Community building through teaching, creating, performing: Dance Education in Uganda.

**MPAde-GE 2520.095**

2015 Winter Intersession Study Abroad

**Days:** January 3-18  
**Points:** 3  
**Instructor:** Professor Deborah Damast, B.F.A., M.A.  
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Course Description: Students from NYU will travel to Kampala, Uganda to work with students and teachers at the Kampala Ballet and Modern Dance School, Makerere University and children from several orphanages and disadvantaged centers in a cultural exchange program focused on fostering community building through the performing arts. NYU students will **learn traditional Ugandan dances, drumming, and songs,** will **study the pedagogic practices of the region,** and **learn about the arts and culture of Uganda and East Africa.**

NYU students will work with and learn from nationally recognized scholars, performers, and teachers in Uganda. The distinguished faculty includes:

Jill Pribyl (UG) and Deborah Damast (NYU): Artistic Directors and Founders  
Kim Frias: assistant to the director (NYU)  
Grace Flavia Ibanda: Master Teacher and assistant to the director (UG)  
Judith Lubega-Tusiime: Master Teacher and director of research  
Brian Magoba: Master Teacher and director of music and technology  
Herman Bagonza: Master Teacher and director of vocal performance and special events  
Herbert Mukungu: Master Teacher and director of choreography and staging  
JJemba Eric Lutaaya: Master Teacher and director of community engagement

**Learning Indicators:**  
As a result of this course, students will be able to:

- Perform traditional Ugandan dances, songs, and drumming  
- Co-create and co-teach a dancemaking lesson plan to children  
- Comprehend the healing properties of the performing arts  
- Integrate Ugandan pedagogy into their teaching  
- Be able to acknowledge cultural differences and celebrate diverse viewpoints  
- Know how to collaborate creatively and respectfully with others
Engage in a comparative analysis of education, arts, gender, and privilege in the United States and Uganda

Experiences/Activities
Students will:

- keep a daily journal of experiences, ideas, questions
- participate in classes in traditional Ugandan dance, singing, and drumming, and lectures on Ugandan pedagogy and culture
- participate in trips to the source of the Nile, Jinja, the Sacred Ssezibwa Falls, visits to orphanages and centers for disadvantaged children, local homes of artists and attend traditional performances by children and professionals
- collaborate artistically with Ugandan University students and engage in lively and topical discussions about Uganda and the United States
- perform at the prestigious National Theatre
- engage in discussions with Ugandan students and faculty

Assignments: Students will maintain a daily journal fully documenting their experiences on the trip. Notes from lectures, classes, workshops, and discussions as well as personal reflections should be included. Students will attend lectures and classes in traditional Ugandan dance, song, and drumming and will understand the cultural and historical context of the dances. Students will also participate in learning a Western Modern Dance and will analyze the pedagogic differences between the two forms. In collaboration with students from Makerere University Department of Music, Dance, and Drama, students will co-create and co-teach a dance education lesson plan to children at the workshop, and develop original collaborative choreography with Ugandan teachers and children.

Students must write 2 papers.

Paper #1 to be handed in prior to the trip, due date is December 12. Topic is “What do I know about Uganda.” This paper can be any length, and should describe what the student knows about Uganda before the course.

Paper #2 to be handed in after March break. Topic is “What do I know about Uganda”. Paper is double-spaced. Length of paper will be 7-10 pages and will synthesize and analyze their experiences in Uganda. Headings include: Dance, Culture, History, Family, Community, Health, Finance, Education, Gender, Class, Race, and the Role of the Performing Arts. Each of these headings should include personal anecdotes from conversations with Ugandan counterparts, teachers, friends, and children, information from documents, lectures, and Ugandan newspapers, and references from course readings. A compare/contrast element between Ugandan and United States education should be included.

*Note: because the nature of the trip is deeply emotional at times, this second paper should also be a place to discuss and deconstruct the emotional impact of the experiences, and to celebrate the new perspectives, changes, and paradigm shifts after the course.
Assessment:
See attached Assessment form

Required Readings and Viewings:
“War Dance” film about the Acholi children traumatized by the LRA in Northern Uganda
“The Last King of Scotland” film about Idi Amin and his regime in Uganda

Suggested viewings and readings:
“Bouncing Cats” film about Breakdance Project Uganda (available on iTunes)

2015 UGANDA Study abroad schedule

Proposed Daily Schedule: (subject to change)

Friday January 2: fly BA from NYC- London - Entebbe
Saturday January 3: arrive Entebbe evening, drive to Fang Fang

