

Citizen Artist
THFM 490 • Spring 2008

Monday, Wednesday 8:30 – 11:20am
Wooster Street Community Center

Professor: Kate Collins

Chapman Community at Kohl Hall

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Office Hours: Thurs. 1:00 – 3:00pm or by appt.

Theatre and Film Department

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Office Hours: Tues. 1:00 – 3:00 pm

“To be a citizen is not to *live* in a society. A citizen is one who *transforms* society.” ~ Augusto Boal

Course Learning Objectives:

Students enrolled in the Citizen Artist course will...

- ❖ *Explore* the field of arts-based civic dialogue and develop an understanding for the ways in which art can and has enriched civic life in America.
- ❖ *Strengthen* theatre techniques and skills necessary for devising collaborative original works.
- ❖ *Expand* critical thinking skills as we pursue opportunities for civic dialogue and become familiar with different conceptualizations of citizenship.
- ❖ *Collaborate* in crafting an interdisciplinary arts and dialogue-based curriculum with purposeful civic learning objectives
- ❖ *Cultivate* problem solving skills as we see a community-based arts project through from start to finish.
- ❖ *Experience* the ways in which the work of artists making intentional choices can serve as a valuable means to establish deeper connections within and between diverse communities.
- ❖ *Immerse* themselves in a service-learning partnership and discover the many significant ways in which those who hold privilege in our society can become allies and agents of change.

A Note About Service-Learning...

Service-learning is a pedagogical model that intentionally integrates 1) community service, 2) academic learning, and 3) civic learning. In shaping the curriculum of this course, these three criteria, described in a [Service-Learning Course Design Workbook](#) published by the *Michigan Journal of Community Service Learning* were closely adhered to. Intentional choices were made in the crafting of this course based on the criteria detailed below along with guidance from the BGSU Office of Service Learning:

<http://www.bgsu.edu/offices/service-learning/>

- 1) **Relevant and Meaningful Service with the Community** – there must be service provided in the community that is both relevant and meaningful to all stakeholder parties.
- 2) **Enhanced Academic Learning** – the addition of relevant and meaningful service with the community must not only serve the community but also enhance the academic learning in the course.
- 3) **Purposeful Civic Learning** – the addition of relevant and meaningful service with the community must not only serve the community and enhance academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

Course Description:

The Citizen Artist is a project-based, service-learning course for which we will partner with Libbey High School, a diverse urban high school in the south side of Toledo in the Toledo Public School District. The initial weeks of the semester will focus on exploring the field of arts-based civic engagement, researching and planning our project, and developing theatre-based skills and techniques needed for devising original work. The remainder of the semester will involve an intensive residency where we will travel weekly to Libbey High School to work along side of 11th grade Social Studies students towards the creation of a documentary theatre project focused on the theme of citizenship.

Required Texts:

Korza, Pam, Barbara Schaffer Bacon and Andrea Assaf. Civic Dialogue, Arts and Culture: Findings from Animating Democracy. Washington DC: Americans for the Arts, 2005.

Cress, Christine M, Peter J. Collier, Vicki L. Reitenauer and Assoc. Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, VA: Stylus 2005.

Recommended Texts:

Johnson, Allan G. Privilege, Power and Difference, 2nd Edition. New York, NY: McGraw Hill, 2006.

Rohd, Michael. Theatre for Community, Conflict and Dialogue. Portsmouth, NH: Heinemann, 1998.

Required Copying:

Some assignments include making copies of your work for the entire class. This practice ensures that you and your peers have all of the same materials to refer to during class discussions as well as for future reference.

Attendance Policy:

Due to the interactive nature of this course, your attendance and active participation in EACH class session is critical. The following guidelines will be strictly observed throughout the semester:

- Much of the course will require active participation such as physical activity or class discussion. If you are not in attendance, you cannot participate. **Attendance is recorded. Participation is evaluated.**
- **For every absence over two, your final grade will be lowered by ½ a letter grade. More than 5 absences will result in a failing grade for the course.**
- Please note that I do not differentiate between “excused” and “unexcused” absences. **In this course, an absence is an absence. Due to our unique circumstances there are additional visits to Libbey High School scheduled outside of our regular meeting time. If you are available, participating on these days can be seen as “make-up” dates for up to two absences.**
- Please arrive on time for class. If you enter the class late when we are meeting at the Wooster Street Community Center, it is your responsibility to check in with the instructor immediately after class to insure that your attendance was recorded. **Three tardies will equal one absence.** You are tardy if you arrive after attendance has been taken.
- IF you are tardy on a day where we are traveling to Libbey High School we WILL leave without you. We have very limited time to spend with the high school students and your late arrival would potentially make the whole class late for our visit. With that in mind, arriving 5 to 10 minutes EARLY on residency days is highly recommended. If you miss the van – you will be counted as absent unless you are able to arrange your own transportation to the high school and arrive on time.
- It is the responsibility of *the student* who is late to class or absent to make sure he/she receives any handouts, returned papers, announcements, and/or notes they may have missed.

Participation and Classroom Expectations:

- Active participation in this class is mandatory and means more than just being present in class. Participation and involvement require concentration, thoughtful speaking and listening in discussions, respect for others in the group, cooperation when working with others, **commitment** to the dramatic improvisations created, and interacting with others in a positive manner thereby setting a strong example for the high school students we work with.
- This will sometimes be a VERY active class often involving movement and on-your-feet activities. **For every class session please wear clothing that allows you to sit comfortably on the floor and to move freely.** For days we are in residence at Libbey High School, remember that we are guests representing BGSU so please be sure to dress appropriately. **Business attire is not required but ripped or revealing clothing, or anything with illicit symbols or language should be saved for Tuesdays, Thursdays and weekends.**

- Each of you has much to offer this class. Throughout our class discussions, presentations and other assignments, please be respectful of others. A critical component of any classroom is the freedom to express your opinions, beliefs, and thoughts. Please do so in a way that does not diminish another individual's equal entitlement. It is important for all us to be open minded, appreciative, understanding, and respectful. Prejudicial, derogatory, racist, sexist or bigoted remarks will not be tolerated. Every student should feel comfortable in sharing their thoughts and opinions regarding class topics. Every opinion is valuable!
- Please do not wear headphones; put away newspapers, magazines, homework for your next class, etc. **TURN OFF ALL CELL PHONES DURING CLASS.** The instructor reserves the right to answer any phone call that interrupts class.

Assignment Policy:

- Due dates for assignments and presentations are strictly observed. Late work may be counted, but full credit will not be given. All assignments must be handed in or performed on due dates as assigned. The following rules apply to timely completion of assignments:
 - Any late performance will receive a 0.
 - Any written assignment turned in late will be dropped a full letter grade for each day it is late, including weekends.
- If you must be absent, it is best if you deliver assignments in advance or send them to class with a friend. NO assignments will be accepted by e-mail unless specific permission is given by instructor in advance. Extenuating circumstances will only be discussed on a case-by-case basis.
- Being unable to find time to rehearse or meet with your group, realizing you do not understand an assignment, having a computer or printer problem at the last minute, having a paper or exam in another class, are not legitimate reasons for late performances or papers. **Plan ahead.**
- Exceptions or extensions may be negotiated in extreme circumstances but must be worked out in advance of the due date and evidence of progress on the project must be shown.
- Absolutely no work of any kind will be accepted after the last class period. There will be no extra credit and there will be no curve.
- It is in your best interest to keep all assignments until you receive your final grade. Should a mistake in the calculation of your grade occur, for any reason, you will want to be able to show your work.

Academic Honesty:

Academic Honesty is an expectation in this class. Acts of cheating and/or plagiarism will not be tolerated. Please refer to your Student Handbook (http://www.bgsu.edu/offices/sa/book/Student_Handbook.pdf) for a more detailed explanation of academic honesty and consequences for these behaviors. Violations will be handled at our discretion within the guidelines defined in the Code of Academic Honesty. If you are unsure about the use of sources or references, ASK ME!!!

Students with Disabilities:

The goal of Disability Services for Student's Office (413 South Hall) is to help provide equal access and reasonable accommodations to students with disabilities and to act as a resource to faculty and staff. All accommodations will be based upon documentation that indicates the student has a disability that substantially limits some major life activity, including learning. If you know you have a disability please see the instructor as soon as possible so that the necessary accommodations can be made. We will make all accommodations possible as per Disability Services request. If you have questions concerning Disability Services that I cannot answer, please contact their office at 372-8495 or 372-0582/8497 (TDD).

