Art for Social Change  
Spring 2019  
February 5, 2019 – May 16, 2019

HECUA (Higher Education Consortium for Urban Affairs)  
St. Paul, Minnesota

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Linked Courses
Reading Seminar: Art and Social Change in Political, Social, and Historical Context (4 credits)  
Field Seminar: Social Justice Theory and Practice in the Field (4 credits)  
Community Internship (8 credits)

Class Times/Locations
In general, class times are:
□ Tuesdays 1:00-5:30 pm  
□ Thursdays 10:00am-3:00pm

**Please see the class Calendar for specific times and locations as there are variations to these times.**

Program Director and Lead Faculty
Marcus Young 楊墨, myoung@hecua.org

Director of U.S. Programs and Community Engagement
Emily Seru, eseru@hecua.org

Program Assistant
Tyra Reed, treed@hecua.org

Office Hours
After class and by appointment
Introduction
Welcome to *Art for Social Change* at HECUA! This program explores the role that artists and arts organizations play in using the arts to create awareness, change, and connection in people’s lives and communities. Throughout the semester you will engage with historical and contemporary community-based artworks, meet leaders in this growing field, and create your own artistic work related to personal and social change.

Framing Questions
1. What is the role of art in the work of social change and liberation?
2. What is the role of art in everyday life?
3. What is the relationship between artistic practice, your personal transformation, and social change?
4. Who makes art, who defines art, and what are the systems supporting or limiting art?
5. What is the transformational power of art?

Program Outcomes
- You will deepen your understandings of who you are, how you define community, and how you hope to use the arts to address social justice issues.
- You will clarify how art sits in relationship with your passions, desires, personal journey, inquiry, and expression.
- You will gain a deeper understanding of the ethics and responsibilities that come with making art in community and the public realm particularly in regards to culture, race, identity, class, language, and access.
- You will grow as artists or creative thinkers and be more able to create community-based projects that cultivate connectedness and address pressing social issues.
- You will experience a broad survey—visit many places, hear from many people, experiment with many ideas—and form your own ideas about the field of community-based arts.
- You will ask critical questions and take the lead in facilitating meaningful conversations.
- You will gain grant writing skills, a network of connections in the local art community, and a clearer sense of the professional and artistic opportunities that exist within the realm community-based arts.
- You will sense your relationship to your own transformation.

Program structure
For more than forty years, HECUA has been taking students off-campus and into partnerships with local practitioners in immersive and structured experiential learning programs. HECUA’s philosophy of teaching and learning is centered on the idea of a learning community where all are teachers and all are learners. A high-quality experience for all demands that each of us commits to invest fully in this experience and contribute to the social process of learning. Therefore a large part of your grade is based on participation, reflection, and leadership.

The four “pillars” of HECUA’s pedagogy
1. **Interdisciplinary** - HECUA programs integrate elements of many disciplines. This program brings together various disciplines studying culture, community, spirituality, as well as various disciplines of art, performance, and art history.
2. **Integrated** - Theory and practice are interrelated. One course focuses on theory while another focuses on practical application of ideas. Students converse with practitioners in the field and test the relative strengths of competing theories. Integration is a deliberate process of bringing together theory with practical insights from field experiences and students’ internships.
3. **Experiential** - Experiences are highly structured and linked to theoretical explorations, equipping students to critically analyze their experiences and use these insights to strengthen both theory and practice.

4. **Holistic** - Faculty and mentors do not simply encourage students to deal with issues from a cognitive theoretical standpoint alone. Instead, students are encouraged to view themselves as actors in history, as full participants whose values and decisions have consequences for the political trajectory of many systems and for the quality of life that they and others will experience.
In this course, you will engage in learning through reading, writing, hearing from guest speakers, and field trips to organizations. Your contribution will be based on these components and assignments:

<table>
<thead>
<tr>
<th>Assignment--Reading Seminar</th>
<th>Points</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15</td>
<td>each class</td>
</tr>
<tr>
<td>Participation / Contribution to Group Learning</td>
<td>15</td>
<td>each class</td>
</tr>
<tr>
<td>Synthesis Writing (9 times, 5 points each)</td>
<td>45</td>
<td>many dates, see Calendar</td>
</tr>
<tr>
<td>Grant Writing (Draft)</td>
<td>6</td>
<td>4/25</td>
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<tr>
<td>Grant Writing (Final)</td>
<td>6</td>
<td>5/13</td>
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<tr>
<td>Essay (Draft/Outline)</td>
<td>6</td>
<td>4/15</td>
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<tr>
<td>Essay (Final)</td>
<td>7</td>
<td>4/29</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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<tr>
<td>Blog Post (extra credit)</td>
<td>3</td>
<td>5/3</td>
</tr>
<tr>
<td>Additional Activities (extra credit)</td>
<td>5</td>
<td>many dates, see Calendar</td>
</tr>
</tbody>
</table>

**Attendance, Participation, and Contribution to Group Learning:** (2 points per day)
Your attendance, participation, and contribution to group learning are the foundation of meaningful experiential learning. Your presence and positive contribution helps yourself and the entire class to learn. Completing reading assignments will allow you to engage fully in class conversation. You will help facilitate conversations with your peers to grapple with the themes of the course. Please see the reading list near the end of the syllabus.

**Synthesis Writing** (5 points each, 9 assignments)
Consistent writing on an almost weekly basis is an essential aspect of synthesizing your various learning experiences and communicating your ideas. There is a lot of flexibility with these assignments in terms of what you write about. They can be summaries of the week. They can be creative expressions inspired by an experience. They can be reports on something we’re reading. You can take a deeper dive into an artist’s work. You can write about personal connection to a topic. You have a many choices. As always, making a good choice can make this assignment flow for you. Follow where your interest, intuition, and energy lead you.

You will write to synthesize, making connections to whatever interests you. It is your space to work out issues and for your creative expression through writing. Each assignment will be 1+ page in length, about 500 words or more. The last Synthesis Writing assignment will be your reflections on the entire semester written as a letter to a next Art for Social Change student. This letter will be given to the future student on their first day of class.

**Grant Writing** (12 points)
Learning to write a grant is learning to write clearly and persuasively, based on a compelling idea and a plan. This skill is not only important possibly to fund your future work, it will translate into many other aspects of your professional development. In this assignment you will learn about the funding environment in Minnesota, the grant selection process, and how to write a competitive grant. We will
use the Metropolitan Regional Arts Council’s Community Arts grant program as the basis of the
assignment. Your draft grants will be reviewed by your peers in a mock grants panel selection process. Feedback from that will help you with your final drafts.

**Essay (13 points)**
This 3-5 page essay will be an opportunity for you to go into greater depth on one or more of the topics you encounter in the course. It is also an opportunity to synthesize several of your Synthesis Writing assignments. Those one-page assignments could be the building blocks for this assignment.

You have great leeway in terms of what you write about and how you write it. Here are some ideas and inspirations. You may choose to do one or more of the following, and you may create your own:

- Read the latest ideas, trends, and issues written about on websites like Pollen Midwest (arts articles), Grantmaker in the Arts Reader, Alternate Roots, On Being, HowlRound, Brooklyn Rail, Creative Time, Createquity, PolicyLink, Nonprofit AF
- Conduct an interview with someone you admire, has expertise in your topic, or does the kind of work you would like to do
- Include yourself and your identity and how it intersects with the issue you are exploring, how you’ve changed, and what directions you might take your work
- Include images or multi-media components, attributing appropriately
- Complete reading one of the books we excerpted for assigned reading
- Intentionally address a certain audience

**Blog Post (3 extra credit points)**
This is an opportunity to turn either one of your Synthesis Writing assignments or the Essay assignment into a published blog post on HECUA’s medium website. HECUA’s Director of Development and Communications, Laney Ohmans, will give you in-depth feedback about your draft through one-on-one sessions before it is uploaded for publication.