Sunday January 4: change money, groceries, Uganda Museum, welcome dinner/performance at In/Movement with traditional Ugandan music and dance performance

Monday, Jan 5: first day workshop at Nakasero Primary School: Ugandan class 9:30-1:00, lunch 1:00-2:00, modern dance rehearsal and lesson planning 2-4

Tuesday, Jan 6: workshop day #2, field trip to children’s center

Wednesday, Jan 7: workshop day #3, field trip to children’s center

Thursday, Jan 8: workshop day #4, field trip and NYU reflection in evening

Friday, Jan 9: workshop day #5, field trip to children’s center (nearby)
Saturday, Jan 10: trip to visit the source of the Nile River, boat ride up the Nile, lunch at Jinja Nile Resort, visit Ssezibwa Falls, sacred hills of the ancient kingdom

Sunday, Jan 11: travel to Jjemba’s village (NIT), visit Equator

Monday Jan 12: workshop with children at Kampala Ballet and Modern Dance School Morning meeting and warm up with children from all centers and adults in Lower studio from 9:00-9:30, 9:30-11:30 lesson. One in lower studio and one in upper studio, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:00 children’s snack, interaction between adults and children in Café Ballet. 12:00-1:00 share dances from the morning lessons. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan and Western dances 2:00-4:00. bus to Life in Africa

Tuesday Jan 13: workshop with children at Kampala Ballet and Modern Dance School Morning meeting and warm up with children from all centers and adults in Lower studio from 9:00-9:30, 9:30-11:30 lesson. One in lower studio and one in upper studio, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:00 children’s snack, interaction between adults and children in Café Ballet. 12:00-1:00 share dances from the morning lessons. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan and Western dances 2:00-4:00

Wednesday January 14: workshop with children at Kampala Ballet and Modern Dance School Morning meeting and warm up with children from all centers and adults in Lower studio from 9:00-9:30, 9:30-11:30 lesson. One in lower studio and one in upper studio, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:00 children’s snack, interaction between adults and children in Café Ballet. 12:00-1:00 share dances from the morning lessons. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan and Western dances 2:00-4:00

Thursday January 15: workshop with children at Kampala Ballet and Modern Dance School Morning meeting and warm up with children from all centers and adults in Lower studio from 9:00-9:30, 9:30-11:30 lesson. One in lower studio and one in upper studio, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:00 children’s snack, interaction between adults and children in Café Ballet. 12:00-1:00 share dances from the morning lessons. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan and Western dances 2:00-4:00.

Friday January 16: dress rehearsal 9:00-5:00 and performance at 6:00 at the National Theatre. Post Performance Reception for all participants. Free performance for the City of Kampala in the evening at the Prestigious National Theatre, (NYU teachers and students and Ugandan teachers and students will perform together in 2 traditional Ugandan dances and songs, one Western Modern dance work, traditional drumming, storytelling, and 8 new original dances co-choreographed with the Ugandan children who participated in the workshops. Certificates signed by NYU faculty, Uganda Faculty, and the Queen of the Buganda Kingdom will be given to children and University students at the end of the performance.)
**Saturday January 17:** pack, drive to Uganda Wildlife Center in Entebbe, dinner in Entebbe, drive to airport. Flight leaves just after midnight on Jan 18.

**Sunday January 18:** arrive back in NYC

**Assessment:**
- Full participation in activities and classes 50%
- Co-development of a lesson plan with Ugandan partner 10%
- Teaching children’s lesson 10%
- First paper 10%
- Final paper 20%

*Students are expected to respect cultural mores and established behaviors in Ugandan culture.*

**Participation:**

- **A = Excellent.** Student participated fully in lectures, classes, workshops, field trips, lesson planning, rehearsals, collaborative meetings, performances, visits to schools, and contributed to the learning environment.
- **B = Good.** Student participated in lectures, classes, workshops, field trips, lesson planning, rehearsals, collaborative meetings, performances, visits to schools and sometimes contributed ideas, and was sometimes engaged in dialogue and reflection.
- **C = Average.** Student attended lectures, classes, workshops, field trips, lesson planning, rehearsals, collaborative meetings, performances, visits to schools and rarely contributed to the dialogue and reflection. OR did not attend mandatory events.
- **D = Unsatisfactory.** Student did not attend lectures, classes, workshops, field trips, lesson planning, rehearsals, collaborative meetings, performances, visits to schools, did not contribute to the learning environment, and was culturally disrespectful.
- **F = student did not engage in the course**

**Lesson Plan:**

- **A = Excellent.** Student collaborated exceptionally well with Ugandan University student to develop a lesson plan, shared ideas, and was able to co-design a lesson easily and in the time given. Lesson plan includes: warm up, exploration of theme, development of content, culminating project, ideas for sharing, pedagogic philosophy and management techniques. NYU student was responsive and respectful of the Ugandan student’s cultural
background and pedagogic values and developed a well-designed lesson that takes into account the unique population of children who will be attending the workshop.

