

Empowering Community Through Creative Expression
RC HUMS 334 SEC 001 / SSW 513 SEC 001
Syllabus for Winter 2013
Wednesdays 3-6pm
School of Social Work B780

INSTRUCTORS

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COURSE DESCRIPTION

How can the arts affect change in communities? This course challenges the understanding of what it means to be empowered and how to be an agent of empowerment. Learn how to apply the arts as a tool for change in issues of social justice. This class is taught by a team of teachers that practice engaged-learning as an instructional tool. Students will develop the capacity to formulate creative arts interventions through exposure to engaged-learning practices in the classroom and through hands-on work with one of five exemplary community-based projects in Ypsilanti, Ann Arbor and Detroit. This course meets with SW799.006 and offers undergraduate and graduate students a collaborative learning experience with Residential College and School of Social Work faculty, community artists and community members from local agencies serving families and youth. Students will meet once a week to explore how this genre affects personal, community, and societal transformation through self-reflection, creative response, and the examination of innovators such as Augusto Boal, Hector Aristizabel, Dorothy Heathcote, Anna Deveare Smith and Lisa Delpit.

LEARNING GOALS:

1. Apply and articulate values, ethical standards and principles unique to arts-based interventions involving diverse populations and settings.
2. Identify ways to match arts-based interventions methods effectively and ethically with community members, across diverse populations and cultural backgrounds.
3. Demonstrate ability to form alliances and collaborations and communicate empathically.
4. Identify a range of arts-based intervention methods that can be applied to individual and community change efforts.
5. Apply in some depth at least one method of arts-based intervention in an applied community setting.
6. Apply strategic planning design and analysis of systems (e.g. logic models) to arts-based intervention at the community level.
7. Describe ways that arts-based interventions can contribute to social change and social justice at the individual, organizational and community level.
8. Conduct grant writing and proposal writing to support arts-based interventions.
9. Understand the role of volunteers in carrying out the work and fulfilling the missions of arts-based interventions and how they relate to staff, artists and community members involved in the intervention.
10. Develop understanding of group skills needed for community collaboration and intercultural interaction.
11. Understand the role of the arts in the process of community, social and individual change and acquire skills in using the arts effectively for these purposes.
12. Utilize a wide perspective of arts-based approaches that engage, strengthen and build well-being at the individual, organizational and community level.

THEMES AND TEXTS THAT SUPPORT LEARNING GOALS

All texts are available on C -Tools in Resources

Weeks 1 and 2

1/9/13 & 1/16/13

Themes: Class orientation, Team Building and Internship Selections

Required Reading

Course syllabus

www.impact.animatingdemocracy.org *What Is Social Change?* and *Terms of Social Change*

Assignment Due for 1/16

Bring in a response to the question, “What is the Purpose of Art?”

Week 3- 1/23

Themes: Social Identity, Defining Social Justice, Entering and Exiting Community

1. Identify own social and cultural identities and group memberships and understand how these relate to arts-based work with community members, collaborators and others.
2. Envision what social justice could look like in specific contexts,
3. Develop understanding of group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level.
4. Demonstrate intersectional humility in communication and interactions with others,
5. Incorporate insights from those with insider and outsider statuses into social justice planning and actions.

Required Reading

Reisch, Michael. “Defining Social Justice in a Socially Unjust World.” Families in Society 83.4 (2002): 343-354.

Spencer, Michael. “A Social Worker’s Reflections on Power, Privilege, and Oppression.” Social Work 53.2 (2008): 99-101.

Langhout, Regina Day. “Where am I? Locating Myself and its Implication for Collaborative Research.” American Journal of Community Psychology 37 (2006): 267-274

Assignment Due

1st Reflection

Week 4- 1/30

Disability Awareness Workshop

Guest instructor Anne Moler, Disability Activist.

Evans, Nancy J., Jennifer L. Assadi, and Todd K. Herriott. "Encouraging the development of disability allies." *New Directions for Student Services* 2005.110 (2005): 67-79.

Sandahl, Carrie. Disability Art and Artistic Expression.

