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## **ART for Social Change**

### **SPRING 2014**

**William Reichard, Program Director**  
**Emily Seru, Manager of Internships/Community Partnerships**

**Seminar Hours:**  
**Tuesdays & Thursdays, 10:00am – 3:00pm**  
**& as arranged**

**The Textile Center**  
**3000 University Ave. SE**  
**Minneapolis, MN 55414**

**Office Hours: By Appointment**

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## **COURSE REQUIREMENTS, GRADING AND GUIDELINES**

**1. READING SEMINAR: ART AND SOCIAL CHANGE IN A POLITICAL, SOCIAL AND HISTORICAL CONTEXT.** The Reading Seminar focuses on the assigned readings and provides a theoretical and contextual framework for the issues we'll explore throughout the semester. (1 course credit, 4 credit hours).

**2. FIELD SEMINAR (ARTS PRAXIS): SOCIAL CHANGE, AND ITS PRACTICE IN THE FIELD.** The Field Seminar or Arts Praxis provides opportunities to learn how ideas for social change are transformed into action. It includes hands-on learning and interaction with artists, organizations and members of the community. (1 course credit, 4 credit hours).

**3. INTERNSHIP, AND INTEGRATION SEMINAR:** This comprises half of the Art for Social Change coursework. The Internship allows students to test theories discussed in class and develop new critical perspectives while engaging in meaningful work at a non-profit, community-based organization. Integration Seminars ask students to critically examine their semester experiences, and engage in conscious reflection on the connections that link Internship work, Reading and Field Seminars, and the non-academic world. (2 course credits, 8 credit hours).

**4. ASSIGNMENTS:** All assignments must be submitted on Moodle or at the beginning of class on the date that they are due. Due dates for all assignments and the method in which you must hand them in (online or in person) are clearly marked on the weekly schedule. We accept late assignments only in cases of medical and/or family emergencies, or if you've arranged an alternate due date prior to the official due date. Otherwise, late assignments will not be accepted and your grade will be affected accordingly.

**5. ATTENDANCE:** If you are sick, or have an emergency that you know will keep you from class, call Bill on his cell phone *before* class begins. If he don't pick up, leave a message. If you can't call prior to the class you'll miss, contact Bill as soon as possible after class. You must be on time for all classes and site visits. You may be excused from class for up to 4 days without it affecting your grade. If you miss more than four days of class (which translates into two weeks of class), your grade will be negatively impacted. We will make exceptions for being late or missing class due to severe weather, serious illness, family emergencies, or internship-related activities. You may be excused from class to work on internship-related activities, but only with PRIOR permission from Bill, and for up to 2 days only (these will be included in your 4 day maximum number of absences).

**6. HEALTH AND DISABILITIES:** If you have a health condition, either temporary or chronic, are taking medications that we need to know about, or you have a physical and/or learning disability, please inform Bill in advance so that we can manage the situation accordingly and make any necessary accommodations.

**7. CELL PHONES AND ELECTRONIC DEVICES:** All cell phones and other electronic devices must be turned off during all program hours, except if being used specifically for a particular assignment.

**8. GROUND RULES:** You must abide by all the ground rules for classroom behavior and interaction.

**9. GRADING RUBRIC:** Final grades are based on the following 100-point system:

<u>Grade</u>	<u>Points</u>	<u>GPA</u>			
A	= 93 to 100	= 4.0	C	= 73 to 76	= 2.0
A-	= 90 to 92	= 3.7	C-	= 70 to 72	= 1.7
B+	= 87 to 89	= 3.3	D+	= 67 to 69	= 1.3
B	= 83 to 86	= 3.0	D	= 60 to 66	= 1.0
B-	= 80 to 82	= 2.7	F	= 59 and below	= no credit
C+	= 77 to 79	= 2.3			

**Your final grades will be released to your institution's registrar once you've completed and returned the online class evaluation forms. Links to these forms will be sent to you near the end of the semester. Fill them out ASAP and return them in a timely manner.**

**1. READING SEMINAR: ART AND SOCIAL CHANGE IN A POLITICAL, SOCIAL AND HISTORICAL CONTEXT.** The Reading Seminar focuses on the assigned readings and provides a theoretical and contextual framework for the issues we'll explore throughout the semester. (1 course credit, 4 credit hours). The requirements of the Reading Seminar and basis for your grade are as follows:

**Creative Autobiography:** For this assignment, tell the class about your creative self. What medium or media do you work in? Why? Where do you find your inspiration? What artists, artistic movements or styles, or other creative predecessors most influence you? Come to class prepared to share your own work, if you make art, and/or to discuss your personal philosophy regarding the power of creativity, art, and artists. Also come with examples of those artists or cultural workers who have most influenced the way you approach your own work. You may design in-class activities, show video clips, play music, etc. You'll have up to 20 minutes for your presentation, and you should feel free to approach this assignment very creatively. The goal is to let your classmates know who you are, what you do, and how you see the world. Your grade will be based on:

- The preparedness of your presentation
- The depth of your reflection on your own work and the work of artists you admire
- If you are new to art and don't have a body of work to show, you will be graded on activities you lead or ways you approach your presentation and ideas about why you think art matters
- How you use the 20 minutes allotted to you. Have fun! Take risks! Be bold!