Guidelines for Written Work:

High quality written work will be expected on all assignments which should adhere to the following guidelines. I reserve the right to return un-graded any work that does not adhere to the following standards:

- Typed, Double-Spaced, One inch margins

- Proofread and professional in appearance
- 12 point Times New Roman or Arial font
- Proper headings should be typed as follows: One line at the top of the page with your name, paper subject, class and date. (Example: Kate Collins, Article Response, THFM 340, 8/20/07)
- Pages beyond the first should have your last name and page number in top right hand corner
- Remember plagiarism is a serious violation with severe consequences. As always, you are required to give credit where credit is due (this includes Internet sources)

Guidelines for Self-Evaluation:

In general, all assignments will indicate the specific manner by which your work will be evaluated. Performance-based assignments completed during the Libbey Residency will also involve written **self-evaluations** so students learn to be critical of their own work and carefully consider their contributions to the collaborative effort. All of the Residency assignments will be assessed according to the following criteria:

1. Capability of approaching collaborative work with a sense of openness and positivity; inclusiveness as a facilitator.
2. Ability to be inventive both with content and form, and to take risks
3. Attention to craft and process – Work created with little attention or care will be graded accordingly
4. Responsiveness to suggestions to strengthen projects

Class Requirements:

The format of this 6-credit service-learning course begins with four weeks of intensive classroom work as we survey the field of arts-based civic dialogue and prepare for a residency at Libbey High School in Toledo. These initial weeks will include:

- Eight written responses to readings and reflection papers throughout the semester, generally one to two pages of high quality writing.
- Short written summaries on two CPI articles (controversial public issues) as we search for potential subject material for our performance at the high school
- Readings: Assorted chapters from our required texts along with additional articles
- A research project presented orally (7 - 10 minutes) on one of the theatre-based projects of the Animating Democracy Initiative along with a handout made for classmates with project highlights. Students will be graded based on depth of understanding of the goals and approach of the project, the ability to engage the audience (your classmates) in the subject matter, and sufficient research.
- Project planning, workshops, and added tasks as needed in preparation of our residency at Libbey.

The remainder of the semester will involve preparing for and traveling to Libbey High School each Monday and Wednesday. In addition to continued written reflections this phase of the class will include:

- Devising a 3 – 5 minute performance piece along with a partner that serves as a preview of one of the four CPI topics we decide to present to the Libbey students. The task will be to develop a creative performance piece that examines the different perspectives involved with the particular issue.
- Compiling a “reader” of articles, essays, poems, and research related to the project for the Libbey students to continue developing their understanding of our topic and the concept of citizenship.
- Participation and facilitation of in-class warm-ups, activities, and discussions with the high school students at the high school as well as for the two Libbey student fieldtrips to the BGSU campus.
- Contribute to devising, rehearsing, supervising and/or performing for the final presentation along with the Libbey students

Additionally, there will be meetings and planning with peers outside of allotted class time to insure that all necessary tasks in mounting our final performance are taken care of. The course will then conclude with:

- A developed outline of a future community-engaged project based on a list of assigned categories
- A final reflection paper, 3 to 4 pages in length

Assignment Point Breakdown:

Classroom and Written Work – 30%

CPI Article Summaries	____/ 50
Surveying the Field Presentation and Handout	____/ 50
Reading Response and Reflection Papers 8 X 25 = 200 pts.	
Reading Response #1	____/ 25
Reading Response #2	____/ 25
Reading Response #3	____/ 25
Reflection Paper #1	____/ 25
Reflection Paper #2	____/ 25
Reflection Paper #3	____/ 25
Reflection Paper #4	____/ 25
Reflection Paper #5	____/ 25

Residency Contributions – 30%

Libbey Reader – article selection, summary and discussion	____/ 50
Leading activities, warm-ups and discussions	____/ 100
CPI preview	____/ 50
Rehearsal and performance contributions (including post-show dialogue prep)	____/ 100

Final Documents – 20%

Future Project	____/ 100
Final Reflection Paper	____/ 100

Attendance and Participation – 20%

____/ 200

Total

____/ 1000

Point breakdown: A= 1000-900 B= 899-800 C= 799-700 D= 699-600 F= 599-0

Related Resources

The following is a list of useful resources relevant to this course and our service-learning project. It is only an initial list and is by no means exhaustive.