**Additional Activities (5 extra credit points)**
Throughout the latter half of the semester there will be several opportunities to attend events and participate in activities related to the core exploration of our class. These are identified in the class calendar at the beginning of the semester, but there may be additional opportunities that arise. These activities have been selected because they are rich and unique opportunities. We will discuss how the class may choose to attend some or all of these together. You are highly encouraged to plan ahead and explore how to make time for these activities. We will discuss how to compensate this extra time asked of you with free work days during a couple normal class days. In order to complete this assignment you need to incorporate the activity into either your Synthesis Writing or Essay assignments.
**Field Seminar: SOCIAL JUSTICE THEORY AND PRACTICE IN THE FIELD**

In this course, you will engage in learning through making art, collaborating on making art, re-creating seminal works of art, reading about artists, and meeting artists in the community. Your contribution will be based on these components and assignments:

<table>
<thead>
<tr>
<th>Assignment--Field Seminar</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15</td>
<td>each class</td>
</tr>
<tr>
<td>Participation / Contribution to Group Learning</td>
<td>15</td>
<td>each class</td>
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<tr>
<td>Behavioral Art #1</td>
<td>1</td>
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<tr>
<td>Behavioral Art #2</td>
<td>2</td>
<td>2/12</td>
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<tr>
<td>Behavioral Art #3</td>
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<td>2/19</td>
</tr>
<tr>
<td>Re-performance #1</td>
<td>3</td>
<td>2/21</td>
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<tr>
<td>Re-performance #2</td>
<td>5</td>
<td>2/28</td>
</tr>
<tr>
<td>City/Community #1</td>
<td>2</td>
<td>3/7</td>
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<tr>
<td>City/Community #2</td>
<td>2</td>
<td>3/14</td>
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<tr>
<td>City/Community #3</td>
<td>4</td>
<td>3/28</td>
</tr>
<tr>
<td>City/Community #4</td>
<td>10</td>
<td>4/2 or 4/4</td>
</tr>
<tr>
<td>Dinner/Art of Hosting</td>
<td>5</td>
<td>4/9, 4/16, or 4/30</td>
</tr>
<tr>
<td>Stranger Zines</td>
<td>10</td>
<td>4/16</td>
</tr>
<tr>
<td>Social Change #1</td>
<td>3</td>
<td>4/18</td>
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<tr>
<td>Social Change #2</td>
<td>3</td>
<td>4/30</td>
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<td>Social Change #3</td>
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<td>5/2</td>
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<tr>
<td>Social Change #4</td>
<td>12</td>
<td>5/9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**Attendance, Participation, and Contribution to Group Learning** (2 points per day)

Like the other course, your attendance, participation, and contribution to group learning are the foundation of meaningful experiential learning. Your presence and positive contribution helps yourself and the entire class to learn. Completing your weekly art and reading assignments will allow you to engage fully in class conversation. You will participate in a critical feedback process to help create a culture of collective learning.
Behavioral Art #1-3 (6 points)
The starting point for these assignments is your own life. We will look at art through everyday life behavior and action. How do you make change in your own life, and how is that connected to social change? We will explore how behavior is related to performance, ritual, and social action. These assignments are like sketches, intimate and personal expressions at the overlap of art and life. Many art projects like this one are phased out over several assignments. This is to provide time for presentation, sharing, and checking in on your creative process. The assignments may culminate into a larger work, or they may remain as various different explorations on a smaller scale.

Re-performance #1-2 (8 points)
We will re-enact and interpret several seminal works of performance art, using them as a score to live out. We will study the work not only through reading and images but also more essentially through staging them in an educational setting, to learn them from the inside, as if we were the originating artist. What does it feel like to create that work? What planning and preparation is necessary? What is the impact on the audience and relationship with the community? The first assignment will be our class re-enacting works together. The second assignment will be re-enacting on your own or in small groups. We will do this work inside a gallery at the Weisman Art Museum, and we will explore the role of institutions in the art production.

