

## SYLLABUS – CSP665: Arts and Social Change

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Course Number.....CSP665  
Term and Dates.....Fall 2023  
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### Welcome to our Course!

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**About the course:** The arts are more than decoration, fun, or entertainment. Under current, worldwide economic and social conditions, the arts – though central to our lives – remain marginalized in the domains of education, nurturing of the young, civic life, the media, and political and economic systems. In this course, we will explore the question, **how can we as cultural workers move the arts to the center of social life and the practice of social justice and cultural equity.**

There are three components to this question, which we will investigate and act upon during this course.

First, the arts are undervalued, underestimated, dismissed as insignificant, and absent from serious public life and discourse. How do we make them visible, audible, and integral?

Second, social change activists have a long history of “using” arts to effect social change. How can we make this instrumentalism work so that the arts have greater impact and quality - recognizing that even in themselves those terms are worth defining?

Third: How can other tactics for social change result in the goal of greater opportunity for artistic practice and participation by all? Courses like this, and organizing campaigns, often ask “how can we use the arts for social change?” without the equally compelling question, “Isn’t the wider and deeper involvement in the arts a major goal we are trying to achieve in the first place?”

**About me:** I am a folklorist who has been working for more than 30 years with artists and communities to bring attention to the value of artistic traditions to meet community needs. Much of that work has been at the intersection of culture and tension, where connecting traditional arts and culture can address social justice concerns. In particular, I have worked with newcomer communities creating exhibitions, theater productions, and educational programs that use stories to break down barriers of misunderstanding. I am excited to bring these

practical experiences into this course to puzzle through the challenges and make sense of the work.

**About you:** The structure of the class is intended to create space for us to collectively expand our conceptions of who and what art, artists, and social change are and can be. I encourage you to bring yourselves and identities to this course; don't be shy about bringing up and naming content and perspectives that may be missing from this syllabus and the course generally. We are all teachers and learners.

*Arts and Social Change* is a huge topic. It touches on deeply personal concepts that reflect our individual experiences, lived identities, points of view, and much more. As such, this course is not a comprehensive and "balanced" look at the full landscape of the arts as they relate to and social change. I do hope the ideas, practices, and histories included in the course materials and our exploration of them together, will be powerful sparks for the work that each of you are doing and hope to do in the future.

## Main Course Topics

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1. Different ways that the arts can be and have been a force for liberation.
2. Aesthetics, value and social impact in art and social change efforts.
3. The different formal and informal networks and systems that support art and artists.
4. The role of creativity and the imagination in social change.
5. The important role and limits of non-profits in carrying out this kind of work as well as alternative structural models for art and social change e.g. artists, movements, collectives and informal networks.

## Program Objectives

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This course aligns with two MACS departmental learning outcomes, listed below. Students will meet departmental learning outcomes through successful completion of assignments and activities in core and elective courses. A list of all departmental learning outcomes can be found at: <http://www.goucher.edu/graduate-programs/ma-in-cultural-sustainability/curriculum>

- Outcome 1: Research, demonstrate and apply knowledge of cultural practices and contemporary issues pertaining to cultural sustainability which contribute to human and ecological well-being.
- Outcome 2: Exhibit professional and ethical responsibility in managing partnerships that foster community self-determination and empower community efforts in cultural documentation, preservation, revitalization and social equity.

## Course Learning Objectives

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At the conclusion of this course, you will:

1. Have a new knowledge base: You will be more knowledgeable about different artistic traditions, histories, critical theories and concrete examples of arts and social change as well as become aware of various resources (websites, organizations, toolkits) that you will be able to investigate further.
2. Connect different new topics and ideas: You will be able to produce and communicate an analysis that demonstrates the relationship between art, artists, works of art and larger issues of aesthetics, social value and social justice.
3. Generate new practical strategies and programs: You will be able to design and integrate arts-based strategies into social change efforts, identifying opportunities where artists, art and/or creative expression can enhance social change efforts.

