

Advanced Practice in Community Engagement Through The Arts
Winter 2021
334.001

Online: <https://umich.zoom.us/j/98518042181>

Thursdays 9-11:50am

COURSE DESCRIPTION

This course is dedicated to deepening knowledge, practice and leadership techniques in expressive arts modalities serving young people in the community and young people who are incarcerated. Focusing on healing-centered (trauma-informed) practices, direct experience (internship with [Telling It](#) or [Youth Arts Alliance](#)), workshop curriculum development and facilitation skills.

LEARNING OBJECTIVES IN THE FORM OF QUESTIONS THAT WILL BE EXPLORED IN THIS CLASS

1. What values do you hold around the expressive arts?
2. How should you apply and articulate the values, ethical standards and principals unique to expressive arts-based engagement involving diverse populations and settings?
3. In which ways have historically racist and class biases systemically affected the educational and career paths of African Americans, Latinx, those living in communities with low social economic status and those with intellectual and physical differences? What are the artificial constructs that have created communities of difference?
4. In which ways does being trauma-informed, understanding the implications of Adverse Childhood Experiences and acknowledging community and individual resiliency inform expressive arts practices?
5. How does an outsider/leader establish empathetic alliances and collaborations and, what are the skills needed for community collaboration and intercultural interaction?
6. What are the necessary skills for effective leadership and session plan implementation?
7. How do we assess impact and efficacy of program goals?
8. How do we effect supportive impact using online platforms?



SYLLABUS

Materials You'll Need for Class: Paper for writing and drawing, markers and/or paint, refreshments.

Class Statement in the Time of Zoom

This class is designed to be physically as well as intellectually engaging. We explore themes that can

be emotionally triggering for some students, and with the backdrop of last year, connect us with the realities of how the issues we cover are experienced by those we serve in the community. However, I am aware that three hours is a LONG time to be on Zoom no matter how interactive we are, so adjustments need to be made. As we continue together on this path of mutual learning, please let me know when my planning for Zoom Fatigue is inadequate. My commitment is to do whatever it takes to make this experience enriching and meaningful for you using the tools available.

WEEK 1 – 1/21/21

Themes: Orientation to course, overview of syllabus, introductions, start to establish a student base-line for Advanced Practice in this field.

Qs. 1) Looking back over your experiences to date, why do you believe that the expressive arts and games have the potential to be powerful change agents in the processes of healing, Social Emotional (SE) learning and building resiliency? And 2) What do you want to learn in this course?

WEEK 2- 1/28/21

Themes: Continuing to build community within the classroom and to establish a base-line of student knowledge. Internship Selection.

Q. What does this statement mean to you? “.... nothing is neutral – we either disrupt and challenge, or reinforce and reproduce.” Dr. Imani Goffney Assistant Professor of Math Univ. of Houston (2018)

Required:

1. **Ally or Accomplice? The Language of Activism by C. Clemens 2017**
2. **White Fragility by Robin DiAngelo 2011**
3. **ADD: TED Talk The Neuroscience of Decision-Making: Are We Foul or Fair? By Kimberley Papillon expert on the crucial intersection of neuroscience, behavior, and social justice. (16 mins.)**

<https://youtu.be/aCWYkZ5i-gE>

4. **TED Talk The Danger of a Single Story Chimamanda Ngozi Adiche (19 mins.)**

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

1/30/21

TELLING IT TRAINING DAY 10am-2pm

WEEK 3 – 2/4 HEATHER

Themes:

- Intersecting issues/systems that pave pathways for some children to be incarcerated at higher rates than others
- Details of the juvenile justice system, what is 'detention' versus court-ordered 'treatment'; lengths of stay; recidivism; statewide trends
- What we 'statistically know' about youth who enter the juvenile justice system and what we 'relationally know' about youth who are incarcerated
- Important context and reflection for programming within carceral settings from a healing centered framework
- YAA's history, framework, programming sites and mission -- internship details, etc.
- School to prison pipeline --- cradle to prison --- etc. removing that content from later in the semester?

Required:

1. **Keynote Plenary: Confronting Abusive Narratives About Children: Disrupting the Cradle to Prison Pipeline Bryan Stevenson (1 hour)**

<https://vimeo.com/271553762>

2. **Burning Down The House: The End of Juvenile Prison by Nell Bernstein pps 52-70**

Assignment Due: Field Notes

WEEK 4 – 2/11

Themes: Trauma, Strength and Resiliency. Developing activities that meet the SE needs of youth using an intermodal approach.

Q. In which ways do the expressive arts provide powerful opportunities for healing and building resiliency both individually and in community?

Required:

1. **Nadine Burke-Harris Ted Talk on Trauma and ACEs (16 mins)**

<https://www.bing.com/videos/search?q=nadine+burke-harris+ted+talk&view=detail&mid=8EEB605155EB93EE993A8EEB605155EB93EE993A&FORM=VIRE>

2. The Body Keeps The Score: Brain, Mind, and Body In The Healing Of Trauma by Bessel Van Der Kolk 2014 Epilogue 349-358
3. In An Unspoken Voice: How the Body Releases Trauma and Restores Goodness by Peter A. Levine 2010 pp. 120-125 The vagus nerve
4. TED Talk Play Is More Than Just Fun by Stuart Brown 18 mins.

https://www.ted.com/talks/stuart_brown_play_is_more_than_just_fun?language=en

Assignment Due: Field Notes

WEEK 5 – 2/18

Themes: The Art of Storytelling.