**(Presentation: 20 points, due February 13, in class)**

**Praxis 1 and 2:** Praxis papers are a chance to expand on topics, issues, and themes from our readings, discussions, your internship experiences, or your life outside the classroom that are of great interest to you. You can approach the praxis as a personal essay, an academic research paper, or a piece of creative work. If you turn in creative work, it must be on par with the quality of the written work that others may turn in for this assignment. If you feel it necessary to write an artist statement about the work, please include this with the work when you hand it in. You must explore separate issues in Praxis 1 and 2. If written, they must be 4-6 pages double-spaced, 12 pt font, and submitted on Moodle. If the work is creative, you must turn it in on the due date, in class. You will be graded on:

- The use and integration of readings and/or discussions from class
- The amount of research you did from other sources (interviews, articles, etc.)
- The ways in which you wove together your central question/s with your own personal life and/or internship experience
- The quality of the writing and evidence of revision

**(Praxis 1: 25 points, due March 11, submit on Moodle)**

**(Praxis 2: 25 points, due April 24, submit on Moodle)**

**Semester Reflection:** Write a 6-8 page reflection on your overall Art for Social Change experience and consider the questions below. You should integrate into your reflection a discussion of how all of your experiences in this class – the Reading, Field, and Integration Seminars, and your Internship work – have and/or have not connected. You will be graded on how well you answer the following questions:

1. What major themes emerged for you this semester?
2. How does the material you generated, art that you made, papers that you wrote throughout the semester reflect who you are and/or how you have changed?
3. What have you learned about your learning process? Use stories/experiences from the semester where you saw yourself in new ways.
4. What impact have you had on your internship site and your organization's work? What impact has the organization had on you?

**(Semester Reflection: 25 points, due May 15, submit on Moodle)**

**Artist Statement:** Write a 1-page artist statement. This statement should be a concise portrait of who you are as an artist, what concerns, issues or ideas your work addresses, what materials you use and why, and your working process. This statement will be very useful to you once you begin to apply for grants and fellowships – most require a one-page artist statement.

**(Artist Statement: 5 points, due May 15, submit on Moodle)**

**2. FIELD SEMINAR (ARTS PRAXIS): SOCIAL CHANGE, AND ITS PRACTICE IN THE FIELD.** The Field Seminar, or Arts Praxis, provides opportunities to learn how ideas for social change are transformed into action. It includes hands-on learning and interaction with artists, organizations and members of the community. (1 course credit, 4 credit hours). The requirements of the Field Seminar and basis for your grade are as follows:

**Art Tour and Report:** As a group, you'll go on a tour of arts organizations, public art, or arts-related small businesses. As your tour progresses, talk to people (staff at front desks, customers, people you run into) at the places you visit. Do the places you visit feel inviting, compelling, exclusive, comfortable? What kinds of neighborhoods are they in? Who do you think interacts with the places you visit? How accessible are they? At the end of the day, you'll each write a short (1-2 page) reflection.

You will be graded on

- Evidence that you visited every stop on your tour
- Depth of reflection/insights into the role that the places you visited play in lives/communities
- Evidence that you interacted with people along the way

**(Art Tour Report: 5 points, due February 6, submit on Moodle)**

**Framing Questions:** Each day we have a reading assignment or a field speaker, **and class is not being facilitated by one of the small groups**, you must bring in 3 framing questions. Your framing questions should center on issues/questions/arguments you have identified while reading or researching our guests, and help you contribute to the discussion. Ask questions that challenge you and your peers to move beyond whether you liked or disliked the readings, towards a deeper investigation of your response. Critically examine the significance of the reading/field speaker's work and ask questions that allow you to find the ways in which the reading resonated with you and/or your work this semester. At least one of your framing questions each time must address connections between the readings and your internship and/or community experiences. You must bring your questions to class, and turn them in to Bill at the end of the day. Questions may focus on, but are not limited to:

Central argument of the reading.

Ideological orientation: what does the reading call attention to and what does it ignore?

