

# Senior Project Plan template

Make a copy of this template for yourself and share it with your Individual Major Advisor. Working together, follow the steps below and develop a plan for your Senior Project.

1. Review this document: [Planning Your Senior Project](#)
2. Discuss and come to an agreement about the following:
  - the description and scope of the project, and what the final product will be
  - what your supporting research question(s) will be
  - which fall semester course(s) will serve as your preparation, OR a plan for IS 391
  - an outline of your work plan for the spring semester
  - the criteria and/or a rubric for [evaluating the project](#)
3. Submit the plan to your CIS Advisor.

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**Student Name:** *Sophia Schillinger*

**Individual Major Advisor Name:** *Andrea C Conger*

**Title of Individual Major:** *Cross Cultural Wellness Studies*

## **Description of Individual Major (copied/revised from your original proposal):**

*My proposed major draws on holistic approaches to well-being, cultural practices such as dance, and anthropological and ethnographic research methods as a way to discover how different cultures embody ideas of wellness. Throughout this major I will focus on dance in African communities and cultures to investigate the embodiment of physical, spiritual, emotional and social wellness.*

**Title of Senior Project:** Building Community Through Dance

## **Description of the Project** -- a description of your integrative Senior Project and its goals

- the key question or questions driving the project and your supporting research
  - What is human connection?
  - How do humans communicate with each other? Why does communication matter?
  - How does communication affect human connection?
    - Why do humans moving together matter?
      - How does it shape communication? Connection?
      - How do verbal and nonverbal communication work together?
    - How does structured movement time (dance) play a part in creating human connection?
    - How do connections made in a dance class shape life outside of the dance class?
    - How is movement and dance an embodied way of learning and being in the world?
- the final product or set of products that you will submit to your advisor in early May
  - I will submit a website that is a proposal for a community dance class. This proposal will include a few different sections on the website. The first section will discuss why this community class matters. I will discuss my research on human communication, connection, community and dance, detailing the importance of an embodied practice in community building. I will also touch on my personal experience in these areas and

shared experiences with others, specifically detailing my time in Oregon, time working at the St. Olaf cafeteria, time at St. Olaf in dance classes and teaching dance workshops. The second section will include a syllabus for the community course and a lesson plan/or layout of a class agenda. This section will concretely display and describe the more abstract ideas I talk about in the previous section. The final section will include an advertisement plan for this community course, which I'm thinking will be a pamphlet or video detailing the logistics of this course: who, what, where, when, why, how.

- If time allows, I would like to use all my materials I've created and have a trial class! I will put out the advertisement and use my syllabus/lesson plan in the class. This will be held at the Northfield Community Action Center and be open to broader Northfield.
- how the project builds on and integrates your courses and other work in the major
  - *My project is bringing together four main avenues that I have taken in my individual major to study wellness: dance, (specifically West African Dance) interpersonal relationships, the spheres of wellness and the anthropology of the body. These topics are ones in which I spent a lot of time investigating and have shaped the current form of my major.*
    - *These topics have emerged from the classes that are the pillars of my major: West African Dance and Dances Forms of Africa Theory Course, a Groove Dance Class, Dance in the United States, Ethnographic Research Methods, Cultural Anthropology, and my semester in Oregon studying Nature, Community, Sustainability and Humanity...but specifically focusing on bodily knowledge and interpersonal relationships.*
    - *These topics also emerged from my involvement in the community in my dance courses as well as the Dance Forms of Africa Theory Course and the Afrobeat dance scene at St. Olaf. They emerged from my time away from St. Olaf living in an intentional community in Oregon.*
- the project's contribution to the field or fields in your area of study
  - This project I hope will advance the field of dance therapy as well as the state of dance in academia. I hope for this course to add to the discussion of dance being seen as a valid way of learning about and expressing one's being in the world. I hope this course help's dance to be seen as a way of gaining further self-knowledge, knowledge about connection with those around you and the world around you. This perspective on dance is necessary for dance to be seen as a valid tool for healing in the therapy world and a valid subject for inquiry in academia.

(This can be a paragraph or outline, not more than one page.)

## **Description of the Plan** -- a 1- or 2-semester plan for your senior project

### Integrative Studies 392

Complete 1-9 below, and submit your plan by November 30 (end of fall senior year).