Required for Telling It interns

Listen to This American Life archives, #474 Back to School, 9/14/2012

Assignment Due

2nd Reflection

Week 5- 2/6

Theme: Using the arts as a platform for personal and community healing.

Visiting artists Walter Lacy, Natalia Harris (?) and Val Mann lead an interactive class that provides examples of how their art-discipline empowers the groups with which they work and share their personal journeys to this style of engagement.

Required Reading

Eisner, Elliot Does Experience in the Arts Boost Academic Achievement? ART EDUCATION January 1998 issue

Kientz, Sarah C. POVERTY SLAM! how slam poetry transforms the lives of impoverished youth. Poverty Capstone

Assignment Due

3rd Reflection

Week 6 - 2/13

Theme: Education, An Issue of Social Justice

Visiting education specialist Dr. Simona Goldin provides a backdrop to the current 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?' Race and class disparities in K-12 classrooms are examined and linked to the work at the community sites.

Required Reading

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

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

The Character Test, Paul Tough New York Times article

Research on Google, Geoffrey Canada's Harlem Children's Zone.

Assignment Due

4th Reflection

Week 7- 2/20

Theme: Language and Power, the Power of Language

Referring to Lisa Delpit's book, *The Skin That We Speak*, students will:

1. Identify the ways in which individuals experience language as a personal reflection of gender, race, class and/or sub-culture through the sharing of personal experiences.
2. Deepen their understanding of how language and communication (code-switching) impact community practice work and arts intervention methodologies.
3. Identify how the power of language/language of power is significant to the goals of personal and community empowerment.
4. Use Heathcote's Mantle of the Expert methodology to explore themes raised in class discussion.

Required Reading

"The Skin That We Speak: Thoughts on Language and Culture in the Classroom." by Lisa Delpit and Joanne Kilgour Dowdy.

Assignment Due

5th Reflection

Week 8 -2/27

Theme: Evaluating the Effectiveness of Arts in Empowering the Individual, an Organization and a Community.

Guest specialist Emily Marshall presents on how to format and prepare for the Project Proposal Presentations.

Students will:

1. Apply strategic planning design and analysis of systems (e.g. logic models) to arts-based intervention at the community level.
2. Learn of some important and controversial case studies on how arts intervention programs affected and altered a community's culture.
3. Determine appropriate and ethical data collection and analytic methods for evaluation.

Required Reading

Bagamoyo College of Arts et al. "Participatory action research on HIV/AIDS through a popular theater approach in Tanzania." Evaluation and Program Planning. 25 (2002): 333-339.

Stern, Mark J., and Suan C. Seifert. *Civic engagement and the arts: issues of conceptualization and measurement*. University of Pennsylvania, School of Social Policy & Practice, 2009.

Recommended resources:

Innovation Network. Evaluation Plan Workbook. Washington, D.C.: Innovation Network Inc.

Innovation Network. Logic Model Workbook. Washington, D.C.: Innovation Network Inc.

Kellogg Foundation. Logic Model Development Guide. Battle Creek, MI: Kellogg Foundation, 2004.

Assignment Due

6th Reflection

Week 9

3/2 – 3/10 Spring Break No class on 3/6

Week 10- 3/13

Theme: The Power of Arts for Change; the arts as a tool for individual, community and organizational empowerment.

Students are introduced to the work of community activists, teachers and artists Dorothy Heathcote and Hector Aristizabel. Students will:

- Learn about pedagogies that promote the healing of individuals and communities through arts interventions, specifically Aristizabel's Blessing Next to the Wound.
- Students are introduced to 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 arts intervention toolbox.

Required Reading

Lefer, Diane, "The Blessing Is Next To The Wound" The Sun 358 (2005): 5-13

Kanter, Jodi. "Disciplined bodies at play: improvisation in a federal prison." *Cultural Studies ↔ Critical Methodologies* 7.4 (2007): 378-396.

Kappula, Katri. "Dorothy Heathcote's Living Through Drama in General and Religious Education." Fellowship Report. The Farmington Institute 1999.

Gullett, David E. "Enhancing Student Learning Through Arts Integration: Implications for the Profession" *The High School Journal* April/May 2008 University of North Carolina Press.

