<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, Jan. 6</td>
<td>Introductions, syllabus, retreat. Access to RC forms</td>
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<tr>
<td>Wednesday, Jan. 13</td>
<td>Intro to community-based art</td>
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<td>Bring in something that answers the question “What is the purpose of art?”</td>
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<td>C-Tools</td>
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<td></td>
<td>Reminder: Delpit chapters &amp; Community Event. SOS &amp; OH training dates</td>
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<tr>
<td>Saturday, Jan. 16</td>
<td>Retreat: 11 AM to 3 PM Lunch provided in 126 Tyler (next to glass doors on E. University side of RC)</td>
<td>Bring in copies of ID (drivers license etc) for criminal background check. Release forms and surveys</td>
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<tr>
<td>MONDAY 3/18, MLK JR DAY</td>
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<tr>
<td></td>
<td>Deb</td>
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<td>Deb and guests</td>
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<tr>
<td>Date</td>
<td>Activity/Comments</td>
<td>Resources</td>
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<tr>
<td></td>
<td>Rich</td>
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<tr>
<td>Wednesday,</td>
<td>Site reflection day. Review guidelines for Community Event assignment.</td>
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<td>Feb. 17</td>
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<td>Reflection</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
<td>Reflection</td>
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<tr>
<td>Wednesday, Feb. 24</td>
<td>The impact of Education Policy and Practice on children and youth. Making the link to “The Skin that We Speak” &amp; The Harlem Children’s zone. Guidelines for Final Project.</td>
<td>Deb and visiting specialist on Education Policy, Simona Goldin</td>
<td>Reflection</td>
</tr>
<tr>
<td>Wednesday, March 3</td>
<td>The Skin That We Speak by Lisa Delpit &amp; Joanne Kilgour Dowdy The Introduction then Chapters 1, 3, 4, 6, 7, 8, 9 &amp; 12</td>
<td>Listen online: <a href="http://www.thislife.org/">www.thislife.org/</a> click on ‘On The Radio’ then select 8/14/09 Going Big: Harlem Renaissance (Geoffrey Canada’s Harlem Children’s Zone).</td>
<td>Reflection</td>
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<tr>
<td></td>
<td>Kate</td>
<td>Valdez, Luis. <em>Notes on Chicano Theater.</em> (Google Luis Valdez, click on <em>Notes on Chicano Theater</em> and read pages 6-10)</td>
<td>Final Assignment Rough Draft</td>
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<td>Peter Schumann. <em>Puppets on the Streets.</em></td>
<td>Reflection</td>
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<tr>
<td>Wednesday, March 17</td>
<td>Site reflection day</td>
<td>Bring Community Event report to class in order to share highlights.</td>
<td>Community Event paper</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Wednesday, March 31</td>
<td>Final Presentations with partner agency representative</td>
<td>Final Presentations</td>
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<tr>
<td>Wednesday, April 7</td>
<td>See above&lt;br&gt;Review guidelines for Self-Eval. essay</td>
<td>Final Presentations</td>
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<tr>
<td>Wednesday, April 14</td>
<td>Last class – remaining final presentations, class evals. &amp; closure</td>
<td>Final Presentations</td>
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<tr>
<td>Friday, April 16</td>
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<td>Hard copy of Final Project due by 5pm</td>
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<tr>
<td>Wednesday, April 21</td>
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<td>Final Self-Evaluative Reflection due</td>
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Empowering Our Communities Through Creative Expression
RC HUMS 334 SEC 001 / SW 513 SEC 006
Syllabus for Winter 2010

INSTRUCTORS:
Kate Mendeloff
114 Tyler East Quad
Work: (734) 647-4354
Home: (734) 995-8954
mendelof@umich.edu
Office Hours: Mondays 10-11 am

Richard Tolman
3702 School of Social Work Building
Work: (734) 764-5333
rtolman@umich.edu
Office Hours: Mondays, 4-5; Fridays 11-12:30

Deborah Gordon-Gurfinkel
Cell: (734) 649-3118
Home: (734) 623-1010
dmgordon@umich.edu
Office Hours: By appointment

COURSE DESCRIPTION:

Community-based art, or art "of, by, and for the people" has emerged in the past twenty years as a genre that has rocked the fields of both art and activism by calling into question traditional notions of "community," "participation," "spectatorship," and "leadership." Students enrolled in this class will have the unique opportunity to experience community-based art in action through hands-on work with one exemplary project in the Detroit metro area. As a supplement to these internships, students will meet once a week to explore how this genre brings about personal, community, and societal transformation through readings, discussion, self-reflection and creative response.
LEARNING GOALS:

Academic:
- To learn how to extract meaning from experience
- To learn about various groups, cultures, and communities.
- To develop and apply creative arts facilitation skills.
- To understand the relationship between art and social justice.

Civic:
- To understand what knowledge exists in the community and its importance.
- To determine how to apply one’s skills to the betterment of society.
- To develop collaborative leadership skills.

ASSIGNMENTS

On C-Tools

The C-Tools site is: RC CTC. All those enrolled in the course will be added. This is the place where you will find your reading assignments as attachments under Resources ➔ RCHUMS 334 Winter 2010. Readings are added to the dates that they are DUE.

COURSE MATERIALS:

- Selected chapters from The Skin That We Speak, Edited by Lisa Delpit and Joanne Kilgour Dowdy, The New Press 2002 (the Introduction, then chapters 1, 3, 4, 6, 7, 8, 9 & 12). Amazon has them used.
- Readings and other media will be found on C-Tools or disseminated to students.
- Students are expected to check their email by 5:00 PM the day before an internship or class meeting.
ATTENDANCE POLICY:

Because we have a great responsibility to our community partners, and because our class only meets once per week, an unexcused absence from class or internships will result in a student’s final grade dropping by half a mark. More than three absences could affect your 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.

RETREAT:

The retreat will be held on Saturday, January 16th, 11am-3pm at the Residential College in room 126 Tyler. It’s on the ground floor next to the glass double doors on E. University. At the retreat we will be accelerating team-building in order to encourage the community of the class. We will present more information with some ‘show and tell’ about the sites. Students will select their 1st and 2nd choices so that teachers can establish who will intern at which site. The retreat is also a great time to get the paperwork started so EVERYONE NEEDS TO BRING A PHOTOCOPY OF THEIR I.D. LIKE A DRIVER’S LICENSE OR PASSPORT.

Coffee and food provided but bring water and wear clothes for movement – we get playful!

GRADING SYSTEM:

Who do I turn to?
Rich, Kate or Deb is ultimately responsible for determining the grades of the students they supervise at each site.

Undergraduates going to Telling It Kids, Remix, Teens, or COPE: Will work with Deb on all business related to class and site work.

Undergraduates going to Matrix: Will work with Kate on all business related to class as site work.

MSW Graduate students: Will work with Rich on all class-related business, and work with your site supervisors (Deb or Kate) on all business related to your site-work.
Site-Work: 30s%
Weekly Reflection Assignments: 20%
Participation in Class & Final Reflection: 20%
Leading Class Exercise: 5%
Community Event Assignment: 10%
Final Project: 15%

**Site-Work:** This is singularly the most important element of this course. Students will be evaluated based on their dependability (being on time, being prepared, being as flexible as possible) as well as their participation on site (This means students must make an effort to roll up their sleeves and get involved! Talk to people, be open to learning from your site leader and your community.)

**Participation in Class:** Active participation in class is expected. Active participation can be demonstrated in several ways, some examples are: participation in discussion, volunteering for in-class exercises, bringing experiences or problems from real life groups to class discussion, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class.

**Community Event:** Each student attends an event that involves children or youth from your site. For example, Ozone House has a public poetry slam competition each semester, COPE School has a talent show each semester, Matrix has performances. If you are unable to get to an event for your site or if your site just doesn’t have anything going on then go to an event for a different site that may have participants similar to those at yours. There is quite a lot of crossover between programs especially in Ypsilanti. Write a report about the experience including what you noticed about the participants, yourself, any surprises and the audience response. This is due by March 17th so organize this to fit into your schedule.

