thus,**

missing classes will be detrimental to your final grade. Please refer to the Undergraduate Calendar E.3 Attendance for details.

Expectations for Writing:

Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.

Guidelines for Submitting Assignments

Any assignments that are emailed instead of provided in hard copy on the due date will not be handed back with comments; you must see me to obtain your letter grade.

Late Assignments

Late assignments will have 10% points deducted per late day.

Grading Scale	<p>The following numerical equivalencies will apply:</p> <p>A+ 97.6-100 A 92.6-97.5 A- 90-92.5 B+ 87.6-89.9 B 82.6-87.5 B- 80-82.5 C+ 77.6- 79.9 C 72.6-77.5 C- 70-72.5 D+ 67.6-69.9 D 62.6-67.5 D- 60-62.5</p> <p>Pass - 60% and above Fail – 59.9% and below</p> <p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.2 of the Undergraduate Calendar for 2015-2016:</p>																																								
	<table border="1"> <thead> <tr> <th>Grade</th> <th>GPA</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding.</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent-superior performance, showing comprehensive understanding of subject matter.</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td></td> </tr> <tr> <td>B+</td> <td>3.30</td> <td></td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good - clearly above average performance with knowledge of subject matter generally complete.</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td></td> </tr> <tr> <td>C+</td> <td>2.30</td> <td></td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory - basic understanding of the subject matter.</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</td> </tr> <tr> <td>D+</td> <td>1.30</td> <td></td> </tr> <tr> <td>D</td> <td>1.00</td> <td>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0</td> <td>Fail - unsatisfactory performance or failure to meet course requirements.</td> </tr> </tbody> </table>			Grade	GPA	Description	A+	4.00	Outstanding.	A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.	A-	3.70		B+	3.30		B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.	B-	2.70		C+	2.30		C	2.00	Satisfactory - basic understanding of the subject matter.	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)	D+	1.30		D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.	F	0
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MIDTERM AND FINAL	<p>Final examinations may be scheduled at any time during the examination period (11-22 December for Fall 2015 term; 16-27 April for Winter 2016 term); students should therefore avoid making prior</p>																																								

EXAMINATION SCHEDULING	travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final
DEFERRALS OF EXAMS/TERM WORK	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
INTERNET AND ELECTRONIC COMMUNICATION DEVICE	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.
ACADEMIC INTEGRITY, PLAGIARISM	The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism-- Using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
COPYRIGHT	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
ACADEMIC ACCOMMODATION	Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .
FOIP	ucalgary.ca/secretariat/privacy
STUDENT MISCONDUCT	ucalgary.ca/pubs/calendar/current/k.html
ACADEMIC STANDING	ucalgary.ca/pubs/calendar/current/f.html
SAFEWALK	220-5333 anytime. ucalgary.ca/security/safewalk
CAMPUS SECURITY	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
EMERGENCY EVACUATION	Assembly points for emergencies have been identified across campus. The primary assembly point for Craigie Hall is the Professional Faculties Food Court. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES	<ul style="list-style-type: none"> • For academic advising, visit the Arts Students’ Centre (ASC) for answers about course registration, graduation checks, and the ‘big picture’ on programs and majors. Drop in at SS102, email us at ascarts@ucalgary.ca or call us at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. • For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. • For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.
COURSE OUTLINES FOR TRANSFER CREDIT	<p>It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.</p>
LETTER OF PERMISSION	<p>If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.</p>
STUDENT UNION CONTACT STUDENT OMBUDSPERSON	<p>Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca Graduate Student’s Association: gsa.ucalgary.ca/executive Student Ombudsman: su.ucalgary.ca/page/quality-education/academic-services/student-rights</p>
UNDERGRADUATE ASSOCIATIONS	<p>DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca</p>