Theatre 150: Multicultural America

Service Learning Course
Tuesday & Thursday 2:00 PM – 3:15 PM
Instructor: Alvaro Rios  riosa@uwm.edu
Classroom: MIT 375
Office: THR 280
Office Hours: Thursday 9:00 AM – 11:00 AM or by appointment

Credits and Expected Workload: 3 (~144 hour workload)
- 37.5 hours in classroom
- 60 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, attending plays
- 31.5 hours preparing for and writing short papers and/or presentations
- 16 hours of service learning

Cultures and Communities Program course with Required Service Learning. No prerequisites. Carries GER-Arts credit.

Catalog Description
A cross-cultural study of U.S. ethnic and racial identities through materials drawn from a variety of theatrical arts practices with attention to African-, Asian-, Latino- and Native American experiences. Cultures and Communities Prog course; req’d service learning component. Prereq: none.

There are two cores to this class:

1. Critical analysis of our contemporary, multi-cultural society, using theatrical performances and text as our primary, but not only, source of information. Critical analysis will take the form of short written responses AND in-class discussion.
2. Active engagement in a Milwaukee-area organization that emphasizes issues discussed in class. 16 hours required that includes a paper and in-class presentation.

Successful completion of both cores is required for a passing grade.

COURSE DESCRIPTION:
In this course, students will examine the ways in which communities of color are depicted in theatre in the United States. Students will study how communities of color have created theatrical performances depicting their own experiences. Students will also study how communities of color have been historically portrayed onstage. We will use short and full-length videos of theatre productions as primary tools for understanding. There will also be required readings.

COURSE GOALS:
- To analyze multicultural theatre aesthetics
- To explore relevant performers, playwrights, directors, and plays that have contributed and shaped multicultural theatre
• To reflect critically on one's own cultural identity and background, connecting personal history to larger social and historical forces
• Collaborate productively and communicate constructively with people from diverse backgrounds
• To explore how theatre can be used as a tool to give voice to communities that are not traditionally seen onstage

REQUIRED TEXT:
All texts are available through ecampus.com

REQUIRED PERFORMANCE:
• You are required to see Anon(ymous), which will be presented by UWM’s Theatre Department. The play runs March 8-12 at UWM Mainstage
  o Student ticket—$10; general admission—$20
  o For more information, call the box office at 414-229-4308 or go to http://psocal.uwm.edu/event/anonymous/
  o In order to get the student price, you must buy your ticket in person. If you buy a ticket online, the box office will charge general admission price.

This course is part of the GER Breadth requirement, it satisfies the Arts requirement, Cultural Diversity requirement and focuses on UWM Shared Learning Goals (SLG) as well.

Theatre 150 addresses Arts GER Criteria in that students will be able to:

Criterion #1) demonstrate comprehension of historical, philosophical, theoretical or aesthetic perspectives commonly used in the understanding of a specific art
  ▪ Assignment: Contemporary Acto Assignment
  ▪ Assessment: See rubric at end of syllabus.

Criterion #2) apply knowledge of artistic principles, conventions, methods, and practices through creation or production of works of art
  ▪ Assignment: Contemporary Acto Assignment
  ▪ Assessment: See rubric at end of syllabus.

Theatre 150 addresses the following SLGs:

SLG #1) Knowledge of Human Cultures and the Natural World: THR 150 focuses on theatre as a cultural expression. After attending live theatrical production by or about one of the cultures discussed throughout the course, students are required to write a response paper reflecting their experience.
  ▪ Assignment: Required Performance D2L Reflection
  ▪ Assessment: See rubric at end of syllabus

SLG #2) Critical and Creative Thinking Skills: THR 150 introduces students to aesthetics of Latinx Theatre. Students are required to write and perform a short play that incorporates the aesthetics of Latinx Theatre.
  ▪ Assignment: Contemporary Acto Assignment
  ▪ Assessment: See rubric at end of syllabus.
Theatre 150: Multicultural America fulfills the **GER Cultural Diversity** requirement in that students will be able to:

- **Criterion #1**): understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their experiences over historical time;
  - Assignment: Service Learning Paper
  - Assessment: See rubric at end of syllabus

