

RASL Minor 2023-2024

Introduction Week

Readings before the introduction week:

<https://walkinglab.org/wp-content/uploads/2018/08/Walking-Lab-introduction.pdf>
<https://nieuweinstituut.nl/projects/zoop>

Monday, Sept 4

09.45-10.00 Arrival time

10.00-10.10

Welcome and Introduction of the Day Agreement

Learning otherwise means acknowledging other, different forms of learning and ways of knowing. Some are close to you, and some are not; we invite you to trust the day (and the Minor in general) and allow yourself to experience unfamiliarity and only then decide what is relevant for you. We begin this journey with our bodies (not only our minds) – the bodies we will also practise trusting.

10.10-11.10

Double Skin / Double Mind (DS/DM) movement class with Suzan Tunca

DS/DM is a movement method developed by Emio Greco and Pieter C. Scholten, artistic directors of ICK Dans Amsterdam. It is a preparation for a creative process that awakens the sensibility towards yet unknown movement potentials. DS/DM stimulates the intuitive body through four basic principles of Breathing, Jumping/Rebounding, Expanding and Reducing. Bring comfortable clothes.

11.10-11.20 Break

11.20-12.00

Leaving a Trace: Relational classroom exercise with Irina Shapiro and Suzan Tunca is a continuation of the awakening process we started with DS/DM, and its extension into our learning space – the (temporary) base of the Minor. It's an exercise of introducing ourselves to the space and

finding ourselves and each other in the spatial constraints and potentials of the rooms.

12.00-12.30

Group deliberation on both exercises led by the questions: where does our knowledge (and knowing) start? Where does it happen? Where does it lead us?

12.30-13.30 Lunch (prepared by the Minor tutors, mainly vegetarian and vegan)

13.30-14.50

Josue Amador, 'Multi sensorial walk introducing yourself to the building': You are invited to embark on an immersive journey within the building, approaching it through an empirical lens. You observe, resonating with the space and document your experiences using a diverse range of media. These documentations serve simultaneously as the traces you leave behind during this exploration and a testimonial that articulates your personal connection to this place.

30 mins: take a walk during which you make notes (multimedia).

45 mins: come back to the room and share your discoveries with the group in the classroom (*using a screen*)

Be responsible for others in the building!

14.50-15.00 Break

15.00-15.30

The second iteration of the walk made by each student's team

15.30-16.00

Collective Composition led by Josué. The group returns to the classroom to conclude the day's activities by creating a sonic collective composition. This creative endeavour delves into the concept of *being-in-listening*, understood as an experiential exploration that embraces the performative act of navigating the complex correlation between sound and listening.

Tuesday, Sept 5

09.30-13.00

Klaas Kuitenbrouwer, Zoop workshop

Thursday, Sept 7

09.45-10.00 arrival time

10.00-10.30

Situating Statement of the Minor, presented by all tutors

10.30-11.15

Learning Community Agreements, part 1, moderated by Irina

The Learning Community Agreements eventually will result in 12 points that emerge during three sessions of 'slow' discussion and building-up of the expectations on many levels:

- We name, share and decide on the needs respected in the Minor environment.
- We acknowledge the motivations and limitations of the space and curriculum.
- We name and decide on the space and time rules.

11.15-11.30 Break

11.30-12.30

Introduction of the tutors (Minor team and Sandrine d'Haene, Kas Houthuijs (Living Station WDKA))

12.30-13.15 Lunch - potluck.

Please bring food you wish to share! (for people who use lunch to have rest from the social interaction or stimuli, it's also okay to lunch in a quiet place)

13.15-14.15

Slow Assignment Reading: unpacking terminologies and interpretations; thinking through possibilities and limitations; addressing emerging questions

14.15-16.00

Teams' work: spend time together and discuss the first ideas of the topic/context you want to work with. Tutors are in the space if the teams require their contribution.