

**COMMUNITY EMPOWERMENT THROUGH THE ARTS
SYLLABUS AND CLASS SCHEDULE
Fall 2024**

**Tuesdays 10am-12:50pm
Residential College, East Quad Green Room B423
RCHUMS 341.001 & AMCULT 311.007
4 credits**

INSTRUCTOR

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RC Office 1801
Office Times: Wednesdays, 9am-5pm

COURSE DESCRIPTION

How can the expressive arts triage the effects of the COVID-19 pandemic and other stressors on children and teens living in systemically under-served communities in Washtenaw County? This Engaged Learning course will focus on how the expressive arts are applied as a healing tool in response to the traumas that may have been experienced by school-age youth, whilst recognizing their resilience and strength. Students are offered opportunities to engage with children and youth through an internship with the community-based program, [Telling It](#). **Including travel time, you will need to budget 3-4 hours for your internship. Carpooling and CEAL cars are available.**

In class and in community, students will learn how expressive art forms and artists apply their disciplines using racially and culturally respectful and sensitive pedagogies. They will examine the impact of traumatic circumstances and events on the healthy development of the brain and body and their amelioration using age-appropriate methods that are playful, creative and pay attention to healing and social emotional learning.

****Please note: There will be a mandatory training on Saturday, September 14, 10:30-4:30pm in room 1405 in the RC, East Quad. Vegetarian lunch provided by Palm Palace.***

QUESTIONS ADDRESSED BY THIS CLASS

1. In which ways do the identities of outsiders need to be understood before entering a host community? How does an outsider form empathetic alliances, partnerships and collaborations?
2. How should students apply and articulate values, ethical standards and principals unique to expressive arts-based engagement involving diverse populations and settings? And, how do we match expressive arts-based methods effectively and ethically across diverse populations and cultural backgrounds?
3. How do we contradict the messages of diminished self-worth when young people of color experience a disproportionate death toll in their communities and the brutality of the police towards them, their family members and peers? What is the historical backdrop that made possible the racist biases that systemically affected the health, housing, educational and career advancement paths of Black and Brown youth?
4. How can we collaborate with youth without censorship or judgement in their efforts to self-identify based on multiple intersecting identities? How is the mental health and wellbeing of youth affected by pejorative responses to their identities?
5. Why is an intermodal approach that intersects games and the expressive arts in uncensored and non-judgmental spaces so effective at supporting the healthy brain and social emotional development of young people?
6. During a time of social turbulence, what are the healing centered, trauma and strengths-aware expressive arts responses that have the potential to address social emotional-needs and interrogate systemic inequities?
7. How do strategic planning designs and an analysis of systems (e.g. logic models) relate to arts-based initiatives at the community level?
8. What have I learnt about myself through my engagement in this course and with the youth and teams at my internship site?

Teacher Statement

This class is designed to be physically as well as intellectually engaging. We explore themes that can be emotionally triggering for some students, and with the backdrop of a divided nation, connect us with the realities of how the issues we cover are experienced by those we serve in the community. My commitment is to do whatever it takes to make this experience enriching and meaningful for you using the expressive arts, including games, and other tools that have the potential to take us out of our comfort zones as self and mutual learning experiences. Let me know what I can do to support you if need be. Please take care of yourself and let me know if you need any accommodations.

CE SYLLABUS

Fall 2024

WEEK 1 – 8/27/24

Themes: Who are we? What do we know? What do we want to learn? How do we engage in this classroom and build community?

Class orientation, start team building and reviewing internship information.

WEEK 2 – 9/3

Themes: Preparing to enter community. Continuing team building, guidelines to weekly reflections, training and on-site orientation details, confirming internship selection and transportation needs.

Using a trauma-informed Lens:

What is the transformational potential of games? How do the expressive arts, playing games and social emotional learning intersect with healing and wellbeing?



Entering community & building community

Games for Social Emotional Learning -

Intermodality

Poiesis (making art as world-shaping)

Dialogue across difference, “There is a conversation in this room that only these people at this moment can have. Find it.” Adrienne Manée Brown.