- **Criterion #4**): reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own;
  - Assignment: Digital Storytelling Presentation
  - Assessment: See Rubric at end of Syllabus

**Grading Policies:** Your final grade will be calculated according to the following breakdown.

- 3 D2L Quizzes: 15 points (5 points each)
- 1 In-Class Quiz: 5 points
- 2 D2L Responses: 20 points (10 points each)
- 4 Writing Assignments: 20 points (5 points each)
- 2 In Class Presentations: 10 points (5 points each)
- 2 Digital Storytelling Assignments: 20 points (DS#1=5 points/ DS#2=15 points)
- Service Learning Paper: 10 points

If **you have a condition that requires special accommodations**, please make an appointment to discuss your VISA and your accommodations. I am happy to make accommodations for documented disabilities. However, please note that: 1) you must provide official documentation (VISA) in order to have accommodations made; 2) I will not retroactively provide accommodations; and 3) accommodations cannot be made unless and until you have formally discussed implementation with me.

**Assignments:**

- **D2L Quizzes**: There will be three 5-point quizzes given through the course D2L site throughout the semester. Quizzes will cover assigned plays and various portions of class materials including lectures, handouts on D2L, clips, discussions, and performances. Since you know these will occur and since they are given via D2L rather than in-class, these quizzes cannot be made up.

- **In-Class Quiz**: There will be one 10-point in-class quiz focused on the Native Theatre lecture and Larissa Fasthorse’s *Teaching Disco Square Dancing to Our Elders: A Class Presentation*. Students will be expected to reference course vocabulary, lectures and/or assigned readings. If you miss this quiz, it cannot be made up.

- **D2L Response**: Students will write two 200-300 word responses focused on an assigned reading and a theatrical performance. Students will be expected to reference course vocabulary, lectures and/or assigned readings. The response will be submitted to the proper D2L Discussion area by its respective deadline. No late assignments will be accepted.
**Writing Assignments:** There will be four 5-point writing assignments. The writing assignments will focus on lectures, assigned readings, in-class viewings and/or service learning presentation ideas. All writing assignments are due in hardcopy at the beginning of class by its respective deadline. No late assignments will be accepted.

**In-Class Presentations:** There will be two 5-point in-class presentations. The presentations will be based on assigned readings and/or in-class viewings. If you are absent for group work or the in-class presentation, 2.5 points will be deducted. If you miss both, no points will be awarded. This assignment cannot be made up.

**Digital Storytelling Presentations:** Students will create 2 digital storytelling presentations. DS #1(5 points) is an open topic 30-second presentation. DS #2(15 points) is a 2-4 minutes presentation utilizing writing assignments and readings.

**Service Learning Paper:** Students will write a 300-500 word essay where they reflect upon upbringing, understanding of their own cultural identity, service learning experience and changing notions of racial and ethnic diversity. Paper must utilize one source(handouts, texts, etc…) from the course.

**Course Policies:**

**Participation:** Students are expected to fully participate in all class discussions and in-class group activities. Each student should be prepared for class by reading the assigned material and focusing thoughts regarding the topic of discussion for the day.

**Assignments:** Late work is not accepted. Absence is not an accepted excuse for missing an assignment.

**Extra Credit:** Extra credit is available for professional performances in town or approved reading. Instructor approval required. Extra credit is worth 5 points.

**E-mail:**
- Check your panther e-mail at least once a week. The instructor has no other way of contacting you about schedule changes or quizzes or extra credit opportunities.
- The instructor will respond to emails between Monday(8am) through Friday(5pm).
- Emails sent after 5pm Friday will not be responded to until 8am on Monday.

