

Syllabus
UNCA ARTS AND IDEAS 310-001
CL5E: Community Arts Project
FALL 2007

Instructor: Jerry Pope
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Classroom: CH 131
Wednesday 2:45- 5:15
3hrs credit

Course Objectives:

Students will learn the history, principles, and practices of community based art. Students will have practical experience in gathering oral histories from community members and turning those stories into a public performance or other art piece. Students will get to know local history and local community members through these activities.

Course Description:

This is a participatory workshop where students will research local history, interview members of the local community, present performance and/or art pieces based on interviews and create a final group art project based on their in-class work. In addition, students will familiarize themselves with the practices of a variety of community-based artists through reading articles, viewing work on-line, attending lecture/demonstrations by guest artists, and viewing videotaped performances. Finally, students will participate in a variety of in-class exercises that model techniques used by community-based artists. . In addition, this semester students are required to attend a performance of Thousand Kites, a community-based play at the Carol Belk Theater based on interviews with guards and prisoners at a supermax prison in VA.

Class Environment:

This class, like all classes (and most things human), is a construct; students, the teacher, and guests agree to certain spoken or unspoken rules. We will agree on a contract to govern our actions while in class.

Students are expected to take an active part in class discussions. While each person's opinion is valued, you will be expected to express why you hold that particular opinion.

Class Components:

Community Arts Overview - Students will read articles, view on-line galleries, listen to audio interviews, watch videos, and discuss the concepts, content, and practices of a variety of community arts projects.

Interviewing - Students will learn, through participation and research, how to conduct story circles and oral history interviews as a way to build bridges within the community and gather material for art projects. In lieu of a final exam students will conduct and transcribe at least one oral history interview with a community member.

Art Projects - Each student will be responsible for creating a short solo art project and for participating in the final class presentation that is based on responses to interviews, story circles, research, and class exercises. These projects will be graded and will require preparation outside of class time.

The instructor reserves the option to change this syllabus

Class Requirements:

* **Daily attendance and participation in class discussions and exercises:** All students are expected to have read and be able to thoughtfully comment on the assigned reading/viewing material. In addition, students will participate in a variety of in-class exercises that model creative approaches to shaping source material. You will not be graded on how well you do the in-class exercises, it is simply important that you participate wholeheartedly. Quizzes, which count towards this grade, may be given at the instructor's discretion. Absences will adversely affect your grade.

* **Story Gathering -1.** All students will conduct at least one oral history interview held off campus with a Western North Carolina community member.
2, Students will transcribe the oral history interview, turning in two copies of the transcription, one to the instructor and one to the Center for Diversity Education.

***Solo art project** – This will be an art response to your interview. It can be a piece of visual art, a personal essay, song, poem, an audio postcard/story, a graphic novel, a monologue or performance piece. How do you interpret the story or information that is in your interview? Along with your presentation you will submit a short written discussion of the project that describes what you hope to communicate through your art piece and also your process. Be prepared to engage with the class in a thoughtful discussion about your work. It is recommended that you discuss ideas about your solo project with the instructor prior to your presentation.

***Participate in a final class-wide community based art project.** - All students will participate in the preparation and presentation of a final class presentation, which will be created collaboratively from the material generated by the class and open to the public. The final presentation may be compiled from the solo projects as well as group assignments that arise from in-class exercises.

4 Response Papers- Write a paper that is a response to the material that we have covered in class. It can be your response to the reading or viewing assignments, to the in-class exercises, the interview process, or the work of your classmates. 2 typed pages.

Class Policies and Procedures:

Attendance: Students are expected to attend all classes and to be present for the entire class. Students who are more than 15 minutes late will be counted absent. If you are late, make sure I count you present. **One point will be dropped from your final grade for each hour of unexcused absence.** If you are ill, bring a doctor's excuse to ensure that you will receive an excused absence. Unexcused absences are for minor illnesses (flu, cold, etc). Other non-illness excused absences on a case-by-case basis. If you are absent on a day a test is assigned, you will not be able to make up the test without a doctor's excuse.

Presentation: All outside papers must be typed, with standard formatting, punctuation, and grammar. I.e., 12-point type, one-inch margins, double spaced, no fancy typefaces or large and elaborate headings. A page of typing means margin to margin. I do not accept e-mailed papers.

Plagiarism: Every student should read the University's policy on academic honesty. Plagiarism or cheating on an assignment will result in a failing grade for the course.

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GRADING:

Attendance and Participation	30%
Interview	15%
Transcription	10%
Solo Presentation	15%
4 response Papers	20%
Final Presentation	10%
	<hr/> 100%

Schedule: *[Please note that the schedule is subject to change]*

August 22 - Class overview- Discussion of syllabus

Discussion: What is Community? What is Art? What is Community Art?

