EMPOWERING COMMUNITY THROUGH THE ARTS
SYLLABUS & CLASS CALENDAR
Winter 2019
Wednesdays 2-5pm
Residential College, East Quad RM 1405
RCHUMS 341 & AMCULT 311.010

INSTRUCTOR
Deb Gordon-Gurfinkel
dmgordon@umich.edu
734-649-3118
RC Office 1801
Office Times: Wednesdays, 9am-1pm

COURSE DESCRIPTION

How can the arts affect change in communities? This Engaged Learning course challenges the understanding of what it means to be empowered and how to be an agent of empowerment. The class fosters students’ ability to apply the expressive arts as a catalyst for change in issues of social justice, including as a healing tool in response to trauma and the impact of racism and classism on equal access to services and educational resources for youth in the United States.

Students will develop the capacity to collaborate and partner with community members. They will plan and facilitate at least one session that includes expressive arts activities through exposure to engaged-learning practices in this class and at their weekly community-based internship. Students will choose to intern in Ypsilanti, Ann Arbor or Detroit at one of the exemplary arts and social justice organizations that partner with this class.

This course offers students a collaborative learning experience with Residential College and School of Education faculty, community artists and community members from local agencies serving families and youth. Students explore how this genre affects personal, community, and societal transformation through self-reflection, creative response, and the written and recorded work of arts innovators.
LEARNING OBJECTIVES

1. Apply and articulate values, ethical standards and principals unique to arts-based engagement involving diverse populations and settings.
2. Increase understanding about the ways that historically racist and class biases have systemically affected the educational and career paths of African Americans, Latinos, those living in communities with low social economic status and those with intellectual and physical disabilities.
3. Identify ways to match arts-based methods effectively and ethically with community members across diverse populations and cultural backgrounds and, acquire the necessary skills to use the arts effectively to address community needs.
4. Understand how language and dialect affect personal empowerment.
5. Learn how arts-based engagement can contribute to social change and social justice at the individual, organizational and community level.
6. Demonstrate ability to form alliances and collaborations and communicate empathically by developing an understanding of the skills needed for community collaboration and intercultural interaction.
7. Apply at least one arts-based method in an applied community setting.
8. Apply strategic planning design, funding proposal and analysis of systems (e.g. logic models) to arts-based initiatives at the community level.

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<

SYLLABUS AND CALENDAR OF CLASSES

All texts are made available on Canvas to students in folders that indicate the corresponding week that they are due to be completed. All of the required TED Talks and videos links are easily accessible and have subtitles.

WEEK 1 January 9th

Themes: Class orientation, team building, internship information and selection. (Confirmation of internship selections needs to be made by Week 2.)

WEEK 2 January 16th

Themes: Continuing class orientation & team building, introduction to writing weekly reflections, training details and confirm internship selection.

Required

A. Review course syllabus

B. Levine, Stephen K. Art Opens to the World: Expressive Arts and Social Action
Assignment Due: In-class response to the question, 'What is the Purpose of Art?'

WEEK 3 January 23rd

Themes: What role do race, class, gender and sexual identities play when entering a community and how is trauma identified and addressed in these contexts? Students will

1. Identify their social, racial and cultural identities and group memberships and understand how these relate to arts-based engagement with community members, collaborators and others.

2. Develop understanding of skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level.

3. Be introduced to Adverse Childhood Experiences through the work of DR. Nadine Burke Harris.

Required


B. Bryan Stevenson’s TED Talk on Identity and Injustice

http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

C. Nadine Burke Harris’ TED Talk on Adverse Childhood Experiences.

https://www.youtube.com/watch?time_continue=6&v=95ovIJ3dsNk

Recommended

Harris, Nadine Burke M.D. the deepest well: Healing the Long-Term Effects of Childhood Adversity. Houghton Mifflin Harcourt 2018

Assignment Due: Reflection #1

WEEK 4 January 30th
Themes: The Power of the Arts for Change; how have the expressive arts been employed as a tool for individual, community and organizational empowerment? Students are introduced to the work of community activists, teachers and theatre artists Dorothy Heathcote and Hector Aristizabel.

Students will:

1. Learn about pedagogies that promote the healing of individuals and communities through theatre-arts interventions, specifically Aristizabel’s Blessing Next to the Wound.

2. Be introduced to British drama in education specialist Dorothy Heathcote’s Mantle of the Expert pedagogy and practice engaged-learning methodologies in order to add new skills to their toolkit.

Required


C. Dorothy Heathcote BBC Omnibus 1971 (one hour long, can fast forward through parts of the film.)

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

Assignment Due: Reflection #2

___________________________________________________________________________________

WEEK 5 February 6th

Theme: Language and Power, the Power of Language.