Social, political, historical, or aesthetic context of the reading.

Ways in which you see the topic of the reading interacting with "reality" as you know it.

**(Framing Questions: 2 points x 6 = 12 points, see syllabus for due dates, due in class)**

**Small Group Facilitation:** Each of you will be part of a small group that will have the opportunity to facilitate 4 two-hour discussions of assigned readings throughout the semester. Part of this facilitation will involve creating **critical framing questions** that help shape and guide the discussion. We also encourage small groups to design **hands-on activities** that engage different learning styles, break the class into small groups, integrate internship experiences, and ensure that everyone's voice is heard.

On assigned days the small group facilitating the discussion must come to the reading seminar with a 1-3 page document that outlines what activities your group designed and an explanation of the structure of your plan. Why did you choose to do what you did? What were the goals of your activities? How does your curriculum encourage participation and honor different learning styles? What are the core critical questions your group wants to explore? Your facilitation can cover:

- Central argument of the reading/s
- Ideological orientation of the reading/s
- Social, political, historical, or aesthetic context of the reading/s
- Ways in which some or all of the readings do or do not relate
- Ways in which you see the topic of the reading interacting with "reality" as you know it

You will give one copy of your lesson plan to Bill at the start of the seminar and keep one copy to use during the discussion. **(5 points per session x 3 sessions = 15 points – due in class)**

**Group One: Tuesday, March 4, Tuesday, March 25, Tuesday, April 10**

**Group Two: Tuesday, March 11, Thursday, March 27, Tuesday, April 15**

**Group Three: Thursday, March 13, Tuesday, April 1, Tuesday, April 22**

**Social Justice Tour of the Minneapolis Institute of Art:** Historically, museums have not taken issues like social justice and forms of oppression into account when planning galleries and exhibits. Works of art are sometimes lumped together with religious objects, objects for daily use, etc. Each of you will use the collected works at the MIA to create a Social Justice-based tour of the museum. You will select the specific focus of your tour, and it need not take the entire collection into account. It will be helpful if you select only one or two galleries or a few pieces of art upon which to base your tour. You might want to call attention to who/what is not represented in the museum; you might call attention to how a specific group of people or a whole country/culture is presented in a limited perspective; you might want to seek out work that's specifically political, or seemingly apolitical, and talk about the qualities that unite the works. **This assignment will be made up of three parts:** **1.** We'll visit the MIA three times during the semester. Early on, we'll spend time looking at the collection, and each of you can begin to think about and organize your ideas. After this visit, you'll turn in a draft of your tour. It need not be fully fleshed out, and can be a place for you to ask questions about your ideas. This report or outline should be two to three pages long (images may be included). **2.** Next, after we've read and discussed some art history and theory, and we've had a chance to look at the intersections of art and ideology, we'll revisit the museum, and you'll have a chance to rethink/revise your tour. You'll submit your revised tour plan and it should be three to five pages long (images may be included) **3.** At the end of the term, after you've had a chance to revisit the museum and the works you want to focus on, you'll present the final version of the tour. You should use images, power point presentations, and other media in your presentation. You can, for example, use video, audio, or design a guidebook or brochure.

**(Social Justice Tour, Draft One: 10 points, due Tuesday, March 4, submit on Moodle)**

**(Social Justice Tour, Draft Two: 10 points, due Tuesday, April 15, submit on Moodle)**

**(Social Justice Tour Presentation: 10 points, due Thursday, May 8, due in class)**

**Event Reports:** Throughout the semester, you're required to attend four arts events in addition to those already in the syllabus. Events may include but aren't limited to theater, dance, music, or spoken word performances, literary readings, gallery openings or current exhibits at local galleries and museums, critique of public art works, etc. You'll write a one-page response to each experience. Your responses may be critical, creative, or both. These are due by 6PM the day following the event.

**(Event Reports: 2 points x 4 = 8 points, due on Moodle)**

**Participation/Attendance:** You must attend all class sessions and scheduled events unless ill. You should be on time for all sessions and be an active participant: draw out speakers, pose questions, contribute to discussions, and bring your full self to each class session.