**Grading scale:** Exam grades, project grades and final course grades are calculated on the following scale:

- 100-93: A
- 92-90: A-
- 89-87: B+
- 86-83: B
- 79-77: C+
- 76-73: C
- 69-67: D+
- 66-63: D
- 62-60: D-
- Below 60: F

**Attendance/Lateness:**
- Each student is allowed two absences without penalty.
- Three lates amount to one absence. If you are late, you are responsible for making sure you get marked on the roll sheet.
- In case of emergency, unforeseen illness, or other extenuating circumstances that result in an accumulation of absences, please come and see me or email me.
- Excessive absences will jeopardize your grade:
3 absences: Highest possible grade is a “B”
4 absences: Highest possible grade is a “C”
5 absences: Highest possible grade is an “F”

Notes: If you miss class for any reason, you must take the initiative to contact a classmate to find out what material you have missed. You are still responsible for turning in all assignments on time. If you have missed class due to required college business, you must alert the instructor and turn in all work early.

COURSE SCHEDULE

WEEK ONE
Tuesday, January 24
Introduction to class, Syllabus, Service learning, Race: “The Story we Tell”
Homework:
• D2L Handout—Terms for Multicultural Studies: Defining “Race,” “Ethnicity”, and “Nationality”

Thursday, January 26
Clip from “Race: The Story We Tell” Discuss D2L Handout
Homework:
• Read D2L Handout—“The Making of Multicultural America.” pp 4-7 and highlighted material on pp. 8-11.

WEEK TWO—Latinx Theatre
Tuesday, January 31
David Lozano, Cara Mia Theatre Company
Homework:
• Writing Assignment #1—“Who Am I?” Write a 100-word monologue defining who you are. Hardcopy due at the beginning of class, Thursday, February 2.

Thursday, February 2
Jasmine Alinders, Associate Professor of History & Jenni Hofschulte, Program Coordinator for Deliberative Dialogue & Youth Voice, Service Learning
Homework:
• Read D2L Handout—From the Margins to the Mainstream: Latino/a Theater in the U.S. pp 3-11.
• Read D2L Handout—Culture Clash
• D2L Quiz #1. Deadline 8am, Tuesday, February 7.

WEEK THREE
Tuesday, February 7
Latinx Theatre, Culture Clash
Homework:
- Read **D2L Handout**— Las Dos Caras del Patroncito by Luis Valdez

**Thursday, February 9**
Discuss Las Dos Caras del Patroncito, The elements of The Acto
Homework
- **Writing Assignment #2**—3 Ideas for a Contemporary Acto. Hardcopy due at the beginning of class, Tuesday, February 14.

**WEEK FOUR**
**Tuesday, February 14**
Acto Group Work. ***Meet in T7 in basement of Theatre Building.***
Wear comfortable clothes

**Thursday, February 16**
Acto Group In-Class Presentations. **Meet in T6 in basement of Theatre Building**
Wear comfortable clothes

**WEEK FIVE**
**Tuesday, February 21**
Acto Reflection Discussion, Solo Shows, John Leguizamo's Freak

**Thursday, February 23**
John Leguizamo’s Freak
Homework:
- **Writing Assignment #3**. Hardcopy due at the beginning of class, Tuesday, February 28.

**WEEK SIX**
**Tuesday, February 28**
Writing Assignment #3 Group Work

**Thursday, March 2**
In-Class Presentation

**WEEK SEVEN—Asian-American Theatre**
**Tuesday, March 7**
Asian-American Theatre

**Thursday, March 9**
Asian-American Playwrights
Homework:
- See *Anon(ymous)*. UWM Mainstage. March 8-12.
- **D2L Response #1**—*Anon(ymous)* Response Paper. Due in D2L Discussions area by no later than 8am Tuesday, March 14.
WEEK EIGHT
*Tuesday, March 14*
Naomi Iizuka

Homework:
- **Writing Assignment #4**—Ideas for Digital Storytelling Project. Hardcopy due at the beginning of class, Thursday, March 16.

*Thursday, March 16*
Digital Storytelling, Candance M Doerr-Stevens

Homework:
- DS#1. Submit to D2L by 8am, Tuesday, March 28.