Books:

Pledging Allegiance: The Politics of Patriotism in America's Schools. Edited by Joel Westheimer. Teachers College Press, © 2007.

Democratic Dialogue in Education: Troubling Speech, Disturbing Silence. Edited by Megan Boler. Peter Lang Publishing Inc., © 2005.

Artists in a Time of War. By Howard Zinn. Seven Stories Press, © 2003.

Articles:

“Relationship, Reciprocity, Reclamation: The Arts at Cal State Monterey Bay,” by Jan Freya;
<http://www.communityarts.net/>

“What Kind of Citizen? The Politics of Educating for Democracy,” by Joel Westheimer, American Educational Research Journal. Vol. 41 No. 2, Summer 2004

Web Links:

International Association for the Evaluation of Educational Achievement (IEA) – Civic Education Survey -
<http://www.wam.umd.edu/~jtpurta/>

CIRCLE, Center for Information & Research on Civic Learning & Engagement - <http://www.civicyouth.org/>

CAN, Community Arts Network - <http://www.communityarts.net/>

ADI, Animating Democracy Initiative - <http://www.artsusa.org/animatingdemocracy/>

NPR – Citizen Student Series - http://www.npr.org/programs/morning/features/civics/young_vote.html

Ohio Department of Education Academic Learning Standards -
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=7&TopicRelationID=305>

Toledo Public School District – www.tps.org

Ohio Campus Compact - <http://www.ohiocampuscompact.org/>

National Service-Learning Clearinghouse - http://www.servicelearning.org/instant_info/index.php

This I Believe - <http://thisibelieve.org/>

Democratic Dialogue - <http://www.democraticdialogue.com/>

BGSU Office of Service Learning - <http://www.bgsu.edu/offices/service-learning/>

Proposed Class Schedule

(Subject to change based on needs of the class. Further reading assignments will likely be added.)

Color Key:

Grey – class meets at Wooster Street Community Center

Gold – Gold day, Econ class at Libbey HS

Blue – Blue day, American Government class at Libbey HS

Green – Meet with both classes jointly at Libbey HS

Pink – Libbey students on fieldtrip to BGSU campus

Red – Attendance is optional for BG students enrolled in THFM 490/683

Date	Topic	Assignment Due
Monday, January 7	<ul style="list-style-type: none"> • Introductions • Syllabus • Project Overview • Assign CPI readings 	
Wed, January 9	<ul style="list-style-type: none"> • Community Building • Discuss CPI's • Consent forms and surveys • Documentation plan 	Read CPI articles
Monday, January 14	<ul style="list-style-type: none"> • Students share CPI findings • Guest Speaker: Jane Rosser, Director of the BGSU Office of Service-Learning • Assign Surveying the Field presentations 	Read LTS Ch. 1 & 2; Completed web quest; Due: 2 CPI articles w/ written summaries
Wed, January 16	<ul style="list-style-type: none"> • CPI cont'd • Discuss ADI readings • Citizenship/ OH State Learning Standards • Initial planning and layout for Libbey "reader" 	Read ADI – Part 1 & 2; Listen to NPR Citizen Student series; Due: 1st Reading Response
Monday, January 21	<ul style="list-style-type: none"> • NO CLASS – MLK DAY 	
Wed, January 23	<ul style="list-style-type: none"> • Surveying the Field presentations • Theatre technique workshop • Discuss first Libbey fieldtrip to BGSU 	Read ADI - Part 3 Due: Presentations & accompanying handouts
Monday, January 28	<ul style="list-style-type: none"> • Workshop and rehearse CPI presentations • Creating Cultural Connections & Addressing Privilege 	Read LTS Ch. 5, Avazian, & PPD reading; Due: 2nd Reading Response
Wed, January 30	<ul style="list-style-type: none"> • Finalize Reader • Rehearse and finalize CPI presentations • Prep for first visits to Libbey 	Additional readings for Reader
Thursday, January 31	<ul style="list-style-type: none"> • Initial visit to Libbey for introductions • Surveys, consent forms & guidelines 	Optional for BG students
Friday, February 1	<ul style="list-style-type: none"> • Initial visit to Libbey for introductions • Surveys, consent forms & guidelines 	Optional for BG students
Monday, February 4	<ul style="list-style-type: none"> • Preview presentation for all Libbey students • Meet Leah Hudson and Libbey Principal 	