## Required Readings (Texts with an \* are available as ebooks at the Goucher Library)

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Dewhurst, Marit. "Social Justice Art: A Framework for Activist Art Pedagogy" - I'll provide a pdf

Glassie, Henry. *Material Culture*. (Indiana University Press) – I'll provide a pdf

Knight, Keith, Mat Schwarzman, and Many Others. *Beginners Guide to Community-Based Arts* (new village press)

\*Lee Boggs, Grace, *The Next American Revolution: Sustainable Activism for the Twenty-First Century* (University of California Press)

\* Paris, Django. *Culturally Sustaining Pedagogies* (Teachers College Press)

\*Reed, TV. *The Art of Protest*, (University of Minnesota Press)

\*Schneider Adams, Laurie. *The Methodologies of Art* (Westview Press)

Additional articles and excerpts with urls or pdfs are posted on Canvas.

## Course Format

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This is a fully online course over a 16-week semester. There is a lot of reading so I suggest you get started as soon as you have access to the Canvas course website.

**Course focus:** You will choose from one of three "tracks" at the beginning of this course. The track you select will be the focus of your four papers/projects in this course.

The track focus options are 1. an art movement, 2. a work of art 3. an arts related organization or group. Guidelines for project tracks have been shared with you separately from the syllabus.

**Course Structure:**

- 8 live Zoom meetings, including course orientation on 8/20
- One online Webinar (September 19, 6:30 pm ET)
- Asynchronous discussion primarily through discussion board
- Four papers, projects and/or presentations based on your selected track
- Assigned readings
- Online links and reading resources

**Assignment Instructions: (Details can be found on the course website in the relevant module)**

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Participation - Actively Contributing to our Learning Community – 40% of your final grade.

Active engagement means being present, asking relevant and thoughtful questions, and sharing your perspectives and experiences in ways that move the conversation forward. Examples include responding to something another student says (including answering a question asked by a student), constructively disagreeing with something in the text or said in class while honoring the right to differing opinions, encouraging contributions from students who are less vocal than you. Things to avoid include: not listening, pretending to be listening while texting or checking your social media, speaking without being recognized, dominating the conversation at the expense of other perspectives, making fun or otherwise berating something said by another person. My preference is to allow the conversation to flow naturally, but I will occasionally call on students who have not participated in the discussion. Participation includes:

- Online meetings: 20%  
We meet for 1.5 hour discussions on Zoom every other week, including a final class where you will present your work. The purpose of the synchronous sessions is to come as close as possible to an in-class discussion experience. I want to encourage face-to face interaction, develop community, and deepen our understanding of the readings and media through group conversations. You are expected to participate in the discussion.
- Discussion Board and Peer Feedback: 20%
  - Supplementing the weekly readings, we will have discussion board sessions. The purpose of the Discussion Board assignments is to encourage and facilitate interaction among the students, and between the students and instructors. Your posts will address the assignments but may also bring in ideas and applications that may not be addressed directly in the assignment.
  - One of the skills valued highly is the ability to listen and respond to others. Depending on the class size, you will also have opportunities to give feedback with each other in

pairs and small groups independent of our Zoom meeting time. You may be asked to give feedback on each other's writing and I may match some of you with each other based on mutual interests for independent conferencing. Your responses to your peers should provide constructive critiques that will help them improve and advance their work. Think about the Discussion Forum as if you are having a conversation in the classroom. Talk with each other, be respectful of each other's ideas, critique without criticizing, use a professional writing style, stay on topic, and participate in a timely manner so others can read your work and respond. Tip: Write your response in a word document before you post. This allows you to review your response before you "go live" so you can check for spelling, tone, and quality. Then use cut-and-paste to post your final response.

*Your comments to your peers should include at least one of the following:*

- Share and/or compare a connection with a peer's response.
- Explore a difference of opinion related to a peer's response.
- Exchange resources and information related to a peer's response.
- Generate a solution to a problem related to a peer's response.

*Your comments to peers should have the following effect on the discussion:*

- Broaden the scope of the discussion.
- Reference assigned readings or other resources.
- Communicate respectfully with those who express dissenting views.
- Promote sustained dialogue with peers.
- Demonstrate ability to provide feedback to peers.