City/Community #1-4 (18 points)
Who is your community? Where and how do you belong? We bring our art practice out of the museum gallery and move it beyond our individual lives, into community and into the public arena. Community can mean a small circle of friends and family, and it can mean a neighborhood, city, or beyond. You can explore this entire range and be intentional about how your art practice sits within that range. You will learn about the benefits and challenges of working in the public arena as well as what is ethical making art in community contexts. We will share many examples to spark your imagination, to support you in making work that enhances a sense of community and belonging for you and others.

Dinner/Art of Hosting (5 points)
Art for social change requires gathering and building relationships. One of the best ways to do that is to open up personal space to host a dinner. In this assignment, you will collaborate in small groups to help plan a class in one of your homes. You will explore how you create the gathering into an artistic experience while you still must manage the logistics of feeding and seating your classmates and guests. You will meet two individual artists—Seitu Jones and Aki Shibata—who use food and gathering as a medium for their art practice. This experience will also relate to the Zen retreat’s (additional activity) experience of oryoki, a mindful form of eating developed in Japanese Buddhist monasteries. This assignment is an opportunity to create an afternoon and evening that surpasses the typical definition of a class and touches upon the magic of eating and learning in community.

Strangers Zines (10 points)
Celebrated photographic artist, Wing Young Huie, will lead you through the creation of a zine that will explore the complex realities in the four neighborhoods connected by 38th Street & Chicago Avenue in South Minneapolis, where his Third Place Gallery is located. The zines will be distributed to the Little Free Libraries (around 30) in the four neighborhoods: Powderhorn Park, Central, Bryant, and Bancroft. Wing will present the various concepts he has used, from classic documentary to conceptual photography, combining words and images to reflect the diversity of everyday life in his native Minnesota, around the United States, and with his current project in China. You can choose which of these concepts to use or come up with your own.
**Social Change #4** (23 points)
This project invites you to create a work that culminates, synthesizes, or applies some of your various experiences this semester. Now having experienced solo work and collaborative work, gallery work and public work, gatherings, different media, with clearer understanding of community, where does the energy lead you? What do you feel within yourself? What is the calling for action and change? All of the previous projects have been opportunities for you to create the world you believe in. This one is the same, just expanded and hopefully and a more developed and vital expression of you, your belonging, your theory of social change, and where you situate yourself in the community of social change work.
**Community Internship (8 credits, two courses)**

Internships offer you the chance to integrate and apply your learning in professional settings. You will gain skills in communication, discipline, organization, project management, and turning theory into action. By completing an internship, you will have a critical competitive edge in the job market after you graduate. In addition to professional development, you will also leave your internship experience with a better sense of the type of job and work environment you want to find and the steps you need to take to get there.

**Internship Outcomes**

- You will gain 200 hours of hands-on experience working in a professional setting.
- You will practice communicating with a supervisor and with an instructor what you have learned and where you see your strengths and areas for growth.
- You will gain practice and be supported in communicating professionally with your supervisor about areas where they would like more support, guidance, or independence.
- You will receive meaningful feedback on your work and skill development from their supervisor in a formal setting, with HECUA staff present.
- You will be given practice and guidance framing what you are experiencing, learning, and contributing within multiple contexts: within the intellectual frameworks of the HECUA class, within the organization, and within the broader career field and social movements.
- You will be guided in written and oral presentations on what you are learning at your internships.
- At a halfway point, you will reflect on your learning and work priorities and set challenge goals for the second half of the internship.
- You will be guided on documenting your work and learning for your supervisors’ use and for your own use after the internship.
- You will reflect on how to use what you have learned and the skills you have developed in the future, after the HECUA program, and will leave the program with an updated résumé.