1. A week-by-week plan for the semester, including monthly and semester goals

#### **February:**

*Week 1 (FEB 7-9):*

\*finish this week: 1. draft of website plan (including design of website, WHY (*philosophy...why this course matters*), WHAT (possibly syllabus, curriculum, lesson plan of course), HOW (advertisement of course) 2. Research other companies doing similar work and their outreach plans (ex. Girls on the Run, Happy Hour) 3. Research people I would like to interview and reach 1. choose selections from **Dancing in the Streets, Why We Dance, Together**

\*in process: 1. Be Thinking: next books I would like to read 2. Be Thinking: scope and audience of course that I'm creating 3. Talk to Cudjoe and class about survey for West African Dance Class 4.

Thinking about where I want to present my project 4. Start reading selections from **Dancing in the Streets, Why We Dance, Together** 5. Be thinking about what movement practices I want my course to include

*Week 2 (FEB 12-16):*

\*finish this week: 1. selections from **Dancing in the Streets, Why We Dance, Together** 2. Reach out to people I would like to interview 3. show Andrea draft of website plan at meeting 4. template of WHY this course matters 5. Template of WHAT this course will look like 5. Decide on next readings

\*in progress: 1. Be Thinking: next books I want to read 2. Be thinking about questions for the preliminary survey of West African Dance Class 3. Talk to Cudjoe and class about survey for West African Dance Class 4. Piecing together reflections of dance and community and communication from the past 5. Be thinking about what movement practices I want my course to include

*Week 3 (FEB 19-23):*

\*finish this week: 1. *Tentatively* have scheduled meetings with interviewees 2. Draft of questions for preliminary survey for West African 3. Receive yes from class about survey! 4. Readings from... 5. show Andrea draft of WHY and WHAT at meeting- including what movement practices I want to have in my proposed class

\*in progress: 1. Interviews?? 2. Piecing together reflections of dance and community and communication from the past

*Week 4 (FEB 26- MAR 1):*

\*finish this week: 1. Readings from... 2. Final draft of questions for preliminary West African Dance Survey 3. New draft of WHY and WHAT 4. Where I want to present my project

\*in progress: 1. Interviews 2. Reflecting and transcribing interviews 3. Piecing together reflections of dance and community and communication from the past 4. Reach out to Northfield Community Action Center about presentation??

## **March:**

*Week 5 (MAR 4-8):*

\*finish this week: 1. show Dr. Conger final draft of survey at meeting 2. send out survey to West African dance students?? 3. draft of advertisement portion of project 3. Piecing together reflections of dance and community and communication from the past 4. **EARLY** this week, most of the reading for this class

\*in progress: 1. Interviews 2. Reflecting and transcribing interviews, surveys

*Week 6 (MAR 11-15):*

\*finish this week: 1. Schedule meeting with the Writing Desk to review project pieces 2. Update draft of WHAT and WHY 3. At meeting talk to Dr. Conger about website plan

\*in progress: 1. Interviews 2. Reflecting and transcribing interviews, survey

*Week 7 (MAR 18-22):*

\*finish this week: 1. Meeting with writing desk (talk about WHY and WHAT) 2. Hopefully all of the interviews 3. Show Dr. Conger preliminary creation of website

\*in progress: 1. Reflecting and Transcribing interviews survey 3. Working on how pieces will fit on website 4. Be thinking about how I want to present information 5. Reach out to dance classes about practicing presentation

### March 23-April 1st: Spring Break

#### April:

Week 8 (APR 2-5):

\*finish this week: 1. Second draft of advertisement portion of project 2. Schedule another meeting with Writing Desk 3. Create bibliography for website (annotated?)

\*in progress: 1. Continuously refining what and why 2. refining style of website 3. Be thinking about how I want to present information

Week 9 (APR 8-12):

\*finish this week: 1. Draft of presentation plan at community action center- present to Dr. C at meeting

\*in progress: 1. Continue working on presentation plan 2. Practicing presentation

Week 10 (APR 15-19):

\*finish this week: 1. Final draft of the website done before meeting with Dr. Conger 2. Present final copy to Dr. Conger and Anne in meetings with them 3. Present some of presentation practice to Dr. Conger at meeting and to Anne at meeting

\*in progress: 1. Make edits to the final draft before presentation 2. Make final edits to presentation plan

Week 11 (APR 22-26):

\*in progress: 1. making final edits to website (major portfolio) and presentation plan 2. practicing for presentation

\*\*\*possibly presenting late this week?

#### May

Week 12 (APR 29- MAY 3):

\*\*\*possibly presenting this week?