**Final Project:** The purpose of this assignment is for students to research and present to the rest of the class and a visiting specialist a creative arts or fundraising idea that may be used next semester at their site. Examples of past proposals will be disseminated in class. See the end of this syllabus for more details. The site supervisor will meet with students individually when the rough draft is due.

**Weekly Reflections:** Each week, students will submit a 1-2 page paper connecting their experience on site with the readings or discussions in class. Students are required to submit 8 reflections over the course of the semester starting the week of January 20th with an additional final self-evaluative reflection due on April 21st by 5pm.
LATE ASSIGNMENTS: Please post assignments on time to your site supervisor.

SITE WORK: Matrix Theatre and Telling It

MATRIX THEATRE is a community-based theatre based in SE Detroit that “uses the transformative power of theatre to change lives, build community and foster social justice.” Check out their website at www.matrixtheatre.org. Students who select this site need to be independent and motivated to support the theatre’s existing projects. Kate Mendeloff will be faculty supervisor and Ken Srdjak will be the on-site mentor.

TELLING IT is a community-based program founded by Deb Gordon-Gurfinkel that uses the arts and local artists to enhance the literacy skills, scholastic and self-confidence of children and youth. Check out the website at www.lsa.umich.edu/rcctc. Telling It works in partnership with SOS Community Services, an agency that provides shelter and support to homeless families, Ozone House, a support agency for runaway youth and their families, COPE School, an alternative middle and high school and is starting a new site at Stone School, also an alternative middle and high school. Students who select any of the Telling It sites will be supervised by Deb Gordon-Gurfinkel and the MSW’s will also be supervised by Rich Tolman. After the first few weeks, students will be expected to regularly facilitate workshops, ‘playshops’ or classes in teams.

There are five possibilities for site work in this course and you can select as many as you feel you can commit to:

Matrix Theater of Detroit
Where: Matrix Theatre, 2720 Bagley, Detroit 48216
When: Varies according to project- often late afternoons
Transportation: Your own or carpool
What: Matrix works with youth and adults and does creative projects that promote advocacy and cultural education. Interns will choose to work on a particular project and will be supervised on site by Matrix staff and mentored by a former 334 intern, Ken Srdjak. The faculty supervisor is Kate.

Telling It Remix
Where: Riverside Arts Center, 76 N. Huron, Ypsilanti 48197
When: Mondays 3:30-6:15pm
What: A weekly workshop with 10-12 year old children receiving services from SOS Community Services. Deb is team leader.
Training: In order to work with the children, students have to take the SOS training on ONE of the following dates, Thursday, 1/14, 3:30-5:30, Monday, 1/18, 3:30-5:30, Tuesday, 1/19, 3:30-5:30pm. This is led by an SOS social worker at 101 S. Huron St, Ypsilanti MI, 48197.

**Telling It Kids**
Where: Riverside Arts Center, 76 N. Huron, Ypsilanti 48197
When: Tuesdays 3:30-6 PM
Transportation: Carpool
What: Weekly “playshops” with 7-9 year old children whose families are receiving services from SOS. Students will be working in collaboration with students from EMU and volunteers from the general population. Deb is the team leader.
Training: In order to work with the children, students have to take the SOS training on ONE of the following dates, Thursday 1/14, 3:30-5:30, Monday, 1/18, 3:30-5:30, Tuesday, 1/19, 3:30-5:30pm. This is led by SOS social workers at 101 S. Huron St, Ypsilanti MI, 48197.

**Telling It COPE**
Where: COPE School, 2100 Ellsworth, Ypsilanti
When: Mondays and/or Thursdays, 11-1 PM (can add other days as the class meets every day)
Transportation: Carpool
What: Mostly high school students that meet in a daily class taught collaboratively by Deb with the school psychotherapist Kim Diebboll and Telling It alum Anna Cicone.
Training: The week of January 18th at COPE during your first site visit, 11am-1pm. Led by Deb, Kim and Anna.