Students will:

1. Identify the ways in which individuals experience language as a personal reflection of identity and to counter systemic oppressions.

2. Deepen understanding of how language and communication (code switching) impact community practice and arts methodologies.

3. Identify how the power of language/language of power is significant to the goals of personal and community empowerment.

4. Examine the complexities of being an ally.

Required
A. Delpit, Lisa The Skin That We Speak: Thoughts on Language and Culture in the Classroom 2002 Introduction and
B. Chapter Seven, I Ain’t Writin’ Nuttin”: Permissions to Fail and Demands to Succeed in Urban Classrooms.
C. Emdin, Christopher For White Folks Who Teach in the Hood ....and the Rest of Y’all Too 2016 Chapter 10 Code Switching

Assignment Due: Reflection #3

WEEK 6 February 13th

Theme: Guest arts practitioners visit the class to share how their art forms have impacted them both personally and professionally. Each guest will present about their work and dialogue with students about their creative process and what they have learned.

Required

A. View performance by spoken word poet Jamila Lyiscott (5 mins
B. 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]
C. Introduction to the visiting artist, spoken word poet and disability activist Lloyd Shelton
   [https://www.youtube.com/watch?v=5U6ZG3kVeY4]
D. Sandahl, Carrie Disability Art and Artistic Expression
E. Lalvani, Priya and Broderick, Alicia A. Institutionalized Ableism and the Misguided ‘Disability Awareness Day’: Transformative Pedagogies for Teacher Education

Assignment Due: Reflection #4

________________________________________________________________________

WEEK 7 February 20th

Theme: How can community or public art affect social change?

Students will:

1. Discuss what constitutes empowerment, community and the arts and in which ways art in the public domain addresses community concerns.
2. Consider the dialogue that public art provides between artists and communities.

3. Add to toolboxes with arts-based techniques.

Required


B. How painting can transform communities Haas & Hahn
www.ted.com/talks/haas_hahn_how_painting_can_transform_communities
12 mins.

C. Kwon, M. Public Art and Urban Identities

Assignment Due: Reflection #5

WEEK 8 February 27th

Theme: Education, An Issue of Social Justice. Visiting education specialist Dr. Simona Goldin provides an historical backdrop to the current racist and classist inequalities in education policy and teaching practices in American schools. She poses the questions, ‘Why is education the social justice issue of our time?’ and, ‘Why is it that so many children have permission to fail?’ Disparities in K-12 classrooms are examined through the lenses of race and class.

Required

A. 150 Different Ways of Knowing: Representations of Knowledge in Teaching S Wilson, L. Schulman and A. Reichert

B. Dear Zora: A Letter to Zora Neale Hurston 50 Years After Brown  The Graduate Center, CUNY

C. TED Talk School to Prison Pipeline

https://www.bing.com/videos/search?q=Bryan+Stevenson+On+School+to+Prison+Pipeline&view=detail&mid=B2CA7C3BCA96BC4B05CAB2CA7C3BCA96BC4B05CA&r vsmid=9BF51E05E7D2BEE853219BF51E05E7D2BEE85321&FORM=VDQVAP

D. TED Golden Gate ED Growing Roses in Concrete Jeff Duncan-Andare 13 mins.
http://www.bing.com/videos/search?q=jeff+duncan-Andare+TED+Golden+Gate+Growing+Roses+in+Concrete&view=detail&mid=7FB872776EE8ADAB65EB7FB872776EE8ADAB65EB&FORM=VIRE
E. The Problem We All Live With from “This American Life” Archives #562

Recommended

Creativity and Education: Sir Kenneth Robinson on Changing Education Paradigms with RSAnimate 11 mins. 40 secs.


“The Character Test” Paul Tough’s New York Times article and/or listen to “This American Life” Archives #474 “Back to School” 9/14/2012, interview with Paul Tough, 57 mins.

Dame Gillian Lynn “Wriggle-Bottom” www.npr.org/2014/10/04/353679082

Assignment Due: Reflection #6

_____________________________________

WEEK 9 March 6th

NO CLASS SPRING BREAK

No Assignment Due

_____________________________________

WEEK 10 March 13

Theme: Augusto Boal’s Forum Theatre, part of his pedagogy of the Theatre of the Oppressed. Students will:

1. Workshop Boal’s Forum Theatre and learn a few of the Theatre of the Oppressed techniques that could be used at their internship sites.

Required

A. Paterson, Doug and Mark Weinberg. We are All Theater Community Arts Network. 2002. Community Arts Network, Art in the Public Interest. 5 Jan 2009.