2. A list of the course(s) that will help prepare you for carrying out your Senior Project – *How will you incorporate that work into your project?*
3. Your schedule for meeting with your Individual Major Advisor -- *How often will you meet? What have you agreed will be the goals for these meetings? If you are studying off campus, how and how often will you communicate with your advisor?*
  - a. **Meet weekly for 30 minutes- 1 hour depending on what needs to be discussed**
  - b. **Goals of the meeting: present updates with individualized portions of the website, discuss topics coming up in books, discuss next books/texts to read, discuss information coming up from surveys/interviews**
4. Your research plan and a preliminary reading list (in consultation with your research librarian) -- *What research strategies will serve you best? How often will you meet with your librarian? How will you present research results in your project and/or your web portfolio?*

**a. Preliminary Reading List:**

- i. Dancing in the Streets 1.
- ii. Why We Dance 2.
- iii. Together 3.
- iv. finish Culture and the Senses: Bodily Ways of Knowing in An African Community (200 pages)
- v. finish Why We Dance (200 pages)
- vi. finish Volatile Bodies (250 pages)
- vii. Reread sections of Developing Through Relationships: Origins of Communication, Self and Culture ( 50 pages)
- viii. Gesture (??)
- ix. The Anthropology of Dance (ch 1,2, 6)
- x. Body, Movement and Culture (50 pages)
- xi. Hipsters and Traditional/Old-Time Square Dance (a few sections)
- xii. Skim through Dance Ethnographies
- xiii. [To dance is human : a theory of nonverbal communication](#)
- xiv. [African Dance: Some Implications for Dance Therapy](#)
- xv. Student Experiences of Soul Healing in Music and Dance Performance Courses at The University of California, Los Angeles
- xvi. [The relationship between social psychological climate and](#)
- xvii. Review Ballet as a Form of Ethnic Dance
- xviii. Review The Space Between Us: Exploring the Dimensions of Human Relationships

**b. Meet with librarian twice in February, meet with librarian once in March, once in April**

5. Other resources (human, technological, other) you might need -- *Do you need IRB approval?*

**a. I do not need IRB approval**

6. Your intermediate and semester-end goals for your Web Portfolio -- *Will you have special technical or support needs (graphics, sound, copyrighted or fair use materials, privacy issues)? Should you plan on meeting with DiSCO staff?*

a. I will likely need to meet with DISCO for toward the end of my senior project creation for aesthetics of the website

7. A description of what you will submit in early May -- *What format(s) will you use to present your project? Should you plan on meeting(s) with Writing Desk tutors for support drafting and revising? Will your project have one or several components? Will it include a performance, exhibit, talk, or other ephemeral aspect? Which part(s) will you plan to add to your web portfolio?*

a. Submission in May: A website, this will website will act as my web portfolio as well as my senior project that has my proposal for this community class

b. Presentation of project: for my presentation I would like to have multiple components:  
1. Me talking about how I got interested in this subject (with this component I will have a slideshow displaying pictures and important information) 2. Discussion/ Interactive component on why dance matters for connection/community ( with this component I will have a slideshow displaying pictures and important information) (I will also ask audience members if they would like to engage in a dance activity in hopes to demonstrate dance as an embodied way of learning)/ in this section I will also discuss how the potential community class went at the NCAC 3. Dispersal of lesson plan and

syllabus (with this component I will have a slideshow displaying pictures and important information) 4. Dispersal of advertisement and discussion on where I see myself going with this passion

8. A preliminary plan for your public presentation -- *Who/where is your most appropriate audience for your public talk in April? Will you need to make any special arrangements (location, equipment, etc.)? When and how will you practice? What visual support will you use to showcase your work?*

- a. I would like my presentation to be at CAD in Studio 1, since there will be a bit of movement involved. I would like the presentation to be open to the larger Northfield community. class.
- b. I've made space in my course plan to reach out to the CAC.
- c. I plan to practice presenting with Dr. Conger, Anne Berry, my family and reach out to dance classes to practice

9. The criteria you and your advisor have agreed on for evaluating your Senior Project and all its parts -- *What materials or other evidence will your advisor be able to share with the CIS Director in May?*

- completed website with detail that shows connection to my individual major and the who, what, where, when, why of this proposed class
- possible observation and evaluation of the class taught at NCAC
- reflection of learning from this semester
- evaluation of academic presentation at the end of the semester

**Student Signature:**

**Sophia Schillinger**

**Date: 2/6/24**

A rectangular box containing a handwritten signature in cursive that reads "Andrew Conger".

**Advisor Signature:**

**Date: 1/29/24**