#### Four Projects/Assignments/Papers - 60% of your final grade

- This course has four projects, delivered in a variety of formats. The four assignments are outlined in detail in a separate document called "Project Tracks," which you will find in the Canvas course website.

## Grading

Course Elements – all assignments are graded as Complete or Incomplete (See Grading Agreement for details)	Percent of Final Grade
Participation: Seven (7) Zoom sessions	20%
Participation: Discussion forum posts and peer feedback	20%
Assignment 1: Background and Description	10%
Assignment 2: Critical Analysis	15%
Assignment 3: Theory and Practice	15%
Assignment 4: Recommendations or Applications	20%
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

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A	Completed With Excellence
A-	Completed, may have missed one assignment or class
B+	Completed, needs some improvement
B	Completed most assignments, missing some elements
B-	Completed most assignments, missed more than one class or assignment
C+	Completed a majority of assignments, did not attempt improvement
C	Completed a majority of assignments, did not attempt improvement, missing work
C-	Several incomplete assignments, not well presented, did not attempt improvement
F	Majority Incomplete, no effort for improvement

## Grading Rubrics

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Assignments during the semester will be graded as Complete or Incomplete. An assignment that is Incomplete, means it needs some improvement. You can either submit a new version using the feedback offered, or accept it as is. The following thumbnail sketch outlines the expectations for performance in this class. Please refer to the Grading Agreement for more information about how your final grade will be determined.

**A:** Excellent attendance and participation in class activities, thoughtful feedback consistently offered to classmates in peer reviews and comments, all work turned in on time, discussion and informal writings are excellent in quality overall, comprehensive, creative, and make contributions that move the learning forward. The writing and discussion shows serious engagement with the material, including thoughtful introspection on field encounters, detail, good observation, and respect for diverse ideas. Oral presentation of work is compelling, serious and insightful.

A paper in the A range demonstrates a high degree of mastery over the material and advances an interesting, arguable thesis. It establishes a clear rationale or motive to suggest why the thesis is original or worthwhile; employs a logical and progressive structure; analyzes evidence insightfully and in depth; draws from well-chosen sources; and is written in a clear, sophisticated style. All claims contribute to developing the idea, exploring its complexities (raising interesting complications) and subtleties of interpretation. The essay progression matches the essay's purpose with elegance of expression. Imagination is demonstrated in the carving out of topic and the development of the thesis. No errors of grammar, usage, punctuation, or typography will be found. By definition, the grade of "A" is reserved for superior work, and in the context of this program, such work may actually break new ground or represent truly original ideas.

**B:** No problems with attendance, good participation in class discussions and in peer feedback.

B-level participation consists of less insightful and less detailed comments to peers; exercises and journals are judged to be good in quality overall. Oral presentation is adequate. Participation that is B level often does not demonstrate a willingness to take intellectual risks, to expand or challenge one's perspective, or to offer contributions that moves the conversation forward. May receive Incomplete as a grade, with the option for resubmitting.

An essay in the B-range may present an interesting idea in an organized manner, with carefully laid-out claims and well-chosen use and placement of examples and evidence. The language is clear and effective, with no pervasive errors of sentence structure, grammar, punctuation, or usage. The B-range essay's weaknesses generally relate to what has not been done sufficiently; namely, the thesis may not be especially ambitious or be fully focused; claims may not be fully elaborated; analysis or interpretation may stop short or not go deeply enough. Some sentence structures may be repetitive or wooden. A B-range essay is one that may be ambitious but only partially successfully, or one that achieves modest aims well. May receive Incomplete as a grade, with the option for resubmitting.