**(Participation/Attendance: 30 points)**

### **3. INTERNSHIP ASSIGNMENTS, POINTS, AND DUE DATES**

*\*Weekly Internship Logs and all other internship assignments should be submitted to/uploaded to Moodle on or before the day they are due. Late assignments will not be accepted unless you have arranged ahead of time for an alternative due date.*

<b>Weekly Internship Logs</b>	Due on Moodle by noon every Monday (except Spring Break)
	Feb 17-May 12 (12 logs, 15 total points)
<b>Learning and Work Agreement</b>	Due Feb 27 (10 points)
<b>Mission and History Paper</b>	Due March 13 (10 points)
<b>Mid Semester Evaluations</b>	Due April 1 (5 points)
<b>Internship Visit Swap Presentations/ outline</b>	Due April 22 (5 points)
<b>Final Internship Evaluations</b>	Due May 13 (15 points)
<b>Log of Internship Hours Completed (200)*</b>	By May 13 (40 points)

*\* Except for the interviews with staff members, time spent on internship assignments does not count toward your 200 hours (time you spend on the mission history paper, weekly logs, and internship swaps does not count).*

#### **Weekly Internship Logs**

On Moodle, write your own personal internship reflection on the highlights, successes, challenges, and connections to class themes you have felt and seen every week. What has been coming up for you? How are you addressing any

challenges you are encountering? Please also record your hours for the week and keep a running total. You will be also asked to hand in your internship hours with the mid-semester evaluation and with the final evaluation. Each log is worth one point, except the final log, which is worth 4 points.

### **Learning and Work Agreement**

HECUA finds that a learning agreement is a helpful tool in preparing you and your supervisor for the internship. The learning agreement should outline your professional and personal goals for the internship and the work plan for the term. Be clear and specific about your goals. This document is one tool to facilitate mutual understanding of what is expected and what is possible through the internship. The more specific you are in your learning agreement up front, the better you will be able to evaluate, reassess and achieve your goals. In a successful internship, you are able to connect your goals to the work plan.

The learning agreement should be a negotiated contract that is revisited and evaluated at regular intervals during the internship. It should act as a flexible contract that allows for growth and change of all parties and the work plan. Make sure that both you and your supervisor agree that the desired outcome can be achieved in the time allotted and with the resources that are available.

The Learning Agreement is available to download on Moodle. Once you have completed it, save an electronic copy for yourself and for your supervisor, print out a hard copy and have both of you sign it, scan the signed copy, and upload it to Moodle. Your Learning Agreement will be graded based on the level of detail you give to your own goals and to your proposed work plan, projects, due dates, upcoming events or meetings, etc. Be as concrete as possible. Think about how your work and progress will be evaluated at the mid semester evaluation, and set specific goals and proposed outcomes for your work.

### **Mission and History Paper and Class Presentation**

To succeed in your internship, you will want to learn as much as you can about your internship site. You will also soon find that making the case for financial support is essential to the survival of any nonprofit organization. This assignment will ask you to research your organization in so doing, to create a compelling case for why their work is important and why people should support it.

To complete this assignment, you will need to utilize online, printed, and human resources at your internship site. I encourage you to also use this assignment to get to know people at your internship site. **You must interview at least two people for this assignment** and note the date of the interview with other source citations at the end of your paper. Try to talk to a variety of staff members, contacts in the community, clients or constituents, board members, etc. Past students have found it useful to set-up brief time periods to meet with your new colleagues (Examples: lunch or coffee, or a formal meeting with your supervisor).

Please write a 5-7 page reflective paper that responds to the following questions:

1. What is the mission of the organization? What are their major programs and activities? Is the mission statement consistent with the organization's programs and activities? How so? Why should someone support the work of this organization?
2. What is the history of the organization? What was the context in which they were formed (what was happening at the time that contributed to the organization being formed)? How has the organization changed over time? How is this history reflected in the organization's work? What does the future hold for the organization? Do they have a vision for what they want to become?
3. How does the organization, or a program within the organization use art as a tool for social change? What strategies does the organization employ? In what ways are their strategies successful? **Important:** *Tell a brief story about something you have witnessed at the organization that demonstrates the importance of the work or how it is making a difference.*

4. How is the organization funded? Do they receive foundation support? Individual support? Do they have earned income streams? Name three foundations that give money to your internship organization. Ask your supervisor to see a recent grant application and grant report to a foundation. What do you notice about how they make the case for their work?
5. What are you working on this semester at your internship? How does your work fit into the organization's mission and history? What impact do you see yourself having on the organization's work and mission? What do you feel you have to contribute and what do you feel you have to learn?