**Telling It Teens**
Where: Ozone House Drop In Center. Meet at the Riverside Arts Center, 76 N. Huron, Ypsilanti 48197
When: Tuesdays, 6:15 -8:30 PM
Transportation: Carpool
What: Weekly workshops with 15-22 year olds who go to the Ozone House Drop In Center. Deb is team leader.
Training: Tuesday, 1/19 at the Drop In Center, 102, North Hamilton, Ypsilanti. Led by Colleen O’Brien, Executive Director of the Drop In Center.
FINAL ASSIGNMENT

Rough Draft Due: March 10th
Presentations: March 31st or April 7th or April 14th
Final Hard Copy Draft Due: April 16th by 5:00 PM

What should this class do at your site next semester?

We are constantly in search of new ideas to make this programming more effective—and we’re asking for your help! Your assignment: create a proposal for a project that will involve RCHUMS 334 students and community members at your internship site. This project should use the creative arts to build upon the strengths and address the needs of the community your site serves OR a business model to help fund and sustain the programming. The point of this assignment is for you to suggest to us, based on your experiences, what project would be a good fit for both UM students and community participants to maximize the learning experience of each.

Let’s suppose that next semester, you have been appointed to be the leader at your site. Propose a project that will take place over an entire semester or a unit. Questions to address:

- What will the theme be?
- What materials will you use to address the theme at your site? Please provide samples.
- What will the product be?
- What steps will be taken to get to that product? Please provide a timeline.
- What will UM students do? What will they gain from this experience?
- What will the community members do? What will they gain from this experience?
- How much money will this project cost (excepting personnel and travel expenses)?
- How does this project build upon the strengths and address the needs of the community? Please back up these claims with evidence (either through research, or cite your interview)

On one of the Final Presentation dates you will give a 5-8 minute presentation to one of our community partners for feedback. The feedback you receive for your presentation will inform your final draft which is due April 16th. Make sure to book ahead of time any power point or computer needs at the Benz Library at the Residential College. A few examples from past proposals will be made available and teachers will meet with you individually to discuss your project.
Footnote: our experience has been that a syllabus is a constantly evolving entity so there may be changes during the semester but trust that the teachers will provide plenty of notice and explanation if this happens!

**USEFUL TEXTS** Recommended by teachers and students so feel free to let us know of any you would like to add.

I Am A Pencil, a teacher, his kids and their world of stories by Sam Swope Henry *Holt and Co. 2005*

The Freedom Writers Diary with Erin Gruwell (also a movie) *Broadway Books 1999*

Teaching Hope Stories form The Freedom Writers Teachers and Erin Gruwell *Broadway Books 2009*

Ordinary Resurrections children in the years of hope by Jonothan Kozol *Perennial 2000*

Savage Inequalities children in America’s schools by Jonothan Kozol *Perennial 1991*

36 Children by Herbert Kohl *Plume 1967*

Other People’s Children cultural conflict in the classroom by Lisa Delpit *The New Press 1995 & 2006*

The Skin That We Speak edited by Lisa Delpit and Joanne Kilgour Dowdy *The New Press 2002*

Holler If You Hear Me the education of a teacher and his students by Gregory Michie *Teachers College Press 1999*

City Kids, City Teachers reports from the front row edited by William Ayers and Patricia Ford *The New Press 1996 & 2008*

Criminal of Poverty growing up homeless in America by Tiny aka Lisa Gray-Garcia *City Lights Foundation 2006*

Runaways in their own words: kids talking about living on the streets by Jeffrey Artenstein *RGA Publishing Group 1990*

PUSH by Sapphire (also a movie) *Vintage Random House 1996*

Pedagogy of the Oppressed by Paulo Friere
Games for Actors and Non-Actors by Augusto Boal published by Routledge 1992

Theatre of the Oppressed, originally published in 1974, copyright by Augusto Boal and in English by Urizen books, 1979. Published by Theatre Communications Group.

Theater for Community, Conflict & Dialogue by Michael Rohd Heineman 1998

Drama for Learning Dorothy Heathcote’s mantle of the expert approach to education by D. Heathcote and Gavin Bolton Heinemann 1995

Theater Games for the Classroom a teacher’s handbook by Viola Spolin Northwestern University Press 1986

The PCAP handout

OF RELATED INTEREST

Precious
The Class (French movie)
Freedom Writers Diary
Born Into Brothels
OT: Our Town
Stomp the Yard
Glee: TV Show on Fox….just fun!