Assignment Due

7th Reflection

Week 11 - 3/20

Theme: Augusto Boal's Theatre of the Oppressed.

Students will:

1. Workshop Boal's Theatre of the Oppressed and learn a few of the methodologies that could be used at some of the sites.
- 2.

Required Reading

Paterson, Doug. "A Brief Introduction to Augusto Boal." Community Arts Network. 1999. Community Arts Network, Art in the Public Interest. 5 Jan 2009. http://www.communityarts.net/readingroom/archivefiles/1999/12/a_brief_introdu.php

Thompson, James and Richard Schechner. "Why 'Social Theatre'?" *The Drama Review* New York University and MIT Fall 2008

Paterson, Doug and Mark Weinberg. "We are All Theater." Community Arts Network. 2002. Community Arts Network, Art in the Public Interest. 5 Jan 2009. http://www.communityarts.net/readingroom/archivefiles/2002/09/we_all_are_thea.php

Assignment Due

8th Reflection

Week 12-3/27

Theme: Oral History to Performance

Student's will:

1. Discussion of oral history techniques and presentation of students site group Storytelling exercise.

Mendeloff, Kate. "Taking Action: Teaching Participatory Community-Based Theater." Community Arts Network. 2001. Art in the Public Interest. 5 Jan 2009. www.communityarts.net/readingroom/archivefiles/2001/09/taking_action_1_4.php

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

Haedicke, Susan C. "Theater for the next Generation: The Living Stage Theater Company's Program for Teen Mothers."

Assignments Due

9th Reflections

Storytelling Presentation

Week 13 and 14

4/3 & 4/10

Theme: Project Proposal Presentations (PPPs)

Week 15 -4/17

Themes: Closure and Evaluating Experience

Assignments Due

4/17- PPP with feedback notes

4/25 – Self-Evaluation Essay

ASSIGNMENTS

Weekly Reflections: Each week students will submit a two-page minimum paper connecting their experience on site with the themes, readings or discussions in class. If the readings of that week do not directly relate to the experiences at their internship, students will still include their response to the texts in their reflection in a separate section titled, "Response To This Week's Readings." The reflections should be posted in the Assignments section of C Tools. The deadline for submission is 3pm of each Wednesday class, giving students one week to write each reflection. The reflections provide an opportunity to:

1. Reflect upon and process experiences as they happen.
2. Communicate directly with the supervising teacher.
3. Have a private forum to air personal triggers caused by the work.
4. When possible integrate the readings and the course work with the internships.
5. Show evidence that the weekly assigned texts have been read in preparation for the next class.
6. Compile a record of the semester to refer back to for the final reflective essay.

Self-Evaluation Essay due Friday, April 25th : this essay should be a minimum of four pages and will provide an opportunity to evaluate experiences in this course focusing on individual contributions and insights. Questions to consider are:

- 1) How responsible was I as a classroom citizen and as a contributor at my site?
- 2) What have I learned about myself, surprises and validations, and what were my take-away moments?
- 3) What have I learned about the subject and the practice of the arts as an empowering

tool?

4) What have I learned about the community with which I was engaged?

5) Do I have any continuing plans that may include social justice and/or the arts?

Project Proposal & Presentation due either Wednesday, April 3rd or Wednesday, April 10th depending on when you are scheduled: The purpose of this assignment is for students to evaluate the strengths and needs of their site and to:

1. Assess and diagnose community needs and assets in ways which gather information, increase participation and strengthen social diversity,
2. Research and present to a small group from the class and a visiting specialist, a creative arts or fundraising idea that may be used next semester at their site.

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/SW 513 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 presentation dates each student, either individually or in a team of no more than three people, will give a 10-minute presentation to at least one of our community partners and a group of your classmates. The feedback given to your proposal should be

annotated and submitted with the proposal. Proposals can be submitted in hard copy or in power point format. Teachers will meet with you to discuss your project.

Rubric for Project Proposal & Presentation

In order to receive a grade of 20 the following needs to be included in the proposal presentation:

For teams that work together on one project

- ✓ Evidence that all members of the team shared with equitable responsibility the research and assembling of the information necessary for their presentation.
- ✓ Equity in the presentation. Each group member presents the part of the proposal for which they were responsible.