Please address all the questions above. If you hit roadblocks, reflect on why staff at your organization may be unaware of or unable to share this information. The assignment will be graded on the quality, persuasion, concrete examples in your paper, and on the evidence in your citations of your research and in-person interviews. **Come to class on the day the paper is due prepared to present what you learned about your organization to your fellow classmates. Include three things about your organization that you may not have known before doing this assignment and that one would not be able to find on the website. You are encouraged to bring visuals such as a video, hand outs, flyers etc.**

### **Mid Semester and Final Internship Evaluations**

The mid semester and final evaluations include space for your own self reflection and evaluation of your work and room for your supervisor's comments and evaluation on your performance and self reflection. The evaluations are available on Moodle to download, complete, and upload back to Moodle on the day they are due. We recommend you complete your own evaluation, give your supervisor your completed evaluation and their blank supervisor evaluation and make time to sit down and discuss them together. (At the mid semester evaluation meeting with your supervisor, make any revisions to your learning agreement that seem useful or necessary.) **Plan ahead for the mid semester and final evaluation meetings with your supervisor!** It can be difficult to schedule with them on short notice. Get the meetings on both of your calendars ahead of time, giving you plenty of time to get their feedback in time to hand in your evaluations on the date they are due. "My supervisor was not available to meet with me" will not be taken as a valid excuse for evaluations being handed in late. You will be deducted a 1/2 letter grade for each class day they are handed in after the due date.

### **Internship Swap Presentations and Outline**

The goal of this assignment is for you to:

- Explore another student's internship site
- Compare and contrast your different organizations and the roles you each play within them
- Create a 5-10-minute presentation together that conveys your impressions of each other's internship sites, your internship work, and potential areas of collaboration between your two organizations

### **Internship Swap Process:**

You will be partnered with another student for this assignment. It will be up to you to plan a day together where you visit each other's internship sites. Ideally, plan your visit to coincide with something happening at the internship site, such as a performance, community event etc. Be sure to let the internship supervisors know the purpose of the visit and have your fellow student introduce you and show you around on site.

Use the questions below to conduct informal interviews during your time at the internship visit. Try and capture responses from various questions from different people connected with the internship site including your peer mentor's internship supervisor or others with whom they are working closely. Make sure to respond to the reflection questions below and include your reactions and impressions from your visit. You will receive points for the presentation and for handing in an outline where you have documented your experience and written a brief reflection.

### **Interview Questions to use in talking with staff and volunteers you meet on your visit:**

- 1) How do your values intersect with the values of the organization?
- 2) What do you see is the role of story telling in the work of the organization?

3) What is a story you like to tell about this organization?

4) If you had unlimited time/money, what could you envision for the future of your organization?

**Interview Questions for your Fellow Art for Social Change Student:**

5) Ask a critical question of your own for the supervisor and of either one other person at the internship site.

7) Ask your fellow Art for Social Change student what their most surprising moment has been at their internship, and why.

**Reflection Questions for You and your Swap partner:**

1) What resonated most with you in talking with people at the internship, seeing your fellow Art for Social Change student in action at their internship, and in visiting the site?

2) What ideas do you have for ways your internship site could collaborate with this organization?

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**Week 1: February 3 – 7**  
*Art and Community Introductions*

**Tuesday, February 4**

Time: 10:00 - 12:00  
Location: MN Textile Center  
Topic: Introductions and Ground Rules

Lunch break is from 12:00 - 1:00. Today, HECUA will provide lunch.

Time: 1:00 - 3:00  
Location: MN Textile Center  
Topic: Syllabus Review

**Wednesday, February 5**

**To be read:** “Art Objects” by Jeanette Winterson (handout)  
“To Hell with Good Intentions” by Ivan Illich (handout)  
“What Is Creativity?” by Maria Popova (handout)

**Due today:** Framing questions

Time: 10:00 – 12:00  
Location: MN Textile Center  
Topic: This morning we’ll discuss “Art Objects” and “To Hell with Good Intentions,” and talk about how to write effective framing questions for future discussions.

Time: 1:00 – 3:00  
Location: MN Textile Center  
Topic: This afternoon we’ll discuss “What Is Creativity?” and come up with a working definition.

**Thursday, February 6**

Time: 10:00 – 3:00  
Location: Various  
Topic: Art Tour! You’ll go on a tour of local arts venues

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**Week 2: February 10 – 14**  
*The Power of Storytelling*

**Tuesday, February 11**

**To be read:** Steal Like An Artist by Austin Kleon

“The Storytelling Project Model: A Theoretical Framework for Critical Examination of Racism Through the Arts” by Lee Anne Bell & Rosemarie A. Roberts (handout)

**Due today:** Framing questions

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning Emily Seru will explore how to prepare for your internship.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: This afternoon we'll debrief on your Art Tour, and discuss **Steal Like An Artist** and "The Storytelling Project Model." Be prepared to tell a brief story from your life – we'll do a free write to get you warmed up.

### **Thursday, February 13**

Time: 10:00 – 3:00  
Location: MN Textile Center  
Topic: Creative Autobiography: You'll have 20 minutes to present work samples of artists who have had the most profound impact on your own work. You'll discuss your own creative work, art philosophy, and creative process. You may lead classmates through exercises, creative activities, show short films/videos, play music, etc.