Your grade for your internship will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Learning and Work Agreement</td>
<td>10</td>
<td>2/20</td>
</tr>
<tr>
<td>Internship Reflection #1</td>
<td>5</td>
<td>3/9</td>
</tr>
<tr>
<td>Organizational Profile Presentation</td>
<td>10</td>
<td>3/13</td>
</tr>
<tr>
<td>Mid Semester Evaluations <em>(student and supervisor averaged)</em></td>
<td>5</td>
<td>3/29</td>
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<tr>
<td>Mid Semester Timesheets</td>
<td>20</td>
<td>3/29</td>
</tr>
<tr>
<td>Internship Reflection #2</td>
<td>5</td>
<td>4/10</td>
</tr>
<tr>
<td>Internship Artist or Work of Art Presentation</td>
<td>10</td>
<td>4/9, 4/16, or 4/30</td>
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<tr>
<td>Internship Reflection #3</td>
<td>5</td>
<td>4/27</td>
</tr>
<tr>
<td>Final Internship Evaluations <em>(student and supervisor averaged)</em></td>
<td>10</td>
<td>5/10</td>
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</table>
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. A successful internship is 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.

Organizational Profile Presentation

This assignment will help you to connect your day-to-day experiences and projects at your internship with the broader social mission of the organization. Teaching others can be a powerful way to synthesize what you have learned and to draw out opportunities for further learning. This assignment will ask you to present what you have learned about your internship site program from your own experiences, observations, and research to your fellow HECUA students.

To complete this assignment, you will need to utilize printed and human resources at your internship site. We encourage you also to use this assignment to get to know people at your internship site. 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 (e.g., lunch or coffee, or a formal meeting with your supervisor). You must interview two people for this assignment.

Come to class prepared to share a ten-minute presentation with your classmates about what you have learned about your internship organization (Power Point, Google Slides, Prezi, or other effective format).

1. What is the mission of the organization? What conditions related to inequalities and poverty does the organization believe to be true? What harm (current or historical) is the organization trying to repair in the world?
2. What is the history of the organization and the historical context for its creation? What has changed within the organization’s mission or approaches to change since it was first created?
3. What does the future hold for the organization? By this we mean, (1) do they have a vision for what they want to become? (2) who does the organization need to be in relationship with to
achieve their vision? (3) what other perspectives and truths need to be deepened or explored for them to achieve their vision for change and transformation?

4. How does the organization try to repair past and current inequalities? In other what strategies does the organization employ to make change? As part of this, find out what their theory of change is. In what ways are their strategies successful? Important: Tell a brief story about something you have witnessed at the organization that demonstrates how the organization makes change and what kind of difference, if any, it made.

5. How is the organization funded? Do they receive foundation support? Individual support? Do they have earned income streams? Important: How does the organization’s sources of funding (funders) shape, limit or create their mission and approach to social change?

6. How does your work this semester 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? What truths do you seek to learn through this internship? What questions do you feel the organization needs to be asking to achieve their vision for change?

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 points for each class day they are handed in after the due date.

Internship Artist or Work of Art Presentation
You will have the opportunity to lead a 15-minute segment of class sharing about an artist or work of art. The artist or work of art must have connections to your internship organization or be aligned with the organization’s mission. If you choose an artist, the artist can be local or working elsewhere, and must be a living artist. How will you concisely explain or portray the work and the ideas and aspirations behind it? How will you engage your fellow classmates and help them feel your passion and knowledge about the artist or work of art? You may choose to create an interactive exercise, re-enact an aspect of the work, design an installation or visual aid, show slides, make handouts, etc. Design your 15-minutes to be a compelling time of exchange. Use some of your time to engage in intentional interaction or conversation. Take advantage of the setting of our class dinner, and consider what is possible in that space.

Internship Reflections
These three internship reflection papers will allow you to document and reflect on what you have been learning and experiencing at your internship site. They are also intended to help you draw connections between what you are learning in HECUA reading and field seminars and what you are learning and experiencing at your internship. Each reflection paper should be 3-4 pages in length, single spaced, 12 point font. Please respond to the following questions, then elaborate on your own thoughts and reflections as you wish.
1. Write about something specific you experienced or noticed happening at your internship in the past few weeks that is significant to you. Why is it significant to you?

2. What connections can you make between the mission and practices of your internship organization and issues examined in BOTH a segment in the Reading and Field seminars AND overall course themes?

3. Thinking back to “the stages of an internship”, where do you place yourself now? Why?

4. What challenges or problems (can be intellectual and ethical problems as well as work or interpersonal) have you encountered in the past few weeks and how have you or do you plan to go about addressing them? Do you have any insights into the challenges that relate to broader themes or issues we have covered thus far in class?