*************************March 20-24—SPRING BREAK*************************

WEEK NINE—African-American/Black Theatre
*Tuesday, March 28*
Early Black Theatre

*Thursday, March 30*
Black Theatre in the 60’s, African-American playwrights

WEEK TEN
*Tuesday, April 4*
Anna Deveare-Smith, *Twilight: Los Angeles, 1992*

*Thursday, April 6*
Anna Deveare-Smith, *Twilight: Los Angeles, 1992*

Homework:
- **D2L Quiz #2.** Deadline Tuesday, April 4
- Bring *Teaching Disco Square Dancing to Our Elders* for Tuesday’s class

WEEK ELEVEN—Native Theatre
*Tuesday, April 11*
Native Theater, Native Playwrights

Homework:
- Read Scenes 1, 2 & 3 of Larissa Fasthorse’s *Teaching Disco Square Dancing to Our Elders*
- Bring *Teaching Disco Square Dancing to Our Elders* for Thursday’s class

*Thursday, April 13*
Native Voices, Larissa Fasthorse

Homework:
- Read the rest of *Teaching Disco Square Dancing to Our Elders*
- **D2L Response #2**— Due in D2L Discussions area by no later than 8am Tuesday, March 14.
Bring Teaching Disco Square Dancing to Our Elders for Tuesday’s class.

WEEK TWELVE—Native Theatre
Tuesday, April 18
Discuss Teaching Disco Square Dancing to Our Elders

Thursday, April 20
In-Class Quiz for Teaching Disco Square Dancing to Our Elders

WEEK THIRTEEN—Blackface, Yellowface, Redface
Tuesday, April 25
Native Theatre as told by Non-Native Playwrights

Thursday, April 27
Yellowface, Blackface
Homework
• **D2L Quiz # 3.** Complete quiz by 8am, Tuesday, May 2.

WEEK FOURTEEN
Tuesday, May 2
Preparation for Digital Storytelling Presentations

Thursday, May 4
Preparation for Digital Storytelling Presentations

WEEK FIFTEEN
Tuesday, May 9
Digital Storytelling Presentations(DS#2)

Thursday, May 11
Digital Storytelling Presentations(DS#2)

WEEK SIXTEEN
Service Learning Paper due in D2L by 2:30pm, Wednesday, May 17.
This is a **hard** deadline. Late papers will not be accepted.

POLICIES:
The Department of Theatre follows UWM academic policies which are posted on the departmental bulletin board or available online at [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**Participation by Students with Disabilities**

If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible. Feel free to visit me at my office by appointment to discuss...
assignments or any questions or requests you have. Family or personal emergencies must be documented. If you should experience extenuating circumstances that will prevent you from achieving the necessary requirements during the semester-I would recommend that you drop or if beyond penalty deadline-withdraw from this course-rather than be issued a fail.

Have you any special needs, please communicate with me via email: riosa@uwm.edu

**Religious observance:** [http://www4.uwm.edu/secu/acad%2Badmin_policies/S1.5.htm](http://www4.uwm.edu/secu/acad%2Badmin_policies/S1.5.htm)

It is the policy of the board of regents that students' sincerely held religious beliefs should be reasonably accommodated with respect to all examinations and other academic requirements. The board of regents adopts this chapter in order to ensure that all institutions of the university of Wisconsin system have in place appropriate mechanisms for ensuring the reasonable accommodation of students' sincerely held beliefs, and for appeals related to these matters.

**Military:** [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

**Discriminatory conduct:** [http://www4.uwm.edu/secu/acad%2Badmin_policies/S47.pdf](http://www4.uwm.edu/secu/acad%2Badmin_policies/S47.pdf)

**Academic misconduct:** [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

**Grade appeal procedures:** [http://www4.uwm.edu/secu/acad%2Badmin_policies/S28.htm](http://www4.uwm.edu/secu/acad%2Badmin_policies/S28.htm)

**Complaint Procedures:** [http://www4.uwm.edu/secu/acad%2Badmin_policies/S49.7.htm](http://www4.uwm.edu/secu/acad%2Badmin_policies/S49.7.htm)

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**What to do if you have problems with Desire2Learn (D2L)**

If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other difficulties with D2L, help is available from the UWM Help Desk. If your trouble is with D2L, contact the Help Desk, not your instructor! (If you have course-specific questions, then you contact your instructor.) You may do one of the following:

- Send an email to GetTechHelp.uwm.edu
- Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee (or just dial 4040 on a UWM campus phone).
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
- If you are calling from outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459
How to take quizzes in Desire2Learn (D2L)

Click on [Quizzes] in the main navigation bar, then click on the name of the quiz you are to take. Then, when you’re ready to start, click on [Start Quiz]. You will have a very limited amount of time to take your quiz, so you’ll probably not have time to look up the answers in your course materials!