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### **Week 3: February 17 – 21**

#### *Art and Identity*

### **Tuesday, February 18**

**To be read:** **Why Be Happy When You Could Be Normal?** By Jeanette Winterson

**Due today:** **Framing Questions**

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning we'll discuss Winterson's memoir and the intersections of identity, expression, and politics.

Time: 1:00 – 3:00  
Location: Macalester College, 1600 Grand Ave., Saint Paul, MN 55105, Old Main 4<sup>th</sup> floor lounge  
Topic: We'll meet with writer/artist/scholar Wang Ping to discuss her on-going, international multi-media project, "Kinship of Rivers," and to discuss how social justice plays a pivotal role in her work.

### **Thursday, February 20**

Time: 10:00 – 12:00  
Location: Pangea World Theater, 711 West Lake Street, Suite 101, Minneapolis, MN 55408  
Topic: This morning we'll meet with Pangea World Theater founders Dipankar Mukherjee and Meena Natarajan, to discuss Pangea and its philosophy, and to do some theater warm-up exercises.

Time: 1:00 – 3:00  
Location: Minneapolis Institute of Arts, 2400 3<sup>rd</sup> Ave. S., Minneapolis, MN 55404  
Topic: This afternoon we'll meet at the MIA and begin work on your individual Social Justice Art Tour projects. (See front matter for a detailed description of the project.)

### **Sunday, February 23**

Time: 2:00PM  
Location: Penumbra Theatre, 270 North Kent St., Saint Paul, MN 55102  
Topic: We'll attend a performance of **The Ballad of Emmett Till** by Ifa Bayeza. **The play starts at 2PM and you must pick up your tickets by 1:30 at the box office. Be sure to bring your Student ID.**

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**Week 4: February 24 – 28**  
*Ethical Issues in Storytelling and Art*

**Tuesday, February 25**

**To be read:**    American Born Chinese by Gene Luen Yang  
                    But Is It Art? by Cynthia Freeland (Introduction – p. 59)

**Due today:**    Framing Questions

Time:            10:00 – 12:00  
Location:       Textile Center  
Topic:           This morning we'll discuss Yang's graphic novel, and the nuances of identity and genre.

Time:            1:00 – 3:00  
Location:       Textile Center  
Topic:           This afternoon we'll begin discussing But Is It Art?

**Thursday, February 27**

**Due today:**    Internship Learning Agreement (on Moodle)

Time:            10:00 – 3:00  
Location:       Textile Center  
Topic:           Today we'll meet with spoken word artist & activist Guante. He'll perform, and lead us through a variety of writing and performing exercises.

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**Week 5 • March 3 – 7**  
*Alternative Histories & Art as Social Practice*

**Tuesday, March 4**

*Group One leads*

**To be read:**    But Is It Art? (pages 60 – 121)  
                    Stuck Rubber Baby by Howard Cruse

**Due today:**    Social Justice Art Tour, draft one (on Moodle)

Time:            10:00 – 12:00  
Location:       MN Textile Center  
Topic:           This morning we'll discuss But Is It Art?

Time:            1:00 – 3:00  
Location:       MN Textile Center  
Topic:           This afternoon we'll discuss Cruse's graphic novel, and how it links to the Civil Rights Movement, the LGBTQ Rights Movement, and related struggles against oppression.

**Thursday, March 6**

Time:            10:00 – 3:00  
Location:       Forecast Public Art, 2300 Myrtle Ave. #160, Saint Paul, MN 55114  
Topic:           Today we'll meet with Melinda Childs, Program Director for Forecast Public Art, and look at some examples of public and community-based artworks from around the world. We'll discuss the nature

of public and community-based art, and you'll have the opportunity to create your own, small-scale public work. Dress for the weather, and be prepared to walk!

**REMINDER!** Please work with your internship supervisor to complete your mid-term internship evaluations. Also, please tell your supervisor if you will or will not be working over spring break, **March 17 – 21.**

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**Week 6 • March 10 – 14**  
*Challenges of Documentary Practice*

**Tuesday, March 11**

*Group Two leads*

**To be read:**     **But Is It Art? (pages 122 – 209)**

Time:            9:30 – 12:00

Location:       Mixed Blood Theater, 1501 South 4<sup>th</sup> St., Minneapolis, MN 55454

Topic:           This morning we'll attend a performance of *The Sun Serpent* by Jose Cruz Gonzalez. The play features three actors, speaking three languages, joined by a multitude of masks and media, and perform more than 20 roles in a story of Aztec culture and the conquest of Mexico.