For everyone

- ✓ Clearly outlined goals and rationale for the project proposal with evidence of research and communication with site representatives as to the viability of the proposal.
- ✓ A 10 minute presentation that clearly and creatively reflects the project components. Handouts are encouraged when useful to the presentation.
- ✓ Realistic budgets and detailed plans for raising funds if applicable.
- ✓ Evidence of communication with city or other supervisory bodies if the project requires their permission for execution and/or installation.
- ✓ A realistic timeline.
- ✓ A Logic Model with Outcomes and any Measurable Actions
- ✓ Following the presentation, annotated feedback showing that the presenters understand the feedback they received from the panelists and their classmates.

Final submission of the project proposal

- ✓ The 1st presentations given on **April 3rd** submit their project proposal with the annotated feedback by **Wednesday, April 10th**. The 2nd presentations given on **April 10th** submit their project proposal with the annotated feedback by **Wednesday, April 17th**.

SITE WORK

This is singularly the most important element of this course where students will:

1. Learn to identify a range of arts-based intervention methods that can be applied to individual and community change efforts.
2. Formulate plans and strategies that involve individuals and diverse groups in efforts to set goals, generate programs, make organizational decisions, respect differences in communication and conflict styles and that involve collective action in order to implement.
3. Apply at least one method of arts-based intervention in an applied community setting.
4. Understand the role of volunteers in carrying out the work and fulfilling the missions of arts-based interventions and how they relate to staff, artists and community members involved in the intervention.
5. Present a periodic oral report in class as part of a team or as an individual intern that highlights micro and macro observations and experiences from the site.

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, be open to learning from the site leader and the community. The sites are very different and therefore the internship experience may vary greatly between sites. Not all of the internships will have hands-on opportunities. Be prepared to learn more than teach and to 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 also very important at the sites so be open to both receiving and giving feedback in mutually respectful exchanges with the site leaders.

COMMUNITY PARTNERS

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. This is a great internship for someone who is good at being self-directed and with lots of initiative.

TELLING IT is a community-based program for vulnerable children and youth grades K-12 in Washtenaw County that employs innovative approaches to boost scholastic confidence by using the healing aspect of the arts in concert with evidenced-based educational and social work practices. Founded and directed by Deb Gordon-Gurfinkel, Telling It’s mission is to:

- establish a safe and creative environment for children and youth labeled “at-risk-to-fail”

- stimulate creative writing and literacy skills through the creative arts thereby increasing self-esteem and improving scholastic confidence
- when possible, identify and address the impediments to personal and academic success.

Telling It works in partnership with this class and with; SOS Community Services, an agency that provides shelter and support to homeless families.

Avalon Housing, a Washtenaw County agency that provides low-income housing and support services to single adults and families.

Washtenaw County's Sheriff's Department, as part of a new outreach program initiative by Sheriff Jerry Clayton to engage high-risk children and youth living in neighborhoods with high crime rates and few to no afterschool activities.

Deb Gordon-Gurfinkel will supervise students who select the Telling It sites but will not be on site for Telling It Remix which is run by Kim Hack. Telling It interns will be expected to facilitate two workshops in their internship teams. Each of the Telling It internship teams should be no less than two and no more than four students at each site.

INTERNSHIPS FOR WINTER 2013

The following are the internships options for site-work this semester. You can select as many as you feel you can commit to and carpooling is available for most of the sites:

Prevention of Intimate Partner Violence

Where: Mainly campus-based activities with some community involvement in Southeast Michigan

When: Weekly meetings on Wednesday after class, unless a better time emerges for the team, plus work on your own and in small teams to be arranged. Approximately 4-5 week total.

What: Design arts- based interventions related to prevention of partner violence, particularly efforts aimed at involving men as allies to end violence against women and children.

Rich is the faculty supervisor.

Matrix Theater of Detroit

Where: Matrix Theatre, 2720 Bagley, Detroit 48216

When: Varies according to project- often late afternoons and weekends

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.

Kate is the faculty supervisor.