B= Good.
Student collaborated with Ugandan University student to develop a lesson plan, offered some ideas and was able to co-design a lesson plan. Lesson plan includes: warm up, exploration of theme, development of content, culminating project, ideas for sharing, pedagogic philosophy and management techniques. NYU student contributed basic ideas, and worked well with their teaching partner.

C= Average.
Student had difficulty collaborating with his/her teaching partner and creating a lesson plan, and did not credit pedagogic practices other than his/her own. Lesson plan was completed but did not reflect the collaborative nature of the assignment.

D= Unsatisfactory.
Student met with his/her teaching partner but did not produce a lesson plan.

Teaching component:

A= Excellent.
Student demonstrated comfort with, and knowledge of the lesson plan content, shared responsibility with their teaching counterpart, and was able to understand the pedagogic practices common in Uganda combined with Western teaching styles. Directions were clear, articulated and time for translation accounted for, and participants were engaged and productive in the course. Student allowed time for translation and was sensitive to the needs of the students at all times. The class had a seamless flow and opportunities for “teachable moments” were seized.

B= Good.
Student was familiar with lesson plan and was able to follow the lesson plan format, and directions were clear. Responsibility was shared between the co-teachers and attention was paid to the participants most of the time. Students were often engaged and productive, opportunities for “teachable moments” were sometimes seized and the class had a good flow.

C= Average.
Student was not always familiar with lesson plan material, and did not share responsibility with their teaching counterpart. Directions were unclear and opportunities for “teachable moments” were missed. Participants were often not engaged or productive.

D= Unsatisfactory
Student was unfamiliar with lesson plan material, did not teach in a collaborative manner, and was not sensitive to the needs of the participants. Participants were not engaged or productive.

F= Failing
Student did not teach the class.

First Paper:
Student must answer the question “What do I know about Uganda” as a pre-assessment for the course.

A= Excellent.
Paper is handed in on time, double spaced and properly formatted, and states what information the student knows about Uganda

B= Good.
Paper is handed in late but is properly formatted, and states what information the student knows about Uganda

C= Average.
Paper is handed in late and is not properly formatted

D= Unsatisfactory.
Paper is handed in late, is not properly formatted, and did not answer question

F= Failing.
Student did not hand in paper

Second Paper:

A= Excellent.
Paper answered, “What do I know about Uganda” as a summative assessment of the course, and was handed in on time and properly formatted. Student was able to synthesize and analyze material and experiences from the course, compare and contrast educational systems in Uganda and the USA in depth, referenced lectures, conversations, journal entries, required readings, Ugandan news sources, and contributed many personal anecdotes and evidence of personal growth and change. Topics covered include: Dance, Culture, History, Family, Community, Health, Finance, Education, Gender, Class, Race, and the Role of the Performing Arts.

B= Good.
Paper answered, “What do I know about Uganda” as a summative assessment of the course, and was handed in late or was not properly formatted. Student was able to synthesize and analyze most material and experiences from the course, compare and contrast educational systems in Uganda and the USA on a basic level, referenced some lectures, conversations, journal entries, required readings, Ugandan news sources, and contributed some personal anecdotes and evidence of personal growth and change. Topics covered include: Dance, Culture, History, Family, Community, Health, Finance, Education, Gender, Class, Race, and the Role of the Performing Arts.

C= Average.
Paper did not fully answer, “What do I know about Uganda” as a summative assessment of the course, and was not handed in on time and/or not properly formatted. Student was not fully able to synthesize and analyze material and experiences from the course, or compare and contrast educational systems in Uganda and the USA. Student did not reference lectures, conversations, journal entries, required readings, Ugandan news sources, and contributed basic personal anecdotes and some evidence of personal growth and change. Topics covered did not include: Dance, Culture, History, Family, Community, Health, Finance, Education, Gender, Class, Race, and the Role of the Performing Arts.
D=Unsatisfactory.
Student did not follow instructions and paper was not complete.
F=Failing.
Student did not hand in paper