5. What questions are coming up for you related to your internship, your work there, or the issues they are working to address? How do you propose to bring these questions into our class discussions in the next two weeks?
Additional program logistics and policies across the program

**Moodle:** This program uses online course software designed to give you access to downloadable documents and updated schedules, and to provide a space to talk with each other online. You will hand in most assignments and receive your grades via Moodle. If you do not have regular or reliable access to a computer or the Internet, please contact your instructors right away to determine alternate arrangements. To access our class Moodle page please visit [www.moodle.hecua.org](http://www.moodle.hecua.org). You can change your password once you’ve logged in.

- Username: firstname.lastname
- Temporary password: Firstname123!

**Class Calendar:** The class Calendar is one of your go-to documents to orient yourself to all dates, times, locations, and all reading, art, presentation, and writing assignments.

**Late Assignments:** Turning in assignments on time is a way of respecting your teachers, your program, your fellow students, and yourself. We expect everything on time. Late assignments will be accepted, but your grade will be reduced. An assignment turned in later than the time and day it is due will lose one half of a letter grade. If an assignment is turned in within a week of the due date one letter grade will be lost. An assignment turned in up to two weeks late will result in a drop in two letter grades. An assignment more than two weeks late can be turned in until the end of the semester with a total loss of three letter grades. If you know you will need an extension on an assignment you should communicate with Marcus (or with Emily and Tyra for Internships) to arrange a contract for an alternative due date.

**Attendance:** If you are sick or have an emergency that will keep you from class, call or text Marcus before class begins. If you can’t call prior to the class you’ll miss, contact Marcus as soon as possible after class. You must be on time for all classes and activities. We will make exceptions for being late or missing class due to severe weather, serious illness, or family emergencies.

**Ground rules:** During the first week of class we will agree upon a set of ground rules that will guide your responsibilities and interactions during the term. We look upon this as a community contract, and expect that you will make every effort to abide by these ground rules.

**Flexibility:** This experiential program requires courteous flexibility from you when exciting opportunities arise for which the program schedule may shift. Similarly, we expect gracious resilience from you when the schedule needs to be adjusted to accommodate challenging circumstances, such as field speaker cancellations or technical difficulties.

**Diversity and Inclusiveness:** An array of topics is covered in the program and you are expected to be respectful of the opinions and views of others. Engaged conversation is encouraged, but be aware that not everyone views the world through the same lens. The key to successful conversation is to consider and embrace a diversity of views.

**Mental Health:** As a student you may experience a range of issues that can cause barriers to learning. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. Please let us know immediately if you feel you need extra support or mental health services.

**Students with Disabilities:** If you have a disability that may affect your participation or performance in the program, please contact your instructors right away. We will make every effort to accommodate your needs.
**Final grades are based on the following 100-point system:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 to 100</td>
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<tr>
<td>A-</td>
<td>90 to 92</td>
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<td>B+</td>
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<td>B</td>
<td>83 to 86</td>
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<td>B-</td>
<td>80 to 82</td>
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<tr>
<td>C+</td>
<td>77 to 79</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69</td>
</tr>
<tr>
<td>D</td>
<td>60 to 66</td>
</tr>
<tr>
<td>F</td>
<td>59 and below = no credit</td>
</tr>
</tbody>
</table>

**For each assignment, you will be graded on:**

1. **Evidence** that you have thoroughly read relevant material.
2. **Critical thinking** displayed by pulling out and connecting themes from readings, field speakers, and discussions.
3. **Integration** of your own questions, ideas, and experiences.
4. **Creativity** and originality.
5. **Quality** of writing, grammar, evidence of revision (for written assignments).
6. **Preparation and delivery** displayed by quality content and professional presentation (for presentations).
Reading List
We will read, listen, or view variously excerpts of, chapters of, or completely these items. Other items may be added throughout the course.

Main Sources


Web Sources and Poetry will be added at a later date.