

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

MPADE-GE 2520

2017 Winter Intersession Study Abroad

Days: January 2-18. Orientation at NYU #1 11/21 3:30-5:00, #2 TBD

Points: 3

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Course Description: Students from NYU will travel to Kampala, Uganda to work with students and teachers from various arts and education organizations and children from orphanages and schools in a cultural exchange program focused on fostering community building through the performing arts. NYU students will **learn traditional Ugandan dances, singing, and drumming**, 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

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 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 written prior to the trip, **due date is December 16**. 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 written after the trip, **due date is March 9**. 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

Readings and Viewings:

Suggested:

“Queen of Katwe” directed by Mira Nair starring one of our child collaborators

“Shake the Dust” about BPU and breakdance around the world

“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

Asiimwe, Agnes and Grace Flavia Ibanda. *Dances of Uganda*. Uganda, Tourguide Publications, 2008. (found in Uganda, purchase during trip)

Byakutaaga, Shirley Cathy. *Tips on Ugandan Culture*. Uganda, Tourguide Publications, 2006 (purchase during trip)

“Bouncing Cats” film about Breakdance Project Uganda (available on iTunes)

Eichstaedt, Peter. *First Kill Your Family: Child Soldiers of Uganda and the Lord’s Resistance Army*. Lawrence Hill Books, 2009.

Hodd, Michael. *Footprint Uganda: A Handbook*. Footprint handbooks, 2006.

Isegawa, Moses. *Abyssinian Chronicles: A Novel*. Vintage Publishers, 2001.

Sweikar, Michael. *Mzungu: A Notre Dame Student in Uganda*: 2007.

*note- some of these are available only in Uganda, students will be able to purchase there

2017 UGANDA Study abroad schedule

Proposed Daily Schedule: (subject to change)

Monday January 1: fly from JFK

Tuesday January 2: arrive at EBB Entebbe Airport, drive to Kampala, Fang Fang Hotel

Wednesday January 3: Orientation at Nakasero Primary School, money exchange, supermarket, Welcome Dinner in evening with Ugandan Dance and Drum performance

Thursday January 4: Work day #1: Ugandan class 9:30-1:00, lunch 1:00-2:00, rehearsal and lesson planning 2:00-4:00, trip to Uganda Museum

Friday January 5: Work day #2: Ugandan class 9:30-1:00, lunch 1:00-2:00, rehearsal and lesson planning 2:00-4:00, trip to Sosolya Adungu Dance Center

Saturday January 6: Work day #3: Ugandan class 9:30-1:00, lunch 1:00-2:00, rehearsal and lesson planning 2:00-4:00

Sunday January 7: Travel to Naggalabi Indigenous Theatre and Equator

Monday January 8: Work day #4: Ugandan class 9:30-1:00, lunch 1:00-2:00, rehearsal and lesson planning 2:00-4:00 prep for children workshops

Tuesday Jan 9: Day 1 workshop with children. Morning meeting and warm up with children from all centers and adults from 9:00-9:30. 9:30-11:30 lesson. 2 workshops at the same time, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:30 share dances from the morning lessons. 12:30-1:00 children have snack and adults and children talk in small groups. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan dance, drumming, and Western dances 2:00-3:30. Watmon center afternoon

Wednesday Jan 10: workshop with children. Morning meeting and warm up with children from all centers and adults from 9:00-9:30. 9:30-11:30 lesson. 2 workshops at the same time, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:30 share dances from the morning lessons. 12:30-1:00 children have snack and adults and children talk in small groups. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan dance, drumming, and Western dances 2:00-4:00. Breakdance Project Uganda afternoon

Thursday Jan 11: workshop with children. Morning meeting and warm up with children from all centers and adults from 9:00-9:30. 9:30-11:30 lesson. 2 workshops at the same time, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:30 share dances from the morning lessons. 12:30-1:00 children have snack and adults and children talk in small groups. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan dance, drumming, and Western dances 2:00-4:00. Reflection dinner in the evening

Friday Jan 12: workshop with children. Morning meeting and warm up with children from all centers and adults from 9:00-9:30. 9:30-11:30 lesson. 2 workshops at the same time, co-teaching teams have sections of dance content and dancemaking in the lesson. 11:30-12:30 share dances from the morning lessons. 12:30-1:00 children have snack and adults and children talk in small groups. Children leave at 1:00, adults have lunch from 1:00-2:00 then rehearsal of Ugandan dance, drumming, and Western dances 2:00-4:00.

Saturday January 13: Rehearsal and Performance in the afternoon at the 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, singing, 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.) Cast Party/Reception for dancers to follow

Sunday January 14: Market/Church option, afternoon NYU reflection, N'Dere Troupe dinner theatre performance

Monday January 15: Drive to Ssezibwa Falls, Sacred site of the Baganda tribe and kings. Lunch at Jinja, Source of the Nile resort, Boat ride on the Nile River

Tuesday January 16: packing day, final dinner/reflection

Wednesday January 17: students leave

Assessment:

Full participation in orientations, activities, 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 orientations, lectures, classes, workshops, field trips, lesson planning, rehearsals, collaborative meetings, performances, visits to schools, and contributed to the learning environment respectfully

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.

F=Failing.

Student did not meet with his/her teaching partner and 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

D=Unsatisfactory.

Student did not follow instructions and paper was not complete.

F=Failing. Student did not hand in paper

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