Telling It Remix

Where: Riverside Arts Center, 76 N. Huron, Ypsilanti 48197

When: Mondays 3:30-6:30pm starting January 28th

What: Weekly sessions with 10-12 year old children receiving services from SOS Community Services.

Transportation: carpool or local bus service

Site leader: Kim Hack

Deb is the faculty supervisor.

Training: In order to work with the children, UM students have to take the SOS training on EITHER Tuesday, January 22nd OR Thursday, January 24th 3:30-5:30pm. This is led by SOS social workers at 101 S. Huron St, Ypsilanti MI, 48197. Please bring a photocopy of your ID, either a driver's license or passport. Prior to the training, students will fill out paperwork that will be provided by Deb. As well as the SOS training there will be a Telling It Remix training on Monday, January 24th 3:30-5pm at the Riverside Arts Center.

Telling It Avalon

Where: Carrot Way, off Dhu Varen off Pontiac Trail on the Northside of Ann Arbor, 48105.

When: Mondays 3:30-6:30 starting January 28th

What: Weekly sessions with children K-3rd grade whose families were formerly homeless and now live in one of Avalon Housing's units. They receive support services from Avalon Housing social services.

Training: Monday, January 21st 3:30-5pm at Carrot Way.

Transportation: carpool.

Deb is the site leader and the faculty supervisor.

Telling It Kids

Where: Riverside Arts Center, 76 N. Huron, Ypsilanti 48197

When: Tuesdays 3:30-6:30 pm starting January 29th.

Transportation: Carpool

What: Weekly "playshops" with 6-8 year old children whose families are receiving services from SOS. Students will be working in collaboration with students from EMU and community volunteers.

Deb is the site leader and the faculty supervisor.

Training: In order to work with the children, UM students have to take the SOS training on Tuesday, January 22nd, 3:30-5pm. This is led by SOS social workers at 101 S. Huron St, Ypsilanti MI, 48197. Please bring a photocopy of your ID, either a driver's license or passport. Prior to the training students will fill out paperwork that will be provided by Deb. Immediately following the SOS training there will be a Telling It training at the Riverside Arts Center until 6pm.

Telling It West Willow

Where: West Willow Community Resource Center (CRC), 2057 Tyler Road, Ypsilanti, 48198

When: Thursdays 3-6:30pm

Transportation: Carpool

What: Weekly sessions with 10-16 year olds living in the West Willow community.
Deb is the site leader and faculty supervisor.

Note: this site was started in the fall of 2012 and requires students to be mature and have had some experience with at-risk teens and preteens in order to intern here.

Training: At the CRC on Thursday, January 24th 3-5pm.

Independent Internships

It is possible to set up an internship at a site that is not listed above. To do so, please talk to the instructors for approval and to ensure that it is an appropriate match for this course. The instructors will then decide who will be the supervising teacher.

CLASS RUBRIC AND RESOURCES

What is Expected of the Student When Participating in This Class:

This class is team-taught by three teachers with varying teaching styles. What they share is a commitment to engaged and interactive learning so students will be expected to participate in activities and exercises that may be quite physical, including role-play and games. Active participation in class is expected. 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 difficult issues that arise in class and in activities that may be out of the usual comfort zone.

Assignments and Readings on C-Tools

Please post weekly reflections and other assignments on time to your site supervisor in [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 334 001 W13. Readings are required most weeks and should be referenced in the weekly reflections. Faculty may provide extra readings for their interns that relate to their sites and populations.

Course Materials

There is one book that is required to be read. *The Skin That We Speak*, Edited by Lisa Delpit and Joanne Kilgour Dowdy, The New Press 2002. (Amazon has them used.) All other readings and other media will be found on C-Tools in the Resource section (not necessarily in alphabetical order!) 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

We have a great responsibility to our community partners and our class only meets once per week therefore 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.

Grading System

Rich, Kate or Deb is ultimately responsible for determining the grades of the students they supervise at each site and for their class work and participation.

Grade Breakdown:

Site-Work: 30%

Weekly Reflection Assignments: 20%

Participation in Class & Self-Evaluation Essay: 20%

Oral History to Performance: 10%

Site Project Proposal: 20%

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.