Wed, February 6	<ul style="list-style-type: none"> • Introductions/Community Building • Talent and Interest Survey 	Read ADI Part 5
Friday, February 8	<ul style="list-style-type: none"> • Values continuum • Citizenship discussion 	Optional for BG students

Monday, February 11	<ul style="list-style-type: none"> • Introductions/Community Building • Talent and Interest Survey 	Due: 1st Reflection Paper
Wed, February 13	<ul style="list-style-type: none"> • Values continuum • Citizenship discussion 	
Monday, February 18	<ul style="list-style-type: none"> • TPS has no school • Respond to initial visits → plan future visits • Devise Fieldtrip plan and workshops • Grad student reading presentations 	Due: Grad student reading & response paper; Bring research on student selected topic
Wed, February 20	<ul style="list-style-type: none"> • Libbey fieldtrip to BGSU campus • Regular meeting 8:30 – 11:30am • Follow with tours, lunch, classes, etc. 	11:30am - 2:30pm Optional for BG students

Monday, February 25	<ul style="list-style-type: none"> • Brainstorm session for chosen topic • Craft questions for take home surveys 	Due: 2nd Reflection Paper
Wed, February 27	<ul style="list-style-type: none"> • Host interview at Libbey • Collect students' written responses 	
Monday, March 3	<ul style="list-style-type: none"> • BGSU SPRING BREAK • Brainstorm session for chosen topic • Craft questions for take home surveys 	Optional for BG students
Wednesday, March 5	<ul style="list-style-type: none"> • BGSU SPRING BREAK • Host interview at Libbey • Collect students' written responses 	Optional for BG students
Monday, March 10	<ul style="list-style-type: none"> • Host 2nd interview at Libbey • Collect students' written responses 	
Wed, March 12	<ul style="list-style-type: none"> • Discuss student responses to interviews • Brainstorm performance pieces • Introduce "This I Believe" 	Due: 3rd Reflection Paper

Monday, March 17	<ul style="list-style-type: none"> • TBD 	
Wed, March 19	<ul style="list-style-type: none"> • Host 2nd interview at Libbey • Collect students' written responses 	
Friday, March 21	<ul style="list-style-type: none"> • Discuss student responses to interviews • Brainstorm performance pieces • Introduce "This I Believe" 	Optional for BG students
Monday, March 24	<ul style="list-style-type: none"> • TPS SPRING BREAK • Break down performance pieces • "This I Believe" prep 	Due: 4th Reflection Paper
Wed, March 26	<ul style="list-style-type: none"> • TPS SPRING BREAK • Present ideas for performance pieces • Plan 2nd fieldtrip to campus • Discuss project assessment 	
Monday, March 31	<ul style="list-style-type: none"> • Students share "This I Believe" statements • Tying it all together 	
Wednesday, April 2	<ul style="list-style-type: none"> • In-class work session on performance pieces 	

Monday, April 7	<ul style="list-style-type: none"> • Libbey fieldtrip to BGSU campus • Regular meeting 8:30 – 11:30am • Follow with lunch and further rehearsals 	11:30am - 2:30pm Optional for BG students
Wednesday, April 9	<ul style="list-style-type: none"> • Students share “This I Believe” statements • Tying it all together 	Due: 5th Reflection Paper
Friday, April 11	<ul style="list-style-type: none"> • In-class work session on performance pieces 	Optional for BG students
Monday, April 14	<ul style="list-style-type: none"> • Dress Rehearsal in auditorium – all students 	
Wednesday, April 16	<ul style="list-style-type: none"> • Performances in auditorium, 9:30am/6:30pm 	
Monday, April 21	<ul style="list-style-type: none"> • Wrap-up day at Libbey • Final reflections, evaluations, surveys... 	
Wednesday, April 23	<ul style="list-style-type: none"> • Last day of class • Evals, surveys • Future Project Presentations 	Due: Future Project Presentations
Monday, April 28	<ul style="list-style-type: none"> • Final Exam Day: come by Kate’s office, Kohl 010 between 9:30 and 10:30am to turn in your Final Reflection Paper 	Due: Final Reflection Paper