Time:            1:00 – 3:00

Location:       Textile Center

Topic:           This afternoon we'll discuss *The Sun Serpent*, and the assigned reading.

**Thursday, March 13**

*Group Three leads*

**To be read:**     **Days of Destruction, Days of Revolt by Chris Hedges & Joe Sacco (pp. XI – 113)**

**Due today:**     **Framing Questions**  
                      **Internship Mission/History Presentation**

Time:            10:00 – 12:00

Location:       Textile Center

Topic:           This morning you'll present your Mission/History assignments.

Time:            1:00 – 3:00

Location:       Textile Center

Topic:           This morning we'll discuss Hedges/Sacco's Introduction, Chapter One – Days of Theft, and Chapter Two – Days of Siege.

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**Week 7 • March 17 – 21**  
**SPRING BREAK – CLASS DOES NOT MEET**

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**Week 8 • March 24 – 28**  
*Challenges in Representation*

**Tuesday, March 25**

*Group One leads*

**To be read:**     **Blood Dazzler by Patricia Smith**

**Due today:**     **Praxis #1 (on Moodle)**

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning we'll watch Spike Lee's documentary *When the Levees Broke*.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: This afternoon we'll discuss Smith's poetry, Lee's film, and the art of Hurricane Katrina.

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*Emily will be conducting Internship Site Visits from March 24 – April 4. She'll work with you and your supervisor to set up your appointment.*

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**Thursday, March 27**  
***Group Two leads***

**To be read:** **Days of Destruction, Days of Revolt** by Chris Hedges & Joe Sacco (pp. 115 – 223)

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning we'll discuss Chapter Three – Days of Devastation and Chapter Four – Days of Slavery.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: This afternoon we'll watch the documentary **War Photographer**.

Time: 8:00PM  
Location: Walker Art Center, McGuire Theater, 1750 Hennepin Ave., Minneapolis, MN 55403  
Topic: Tonight we'll attend a performance by Companhia Urbana De Danca, a group of 8 dancers from the favelas of Rio de Janeiro.

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**Week 9 • March 31 – April 4**  
*Art and Upheaval*

**Tuesday, April 1**  
***Group Three leads***

**To be read:** **Days of Destruction, Days of Revolt** by Chris Hedges & Joe Sacco (pp. 225 – 275)

**Due today:** **Mid-Semester Internship Evaluations (on Moodle)**

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning we'll discuss Chapter Five – Days of Revolt.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: This afternoon we'll watch the documentary **We Steal Secrets: The Story of Wikileaks**.

**Thursday, April 3**

Time: 10:00 – 12:00

Location: Minneapolis Institute of Arts, 2400 3<sup>rd</sup> Ave. S., Minneapolis, MN 55404  
Topic: We'll spend the morning at the MIA working on your second draft of your Social Justice Art Tour.  
  
Time: 1:00 – 3:00  
Location: Metropolitan Regional Arts Council, 2324 University Ave. W., Suite 114, St. Paul, MN 55114  
Topic: This afternoon we'll participate in a grantwriting workshop with Bob Burns of MRAC.

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**Week 10 • April 7 – 11**  
*The Power in Performance and Poetry*

**Tuesday, April 8**

**To be read:** “Arts of the Possible” by Adrienne Rich (handout)

**Due today:** Framing questions

Time: 10:00 – 12:00  
Location: MN Textile Center  
Topic: Internship Integration/Open Space session

Time: 1:00 – 3:00  
Location: MN Textile Center  
Topic: This afternoon we'll discuss Rich's groundbreaking essay.

**Thursday, April 10**

***Group One leads***

**To be read:** The Threepenny Opera by Brecht and Weil

Time: 10:00 – 12:00  
Location: MN Textile Center  
Topic: This morning we'll begin discussing The Threepenny Opera.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: We'll meet with Lisa Channer, faculty member in the Theater program at the UofMN. She has studied Brecht, Weil, and the Weimar period, and directed many of Brecht's plays. She'll talk with us about the play, its history, and its relevancy.

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**Week 11 • April 14 – 18**  
*The Power in Performance, continued*

**Tuesday, April 15**

***Group Two leads***

**To be read:** Yellow Face by David Henry Hwang

**Due today:** Social Justice Art Tour, draft two (on Moodle)

Time: 10:00 – 12:00

Location: Textile Center  
Topic: This morning we'll discuss Hwang's play and the issues it raises.  
  
Time: 1:00 – 3:00  
Location: Textile Center  
Topic: This afternoon we'll watch a recently filmed production of Hwang's play.

