Sonia Manjon, PhD, Visiting Associate Professor Theatre

**THEA 140: Middletown Arts: Social Justice and Community Development**

**Location:** TST 101 (Jones Room)

**Office Hours:** Friday 11am - 12pm and by appointment

**Spring 2011 Section: 01 Course Cluster: Service-Learning**

This civic engagement class will explore how students can be active participants in society by defining and practicing the integration of art and social change. Community organizations find creative solutions to political, social and economic issues in urban, rural and global communities. Community artists have been collaborating with and working for community organizations, service providers, cultural & educational institutions, and government agencies as active agents for social engagement and change. This class will survey the Middletown arts community, including Kid City, Oddfellows, the Buttonwood Tree, ArtFarm, and Wesleyan's Green Street Art Center, as well as individual artists living in Middletown Artist Cooperative (MAC) 650, an art space. Students will be integrated into activities and programs, attend community and board meetings, and meet with founders, directors and artists to understand the social dynamics that infuse art into everyday society and create environments that offer distinct and unique partnerships and collaborations. Students will also be introduced to WESU 88.1 FM, a community service of Wesleyan University. Class deliverables will be public service announcements, Main Street monologues, and other creative methods that highlight and showcase the arts in Middletown.

**Essential Capabilities:** Effective Citizenship, Intercultural Literacy

Class will be working with community-based artists & organizations in Middletown representing diverse cultures & communities.

**Class Schedule (subject to changes):**

**Jan 21 – Geoffrey Canada, Harlem Children's Zone**

Please choose one of the articles below and write a response based on his talk. What did you learn from his talk that was not included in the article? What would you have added to the article that was most revealing in his talk? What impressed you most or least about his talk and/or the article?

1. **The Transformer** By LINDA PERLSTEIN Published: October 17, 2008 New York Times Sunday Book Review

2. **The Harlem Miracle** By DAVID BROOKS Published: May 7, 2009 New York Times Opinion

3. Harlem Children's Zone Analysis by Whitehurst Brookings Institute (see attached)

4. Brookings Institute Study Response by Canada (see attached)

**Jan 28 - The field of community arts (national perspective)**

Please pick up the following books from North College 3rd Floor Room 317: 1) 100 Families Oakland: Art and Social Change ($30) 2) Crafting a Vision for Art, Equity and Civic Engagement: Convening the Community Arts Field in Higher Education (Free). Please come to class prepared to discuss both.
Feb. 4 – 100 Families Oakland: Art and Social Change (DVD)

Complete readings: 1) 100 Families Oakland: Art and Social Change. 2) Crafting a Vision for Art, Equity and Civic Engagement: Convening the Community Arts Field in Higher Education (DVD contains keynotes as well as an 11 min overview of the convening). Review 100 Families Guidebook (see attached PDF) for examples of how to implement community projects. Explore web site of one organization we will visit and develop a one-page outline for a potential community project. Include in your outline a list of up to 10 questions that will need to be answered in order to realize the project. Post your outline and questions in Moodle.

Feb. 11 – Guest speaker: Izzi Greenberg, North End Community Organizer, NEAT Executive Director, Wesleyan Alumna izzi@neatmiddletown.org http://www.neatmiddletown.org/index.htm

Please complete the reading assignments for 100 Families, 100 Families Guide Book (see last week attachment), Crafting a Vision for Art, Equity and Civic Engagement, and start reading the attached copy of Art/Vision/Voice: Cultural Conversations in Community. Please answer the following questions (due Monday, Feb. 14):

- What are best practices that incorporate art and civic engagement?
- Does the democratization of art practices address diversity?
- Is there integration of diversity in identity and representation politics on college campuses?
- How is higher education addressing the issues of changing demographics?
- What are processes for community collaboration and inter-disciplinarity as means for social change?
- What are methods for achieving diversity in art colleges through community participation?
- How does one develop reciprocal approaches to curricular and community building through the arts?

Feb. 18 – University without Walls Convening @ Caribbean Cultural Center NY

We will visit the Caribbean Cultural Center African Diaspora Institute on Friday, Feb.18. Depart campus 2:40pm. Please review web site: http://www.cccadi.org/

We will view the exhibit: CCCADI and MoCADA Celebrate 35th and 10th Anniversaries Respectively with Collaborative Exhibition Project http://www.cccadi.org/node/687

We will also meet with Dr. Marta Moreno Vega, http://www.cccadi.org/node/3 http://www.martamorenovega.com/ We will have dinner in NY before returning to campus.

Feb 25 – WESU

WESU 88.1 FM, a community service of Wesleyan University. Middletown alternative radio since 1939. We will all meet at WESU Friday, 2/25 at 3:30pm. Please check out the web site.