Preparing for Class

- A. Levine, Stephen K. Art Opens to the World: Expressive Arts and Social Action from Art In Action: Expressive Arts Therapy and Social Change (2011): pp.21-29
- B. TED Talk Play Is More Than Just Fun by Stuart Brown 18 mins.

https://www.ted.com/talks/stuart_brown_play_is_more_than_just_fun?language=en

In-Class Assignment: What is the purpose of art?

WEEK 3 – 9/10

Themes: How does identity factor into entering a community and how do oppressive systems and trauma intersect with identity? Kelly Kundrat, Lead Social Worker for Telling It guest presents.



Humility and empathic engagement across difference

Introduction to understanding how the brain and the autonomic nervous system serve to inform us

The complexities of being trauma-informed

Expressive arts response to adversity

Games

Active listening

Preparing for Class

- A. **TED Talk Allegories on Race and Racism by Camara Jones** 20 mins.

<https://www.youtube.com/watch?v=GNhcY6fTyBM>

- B. **TED Talk The Urgency Of Intersectionality Kimberlé Crenshaw** 18 mins.

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-1117437

- C. **Understanding Trauma: Learning Brain vs Survival Brain** by Jacob Ham You Tube Video (5 mins)

<https://www.bing.com/videos/search?q=effects+of+trauma+on+the+brain&&view=detail&mid=857C3999FF856C6DBE2E857C3999FF856C6DBE2E&&FORM=VDRVRV>

Assignment: Reflection #1

Saturday – 9/14 10:30am-4:30pm

Room 1405

Training Day lunch provided by Palm Palace.

WEEK 4 – 9/17

Themes: The Power of the Theatre Arts for Change. How have the theatre arts been employed as a tool for individual, community and organizational empowerment? You are introduced to the work of community activists, teachers and theatre artists, Dorothy Heathcote and Hector Aristizabel and the pedagogies of Paulo Freire and Augusto Boal that influenced them. Review process of weekly reflections.



Pedagogy of the Oppressed: Paulo Freire

Primers in Heathcote's Mantle of the Expert, Aristizabel's Blessing Next To The Wound and Boal's Forum Theatre and Image Theatre, part of his pedagogy of the Theatre of the Oppressed. Reflecting on experiences.

Preparing for Class

- A. **Augusto Boal's FORUM THEATRE for teachers** by S. MacDonald and D. Rachel 2000
- B. **The Blessing Is Next To The Wound** *The Sun* 358 (2005) pp.5-13 by Diane Lefer
- C. **Dorothy Heathcote BBC Omnibus 1971** 60 minutes (*If you're short on time, you can fast forward through sections, but do focus on when she and other teacher artists are with children*)

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

Assignment Due: Reflection #2

WEEK 5 – 9/24

Theme: An intermodal response to Identity and the Importance of Metaphor.



*Code switching behavior and language
Dance and Movement
Language arts
Metaphor*

Preparing for Class

- A. **TED Talk on Identity and Injustice** by Bryan Stevenson 23 mins

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

- B. **Dance and Identity** Leila Awadallah 3 mins and 2 mins.

<https://www.youtube.com/watch?v=qQ4evJfmBws>

<https://www.youtube.com/watch?v=fX4tJB7eaGc>

Assignment Due: Reflection #3

WEEK 6 – 10/8

Theme: Guest Artist, [Bryce The Third](#) visits class to share how his arts practice has impacted him personally and professionally.



Language arts (throw downs)
Danger of the Single Story

Preparing for Class

- A. Spoken word poet Jamila Lyiscott** 5 mins.

http://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en

- B. Out Of Place by Asia Johnson**

<https://drive.google.com/file/d/1ydy0BDx-x6iJwU7yAxqpViAz9x-HAF7x/view?usp=gmail>

Assignment Due: Reflection #4 Written in the form of poem/rap/song/short story/script.

WEEK 7 – 10/15

NO CLASS FALL BREAK

No assignment due

WEEK 8 – 10/22

Theme: How does community or public art affect social change? What are the healing and change-agent attributes of participating in the creation of visual art?