#### **Thursday, April 17**

Time: 10:00 – 12:00  
Location: Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454  
Topic: This morning we'll meet with Professor Sonja Thompson, who teaches piano and is a vocal coach at Augsburg College. Sonja will serve as the music director for Frank Theater's Threepenny Opera, and she'll talk with us about the production and the music of Kurt Weil.  
  
Time: 1:00 – 3:00  
Location: Frank Theater Rehearsal Space, Ivy Building, Suite 108, 2637 27<sup>th</sup> Ave. S., Mpls, MN 55406  
Topic: This afternoon we'll meet with Frank Theater founder/director Wendy Knox to discuss her production of **The Threepenny Opera**.

#### **Sunday, April 20**

Time: 2:00PM  
Location: Southern Theater, 1420 Washington Ave. S. Minneapolis, MN 55454  
Topic: This afternoon we'll attend Frank Theater's production of **The Threepenny Opera**.

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### **Week 12 • April 21 – 25** *Art, Identity, and the Natural World*

#### **Tuesday, April 22** ***Group Three leads***

**To be read:** **Dwellings: A Spiritual History of the Living World** by Linda Hogan

Time: 10:00 – 12:00  
Location: Textile Center  
Topic: This morning we'll discuss Hogan's book of essays.

Time: 1:00 – 3:00  
Location: Textile Center  
Topic: Internship Peer Visit Swap presentations.

#### **Thursday, April 24**

**To be read:** **Selected poems by Miles Walser (handout)**

**Due today:** **Praxis II (on Moodle)**  
**Framing questions**

Time: 10:00 – 12:00  
Location: Textile Center

Topic: This morning Miles Walser, award-winning slam poet and author of the recently published What the Night Demands (and Art for Social Change alum) will read, perform, and visit with us.

Time: 1:00 – 3:00

Location: Textile Center

Topic: This afternoon we'll watch *Rivers and Tides*, a documentary about artist Andy Goldsworthy.

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**Week 13 • April 28 – May 2**  
*The Art of Community*

**Tuesday, April 29**

Time: 10:00– 3:00

Location: Heart of the Beast Puppet and Mask Theater, 1500 E. Lake Street, Minneapolis, MN 55407

Topic: Today we'll meet with Lynette La Rue, Outreach and Touring Manager at HOTB. She'll take us on a tour of the theater, tell us about its rich history, and then set us up to help build/prepare puppets and props for the annual May Day Parade and Celebration, which will take place on Sunday, May 4<sup>th</sup>. You are encouraged to attend the May Day Festival and report on it for one of your 5 required Arts Event Reports. Today would be a good day to bring a bag lunch.

**Thursday, May 1**

Time: 10:00 – 3:00

Location: Works Progress

Topic: Today we'll spend with Shanai Mattson and Colin Kloecker, founders of Works Progress, an arts organization that specializes in site-specific, social practice art projects and collaborations. We'll take part in their "Dear River" project. We'll start in their studio, then spend most of the day along the Mississippi River, and return to their studio. You'll each be "writing letters to the river" and may work in any medium or mixed-media, so bring along cameras, art supplies, any equipment you'd like to use to create your "letter" (visual, text-based, movement-based, etc.)

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**Week 14 • May 5 – 9**  
*Art and Justice*

**Tuesday, May 6**

Time: 10:00 – 3:00

Location: Textile Center

Topic: This morning we'll meet with artist and activist Mankwe Endosi.

Time: 1:00 – 3:00

Location: Textile Center

Topic: Introduction to Grants, Funding, and Nonprofit Job Searches

**Thursday, May 8**

Time: 10:00 – 3:00

Location: Textile Center

Topic: Today you'll each present your Social Justice Art Tour.

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**Week 15 • May 12 – 16**  
*Reflections and Closure*

**Tuesday, May 13**

**Due today:     Final Internship Evaluation (on Moodle)**

Time:            10:00 – 12:00  
Location:       MN Textile Center  
Topic:           This morning Emily will lead us through a “leaving your internship” seminar.

Time:            1:00 – 3:00  
Location:       MN Textile Center  
Topic:           Community Gathering preparation & Class Closure Session planning.

**Thursday, May 15**

**Due today:     Semester Reflection and Artist Statement (on Moodle)**

Time:            10:00 – 12:00  
Location:       Rondo Community Center (on the corner of University Ave. and Dale St., St. Paul  
Topic:           **Community Gathering**, invite your friends, family, and colleagues from your internship.  
The community gathering audience will be HECUA students from other classes, community members, internship site hosts, field speakers, parents and friends, and HECUA staff and invited guests.

HECUA will provide lunch today

Time:            1:00 – 3:00  
Location:       MN Textile Center  
Topic:           Class Closure Session

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