Art/Vision/Voice Cultural Conversations in Community. See previous week for pdf version of the book. If you would like a free hardcopy of the book, you can pick one up in my office. Please read the following chapters:

pg. 1. Looking Before You Leap: Community Arts in Context by Arlene Goldbard

pg. 13. A Brief History of the Community Arts Partnerships
pg. 95. La Resolana: CAP Directors Share Stories of Partnerships by Amalia Mesa-Bains, in conversation with Ron Bechet, Marina Gutierrez, Ken Krafchek, and Carmel Avegnon Sanders

pg. 113. Commentary, Analysis, Response by Karen Lee Carroll, Sandi McFadden, and Tomie Arai

Choose two additional chapters from the list below and write a comparative analysis of the differences and similarities between the institutions, projects, artists, constituents, and locations. What are the primary services offered, what and who are they offered for, what is the impact? What did you learn that could help in developing your community arts project? Papers due by Friday, March 4th.

15 - Community Arts Partnerships Maryland Institute College of Art in Baltimore

31 - Center for Community Arts Partnerships, Columbia College Chicago

47 - Community Arts Partnerships Program, Department of Art, Xavier University of Louisiana in New Orleans

63 - Community Art Partnerships Program, Cooper Union for the Advancement of Science and Art Jamaica, Queens, New York,

81 - Reciprocal University for the Arts Project, California State University, Monterey Bay Watsonville, California

March 4 - Green Street Art Center

Visit to Green Street Art Center on Friday. Transportation will be provided. We will meet in front of Usdan at 2:30pm. The van will leave promptly at 2:40pm. If you are late and miss the van, you will need to walk to Green Street. We will return at 5pm. Here is the schedule for Friday:

2:40pm Leave Usdan for Green Street

3:00 pm - 3:20 pm Tour and Program Coordinator's Remarks/Questions
3:20 pm – 3:55 pm Meet and Greet/Roundtable with Green Street Teachers and Program Staff
4:00 pm – 5:00 pm "Telling Voices" Workshop with Kerry Kincy

5pm Leave Green Street to return to Wesleyan

Final reading assignment: Imagining Medea, Rhodessa Jones and Theatre for Incarcerated Women by Rena Fraden. Please read over mid-semester break and write a minimum 5-page paper of how all the readings have informed your knowledge of community art development and implementation. Please use citations from each of the readings. This paper will be handed in when you return to class on Friday, March 25th. Late papers will not be accepted. Continue to post and respond to the Community Project forum.

(March 7-18 – mid-semester recess)

March 25 - NEAR (Buttonwood Tree)

Visit to The Buttonwood Tree. Transportation will be provided. We will meet in front of Usdan at 2:20pm. The van will leave promptly at 2:40pm. We will return at 5:30pm. The project will be cataloging of books.
April 1 - Oddfellows

Visit to Oddfellows. Transportation provided. Meet in front of Usdan at 2:20pm. The van will leave promptly at 2:40pm. We will return at 5:30pm.

April 8 - KidCity

Visit to KidCity. Transportation provided. Meet in front of Usdan at 2:20pm. The van will leave promptly at 2:40pm. We will return at 5:30pm.

April 15 – Artfarm

Visit to ArtFarm. Transportation provided. Meet in front of Usdan at 2:20pm. The van will leave promptly at 2:40pm. We will return at 5:30pm. Please wear clothes that can get messy. We will be painting.

April 22 - MAC 650 An Art Space & NEAT

Visit to MAC 650 Gallery and NEAT. Transportation provided. Meet in front of Usdan at 2:20pm. The van will leave promptly at 2:40pm. You will return to campus on your own.

Agenda:

Introduction and explanation of how the coop operates, and what our goals are.
Explanation of Trashion Show
Set up and flyer distribution
Visit to NEAT

Trashion Show - Like the planet? Like music? Like Dance? Like Fashion? Like trash?
Come spend Earth Day 2011 at the first Trashion Fashion Show 7-10pm 4/22/11 MAC650 Gallery 650 Main Street Middletown CT http://amymerli.com/ecoevent.html Featuring dancing CONNetic Dance & acoustic music from Echo and Drake. Part of the proceeds will benefit The Green Schools Alliance Recycle Challenge and CONNetic Dance. All proceeds will be donated!
A few names to mention: Make up Tara, Flyer design by Jen Merli, trashion designs by Evergreen Designs, Danielle Martin as well as other local artists! Also be sure to check some of the earth consciences vendors! 15$ Suggested Donation

April 29 - Final project presentations @ NEAR

Final Class and Presentations

The last day of class is April 29th. If your final presentation is before that date, you will need to present the project and outcome on April 29th. You will also need to have visuals so I can assess what you actually did for your final grade. Photography, video, power point, etc. will be expected from everyone for the final class presentation.

I also want each of you to write a final reflection of your project and the site visits. The final reflection should discuss the intention of your project, how it was implemented, the intended outcome, the actual outcome, and an assessment of each site visit. Start with the Caribbean Cultural Center and end with Mac 650 Gallery. Your assessment should include thoughts about the center/location, what you learned from the visit, and if it was helpful to you in preparing for your final projects.
Feel free to invite guests. The class will be open for anyone wanting to join us. Transportation will only be provided for students in the class.

The final reflection is due on Friday, May 6th, 3-5 pages.