Assignment Due: Reflection #7
WEEK 11 March 20th

**Theme:** Intersecting Systems of Oppression with the Expressive Arts. Now that students have been at their sites and in class for two months, the class will examine their experiences as arts-agents and as visitors in community settings. Using the lenses of arts-empowerment, social justice and responses to trauma, students will:

1. Identify what they have learned about systems of oppression by reflecting upon their experiences at their internship sites. How does this knowledge impact and effect coalition building?
2. Compare their current understanding of empowerment at the individual and group level with their understanding of these concepts when they started the course and their internships.
3. Interrogate the ways in which the expressive arts, big body games and other activities have contributed to addressing trauma and the oppressive realities of program participants.

**Required**

A. TED Talk The Urgency Of Intersectionality, Kimberlé Crenshaw
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-1117437

B. Green, Sharon L. Integrating Affect and Advocacy: Suicide Prevention Education and Community-Based Performance 2018


Assignment Due: Reflection #8

WEEK 12 March 27th

**Theme:** Representations of Internship Sites through the Expressive Arts. Students will:

1. Share a form of creative expression that best represents the environment of their internship site.
2. Reflect on the challenging aspects of using the arts to represent the realities of other people.

**Required**

A. Mendeloff, Kate. Taking Action: Teaching Participatory Community-Based

B. Westlake, E.J. The Children of Tomorrow: Seattle Public Theater’s Work with Homeless Youth

C. Anna Deveare Smith: Notes From the Field: Doing Time In Education

http://www.pbs.org/newshour/bb/anna-deavere-smith-tackles-school-prison-pipeline-stage/

Recommended

“Four American Characters”
www.ted.com/talks.anna_deveare_smith_s_american_character

Assignment Due: Reflection #9

WEEK 13 April 3rd

Theme: Preparing Kickstarter/Indiegogo campaigns and apply strategic planning design and analysis of systems (e.g. logic models) to arts-based intervention at the community level.

Students will:

1. Take a crash course in developing mission statements, budgets, logic models and assessment protocols for their campaign proposals.

2. Learn of some important and controversial case studies on how arts intervention programs affected and altered a community’s culture.

Required


Recommended Resources

Classroom Culture

This class uses interactive and expressive arts-based learning as a teaching tool so students will be expected to participate in activities and exercises that may be quite physical, including role-play and games. Active participation is expected with accommodations if a student has barriers to any aspects of the class. When possible, students should make sure to check in privately about any issues ahead of time, as it’s critical that the class environment be inclusive and respectful of all learning styles and abilities.

Active participation can be demonstrated in several ways. Some examples are: read the texts that have been assigned, participate in discussion, volunteer for in-class exercises, bring experiences or problems from real-life groups to class discussion, thoughtfully process classroom experiences, take risks in sustaining dialogue on sensitive identity issues.
such as race, gender, sexual orientation, ethnicity, class and physical ability.

**Attendance Policy**

We have a great responsibility to our community partners and our class only meets once a week therefore an unexcused absence from class or the internship site will result in a student's final grade dropping by half a mark. More than three absences could affect a student's ability to complete the course successfully. Frequent tardiness to class and internships will also affect a student's participation or site-work grade and evaluation.

**Internships**

This is singularly the most important element of this course. Students must be dependable (being on time, being prepared, being as flexible as possible) as well as willing to fully engage and participate. This means students must make an effort to roll up their sleeves and get involved; talk to people and be open to learning from the site leader, their team, the participants and the community. The sites are very different and therefore the internship experience may vary greatly between sites. Be prepared to learn as well as contribute and be ready to provide what the partnering agency needs, even if that differs from expectations. Respect feedback and take it in the spirit in which it is given. Your input is very important as well so be open to both receiving and giving feedback in mutually respectful exchanges with the site leaders.

The broader goals for the internships are for students to:

1. Learn to identify a range of arts-based methods that can be applied to social justice causes and specifically to individual and community change efforts.

2. Formulate plans and strategies that involve individuals and diverse racial, ethnic, social groups in order to set goals, generate programs, make organizational decisions, respect differences in communication and problem-solving styles and that involve collective action.

3. Facilitate at least one arts-based method in an applied community setting.

4. Understand the role of volunteers included in and fulfilling the mission of arts-based programs and how they relate to staff, artists and community members involved in the collaborative project.

5. Present at least one oral report in class that highlights micro and macro observations and experiences from the site.
Breakdown of Grading Percentages

- Internship = 30%
- Weekly Reflections = 20%
- Expressive Arts Representation of Internship = 10%
- Crowdfunding Campaign = 20%
- Participation in Class & Final Self-Evaluation Essay = 20%