**C:** Participation in class and in peer review work is absent without prior notice, mediocre or weak, showing little enthusiasm for thinking critically; exercises are judged to be only passable in quality overall. Forum entries and journals are perfunctory. Oral presentation is lackadaisical. A C-range paper resembles a B-range paper in some ways, but may also feature a confusing, simple, or descriptive thesis. It may provide a simplistic motivation or none at all; lack a coherent structure; fail to present enough evidence, or present evidence that is insufficiently analyzed. Recourses may be used without properly contextualizing or citing them; and be written in a generally unclear, simplistic, or technically flawed style. C-level work will receive Incomplete as a grade, with the option for resubmitting.

**F:** The bulk of a student's participation is substandard, student misses class more than permitted, does not turn in work at all or on time. Discussion forum entries and journaling are disrespectful of the process. Unethical practice may be involved at all levels, and in the final research project in particular.

## Course Policies

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### **ACADEMIC INTEGRITY:**

All final work products are to be the independent work of each student original to this course. Suspected violations of the [Academic Honor Code](#) will be referred to the Academic Honor Board.

### **ACCESSIBILITY SERVICES:**

Please inform your instructor about any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes

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change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

### COMMUNICATION:

- Faculty will be available at their Goucher email address and will respond to queries within 24 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions in a discussion forum).
- For questions about assignments that may be interesting and helpful to other class members: please use a discussion forum.
- For problems with technical aspects of the Canvas course website: chat with [Canvas Support](#).

### E2CAMPUS EMERGENCY NOTIFICATION SYSTEM:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

### GRADUATE VIRTUAL WRITING CENTER

The Welch Center provides free writing support for all graduate students. Visit the [Graduate Virtual Writing Center](#) for information on requesting a writing tutor and accessing drop-in tutoring to assess and improve your academic writing. Services include:

- Initial writing assessment with free ongoing tutoring for up to four hours per semester
- Free drop-in tutoring for specific assignments
- Free half-semester writing course - GRW601: The Writing Studio

Writing assistance may include any or all of the following components: planning, organizing and using evidence in academic writing and thinking; making supported arguments; reading for content by workshopping writing; and proofreading, editing, revision, and reviewing writing for clarity and effectiveness.

### INCLEMENT WEATHER:



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Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

### **LATE POLICY:**

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If circumstances prevent an assignment to be completed in a timely fashion, please **notify me before the assignment is due** so a new date can be negotiated. Only follow-ups completed by the due date can be accepted. Late assignments without such notification will be docked according to the chart above.

### **MISSED WORK:**

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed. You are expected to attend all Zoom meetings and will lose participation points if you miss one, unless you notify the instructor at least 24 hours **in advance**. Advanced notice will allow us to record the meeting for future review.

### **NONDISCRIMINATION POLICY:**

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

### **RELIGIOUS OBSERVATION POLICY:**

If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

### **RESOURCES:**

Students in Goucher College's graduate programs are provided with and encouraged to use the following resources:

- [Academic Accommodations](#)
- Academic Assistance and Advising - contact your program director

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- Elizabeth Johns Library Services 410-337-3289
- [Scott Farquhar](#) Financial Aid Counselor 410-337-6142
- [Career Education](#)
- [Student Support and Outreach - Cameron Cox](#)
- [Writing Center](#)
- [myGoucher](#) Registration, Classes, Schedules, Transcripts
- [Distance Learning Resources](#)
- Student Tutorials and Resource

## SCHEDULE

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Weekly readings and discussion board prompts are in Canvas. Discussion due dates vary.

ZOOM MEETINGS: Times to be confirmed during first meeting

- Zoom 1: August 20 (Sunday - course orientation)
- Zoom 2: September 5 (Tuesday)
- Zoom 3: September 19 (Tuesday, online webinar with Selina Morales)
- Zoom 4: September 27 (Wednesday)
- Zoom 5: October 10 (Tuesday)
- Zoom 6: October 25 (Wednesday)
- Zoom 7: November 7 (Tuesday)
- Zoom 8: November 21 (Tuesday)
- Zoom 9: December 5 (Tuesday - for your presentations)
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ASSIGNMENTS:

- Assignment 1: September 27
  - Assignment 2: October 20
  - Assignment 3: November 17
  - Assignment 4: December 5 in class, December 8 for final paper submission
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