Q. In which ways can the expressive arts counter the abusive and toxic narrative and the systems?

Q. Confronting Narratives: Investigating our own; who told us what? who told us different? What did we decide for ourselves?

Q. Where are we now?

Required:

1. TED Talk The Urgency Of Intersectionality Kimberlé Crenshaw 18 mins.

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

2. Writing Wounded: Trauma, Testimony, and Critical Witness in Literacy Classrooms by E. Dutro
3. Don't be Fooled, Trauma is a Systemic Problem: Trauma as a Case of Weaponized Educational Innovation by Khasanabis and Goldin April 2020s

Assignment Due: Field Notes

WEEK 6 – 2/25

Themes: Applying the Theatre Arts through the intersecting pedagogies of Paulo Freire (Pedagogy of the Oppressed), Dorothy Heathcote (Mantle of the Expert) and Hector Aristizabel (Blessing Next To The Wound), students workshop drama-based techniques.

In-class: Excerpt of Dorothy Heathcote Three Looms Waiting BBC Omnibus 1971 (1 hour)

www.bing.com/videos/search?q=three+looms+waiting+BBC+Omnibus+Documentary+1971&view=detail&mid=A93F7BE2335FF127954CA93F7BE2335FF127954C&FORM=VIRE

Q. Learning from Aristizabel's Blessing Next to the Wound and Heathcote's Mantle of the Expert, which skills do you use to meet youth where they are at and follow their lead?

Required:

1. **Hector Aristabzabel.'s The Blessing Is Next To The Wound Diane Lefer The Sun 358 (2005) pp.5-13**
2. **Using Theater To Promote Social Justice In Communities: Pedagogical Approaches to Community and Individual Learning. by Yael Harlap and Hector Aristizabel (2013) pp 25-34**
3. **Dorothy Heathcote's Mantle of the Expert and Three Looms Waiting (50 minutes)**

<https://www.mantleoftheexpert.com/what-is-moe/dorothy-heathcote/>

Assignment Due: Field Notes

DATE TBD

YOUTH ARTS ALLIANCE TRAINING DAY

WEEK 7 – 3/4

Theme: Theatre arts practicum continued. Students are introduced to Boal's Theatre of the Oppressed and use a blend of theatre and other expressive arts pedagogies in class.

Q. What attracts you to this expressive arts method and what frightens you?

Q. The facilitator role is clearly defined in the improvisation techniques employed by Heathcote, Aristizabel and Boal. In which ways do their pedagogies empower the participants?

Required:

1. **Augusto Boal's FORUM THEATRE for teachers by S. MacDonald and D. Rachel 2000**
2. **Selection of video examples of Boal's Forum Theatre**

<https://ptoweb.org/resources/educational-videos/#Money>

3. **TEDx Forum Theatre Performance Shannon Ivey and STATE of Reality (18 mins.)**

<https://www.bing.com/videos/search?q=TED+Talk+using+the+theatre+arts+to+problem+solve&view=detail&mid=E581893AE1346ED7693EE581893AE1346ED7693E&FORM=VIRE>

Assignment Due: Planning for Session Series.

WEEK 8 – 3/11

Theme: Preparing for Leadership. As students start to draft their end of semester project, they plan activities in class that incorporate their ideas for their Three-Session Series focusing on elevating their skills of facilitation and leadership. Students construct their frameworks for curriculum and tackle the best methods for establishing sustainable group norms.

Q. Now that you've been at your sites for a month+, what do you consider the skills necessary to be an effective leader and facilitator in this field?

Assignment Due: Session Series. Continuing to plan and implement.

WEEK 9 – 3/18

No Class. Deb meets with each student individually.

WEEK 10 - 3/25 HEATHER

Themes: TBD

WEEK 11 - 4/1

Themes: Interdisciplinary Practicum Continued

Assignment Due: Students prepare games and an intermodal activity to lead in class that they have developed for their site.

WEEK 12 – 4/8

Theme: Assessment of Impact. What needs are being met and rationale. Building upon strengths and not deficits. From scaffold to structure. Ideas for impact Assessment Tools. Students continue to refine and develop their three-session series that focuses on the needs of the youth at their internship site.

Assignment Due: In class report on Session Series on what students are learning from planning to implementation.

WEEK 13 – 4/15

Last class

Theme: Last class. Evaluation and Closure

Assignment Due: Annotated Plans for Leadership Series

WEEK 14 – 4/22

No Class

Assignment Due: Final Essay

BREAKDOWN OF GRADING PERCENTAGES

Internship = 30%

Weekly Field Notes = 20%

Three-Session Series = 25%

Class Citizenship & Final Self-Evaluative Essay = 25%