Visual arts

Preparing for Class (Note, as UM students you have access to these NYT articles)

- A. In case of Emergency Make Art NYT Op Ed by Caroline Paul, May 30, 2020**

<https://www.nytimes.com/2020/05/30/opinion/coronavirus-mcnaughton-art-children.html>

- B. **Through Kids' Eyes: Virus outbreak brings sadness, fear, joy** by Martha Irvine. AP News May 27 2020

<https://apnews.com/2a04651b0b4f757dee0c883de45eb904>

- C. **Murals Send A Message of Hope in Grim Times** by Hilarie M. Sheets. NYT May 4 2020

<https://www.nytimes.com/2020/05/01/arts/design/street-murals-art-los-angeles-virus.html>

Assignment Due: Reflection #5 represented through visual art.

WEEK 9 – 10/29

Theme: Planning and Implementation. As students prepare to lead activities and sessions at their sites, we ground facilitating skills and planning ideas in the identities of the youth we serve. This class is a practical examination of the role of the facilitator in this practice with each student leading a game/activity.



Session planning and facilitating in collaboration

Preparing for class:

- A. **What Is Expressive Arts Therapy?** Cathy Malchiodi September 2020 10 mins

<https://www.youtube.com/watch?v=SutB72QBvZs>

Resources:

Guidelines for session planning and a collection of games can be found in the Readings file on Canvas.

Assignment: Start planning for final project, *Community Empowerment Represented Through the Expressive Arts*, plan to lead one activity/game in class and Ref #6

WEEK 10 – 11/5

Theme: Education, An Issue of Social Justice. An historical backdrop to the current racist and classist inequalities in education policy and teaching practices in American schools. What do policy makers, teacher-educators and teachers need to know for engagement in multi-cultural classrooms? What

impact did the integration of schools through the ruling of Brown vs. Board of Education have on students and schools? We will interrogate the phrases, “At all deliberate speed” and “Separate but not equal.” We will examine the disparities in K-12 classrooms, in suspension and expulsion rates between students of color and white students through the lenses of race and class as part of the school to prison pipeline or nexus.

Note: Today is voting day. I’m happy to accommodate students that need to arrive late to class or leave early in order to vote. Just let me know ahead of time.



Understanding the cradle/school to prison nexus and how that impacts our youth.

Preparing for Class

- A. We Want To Do More Than Survive: Abolitionist teaching and the pursuit of educational freedom** by Bettina A. Love pp 27-41
- B. Love, B. [TEDx Talks]. (2014, April 8). Hip hop, grit, and academic success:** Bettina Love at TEDx UGA. [Video]. YouTube. <https://youtu.be/tkZqPMzgvzg>
- C. TED Golden Gate ED Growing Roses in Concrete** by Jeff Duncan-Andrade 13 mins <https://vimeo.com/53863431>

Assignment Due: Reflection #7 (Last weekly reflection)

WEEK 11 – 11/12

Theme: Evaluating the impact of projects and programs with guest presenter, Kelly Kundrat, Lead Social Worker for Telling It.



*Logic Models
Mission Statements
Evaluating Impact*

Preparing for Class

- A. 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) pp. 333-339
- B. Civic Engagement And The Arts: Issues Of Conceptualization And Measurement.** by Mark J. Stern and Susan C. Seifert. University of Pennsylvania, School of Social Policy &

Practice, 2009. Read Part Three, pp. 35-47 & The Conclusion, pp. 56-57.

Assignment: Continue to work on final project. Deb checks in with each student about their project.

WEEK 12 – 11/19

In class presentation of final project, *Creative Representation of Community Empowerment through the Arts*

WEEK 13 – 11/26

THANKSGIVING WEEK NO IN-PERSON CLASS

No assignment due.

WEEK 14 – 12/3

Themes: Last class. Debrief on presentations, Course Review and Recommendations, Closure and Evaluations. Set final reflective essay.

No assignment due

WEEK 15 – 12/10

Assignment: Final Reflective Essay Due

GRADING PERCENTAGES

Internship = 30%

Weekly Reflections = 25%

Course and Internship Experiences Represented through the Expressive Arts = 20%

Participation in Class and Final Self-Evaluative Essay = 25%