Video: PACT: Dialogues on Art, Culture, and Social Change

Other examples of Community Arts Projects

29 – From Interviews to Art

Video: Excerpts from *The Exonerated*, *Fires in the Mirror*

In Class Listening- Discovering Omar- Audio Docs: Young Latino

Immigrants & School (*Early work in a collaboration between the*

Center for Documentary Studies and Student Action with

Farmworkers (SAF): a documentary exploration of the educational

aspirations of the children of migrant farm workers in NC)

Discussion of reading material

Reading/Viewing Assignment: An Introduction To Community Art and Activism

http://www.communityarts.net/readingroom/archivefiles/2002/02/an_introduction.php

Whose Agenda Is It, Anyway? Documentary Burdens, Community Benefits

http://www.communityarts.net/readingroom/archivefiles/2003/08/whose_agenda_is.php

Indivisible: Stories of American Community

<http://www.indivisible.org/gallery.htm> - Go to #11- WNC- Handmade in America- Smalltown

Revitalization Project and check out #4- San Juan Texas- Be sure to listen to the audio clips in #4

September 5- Oral History Interview Training**12- Meeting with Community Partner/ brainstorm Interview questions**

Participation in Story Circles

Discussion of reading material

1st Reflection Paper Due

Reading/Viewing Assignment: Eye of the Storm: Reflections on Violence

Read the article, look at the slideshow of posters; listen to the audio clips -

http://www.communityarts.net/readingroom/archivefiles/2007/05/eye_of_the_stor.php#

Handout: Stereotypes (David C.Hsiung) – From High Mountains Rising: Appalachia In Time and Place

19- Field Trip: “About Anne Frank: A History for Today” Biltmore Square Mall, CDE, (Sept13- Nov 9) \$2.00

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26- Other Ways of Telling Stories: The Narrative of Visual Art

In Class Viewing : The Dinner Party/ The Birth Project /RepoHistory

Discussion of reading material

Reading/Viewing Assignment:

RepoHistory- Read overview of organization and past projects. Look at The Lower Manhattan Sign Project and Voices of Renewal. Read the intro to each project, view the artwork pages for each, Go to the documentation page for each project to get a closer look at each picture. Follow the link to Lucy Lippard's article: Anti-Amnesia <http://www.repohistory.org/who.html>

Deeper than Skin or Gender: Community Arts and Cultural Diversity

http://www.communityarts.net/readingroom/archivefiles/2002/07/deeper_than_ski.php

October 3- Puppets, Protest, and Parades

In Class Viewing: Images of Bread and Puppet Theater and a video of Puppetista Activists in Action

Common Threads: Stories from the Aids quilt

Discussion of reading material

Reading/Viewing Assignment:

Puppet Uprising: Peter Schumann's Bread and Puppet Theater (article)

http://www.cbc.ca/ideas/features/bread_puppet/index.html

Bread and Puppet- photo gallery (museum) <http://www.breadandpuppet.org/museumphotos.html>

Slides from a Bread and Puppet Theater Performance in Bellows Falls, VT

<http://www.fixcite.com/bp/perf.html>

10- Non-Naturalistic Performance

In Class Viewing : Aids play from *Constant Gardener*

In class work with personal stories: Story Weaving- adapted from

Spiderwoman Theater; Forum Theater- adapted from Theater of the Oppressed

Discussion of reading material 2nd reflection paper due/ Quilt Square due

Reading Assignment:

A Brief Introduction to Augusto Boal

http://www.communityarts.net/readingroom/archivefiles/1999/12/a_brief_introdu.php

17 –FILM: *Born Into Brothels*

Poetry staging

24 – Solo Art Presentations

31- Solo Art Presentations

November 7- In Class Exercises: Monologue Work - 3rd reflection paper due

Different Points of View: Adapted from Michael Rohd's *Hope Is Vital*

Dueling monologues: Adapted from the Los Angeles Poverty Department

14 – Guest Artist: Dr. Scott Walters, Dir. *1000 Kites*
Brainstorm/Plan Group Project

Outside assignment: See *1000 Kites (Nov 15-19)*

21- NO CLASS Thanksgiving

28- Rehearse Final Project

December **5-** Final Arts Project Presentation: Time and Place TBA
4th reflection paper due/ self-evaluation for the class

10: Transcribed interviews deadline- *Email the transcript to me and the Community Partner Turn in your interview tapes and photos to the Community partner.*

GROUP CONTRACT GUIDELINES

Below are ground rules for creating a classroom community that engenders a safe space and which reinforces the participation and voices of all members of the group. This is integral to honoring both the diversity of the group and the unique qualities of each individual.

1. SPEAK – from your own experience. Use “I” statements.

2. LISTEN –to understand. Don’t interrupt.

3. SHARE – the air space. Balance talking with listening.

4. RISK – new ideas and processes. Challenge and question

5. DO NOT IGNORE – do not let an incident pass by without remark. Use the “ouch” signal. Take responsibility for your own feelings when an “ouch” has occurred.

6. SIGNAL AGREEMENT – with others by the use of “snaps” instead of repeating what someone else has said.

7. ACKNOWLEDGE – positive feelings in yourself and others.

8. KEEP IT IN THE ROOM – honor the sharing of others and the difficulty of trust by keeping sensitive information within the room. Don’t gossip or carry tales.

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