Make sure you [Save] each answer as you take the quiz, then [Save] and [Submit] the entire quiz when you get to the end. Note: do not take your quiz on a wireless connection (or on a dialup phone line). These are inherently unreliable!

What do I do if I have trouble taking a quiz in D2L?
These trouble-shooting tips will fix 99% of all D2L problems. You should proceed in the order that they are listed.

1. Close down your browser, then login again.
2. Restart your computer
3. Switch to a different browser (e.g., from IE to Firefox)
4. Switch to a different computer
5. Switch to a campus computer lab computer
6. Call the 24/7 Help desk (GetTechHelp.uwm.edu or 229-4040)

ASSSESSMENT

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<thead>
<tr>
<th>Required Performance Reflection SLG #1</th>
<th>EXCEPTIONAL A 100-90%</th>
<th>ABOVE- AVR B 80%</th>
<th>AVERAGE C 70%</th>
<th>SUBSTANDA RD D 60%</th>
<th>FAILING F &lt;60%</th>
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<tbody>
<tr>
<td>Excellent understanding of the cultural, historical, and artistic aspects of the material. Excellent critical analysis of Assigned Play. Well-supported thoughts. Well organized/structured paper</td>
<td>Good understanding of the cultural, historical, and artistic aspects of the material. Some critical analysis of Assigned Play. Supported thoughts. Well organized/structured paper.</td>
<td>Lacks understanding of the cultural, historical, and artistic aspects of the material. Weak analysis of Assigned Play. Paper is not organized/structured well.</td>
<td>Poor organization and/or research. Unsupported thoughts. Poor structure of paper.</td>
<td>Did not follow guidelines</td>
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<tr>
<td><strong>Contemporary Acto Assignment</strong></td>
<td><strong>Arts GER Criterion 1 &amp; Criterion 2</strong></td>
<td><strong>SLG #2</strong></td>
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<td>Excellent understanding of the cultural, historical, and artistic aspects of the material. Excellent analysis of topic as expressed in the successful creation of an &quot;acto&quot; through collaboration. Memorized presentation.</td>
<td>Demonstrates understanding of the cultural, historical, and artistic aspects of the material. Good analysis of topic as expressed in the successful creation of an &quot;acto&quot; through collaboration. Sections of presentation are memorized.</td>
<td>Creative project with some understanding of the cultural, historical, and artistic aspects of the material. Basic analysis of topic as expressed in the creation of an &quot;acto&quot; through collaboration. Presentation not memorized.</td>
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<td><strong>Service Learning Paper</strong></td>
<td><strong>GER Cultural Diversity Criterion #1</strong></td>
<td><strong>Did not follow guidelines</strong>; did not present with group members.</td>
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<td>Excellent understanding of the cultural, historical, and artistic aspects of the material. Paper utilizes course vocabulary, texts and articles</td>
<td>Good understanding of the cultural, historical, and artistic aspects of the material. Paper minimally utilizes course vocabulary texts and/or articles.</td>
<td>Poor organization and/or research. No analysis of topic. Poor presentation.</td>
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<td><strong>Digital Storytelling (DS#2) Presentation</strong></td>
<td><strong>GER Cultural Diversity Criterion #4</strong></td>
<td><strong>Did not follow guidelines</strong></td>
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<td>Excellent understanding of the cultural, historical, and artistic aspects of the material. Memorized presentation. References course vocabulary, texts and articles</td>
<td>Demonstrates understanding of the cultural, historical, and artistic aspects of the material. Sections of presentation are memorized. Minimally references course vocabulary, text or articles.</td>
<td>Creative presentation with some understanding of the cultural, historical, and artistic aspects of the material. Presentation not memorized. Minimal or no reference to course vocabulary, text and/or articles.</td>
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Service Learning for THR 150

Theatre 150 students are required to attend

Workshop A: Saturday, February 18th 10AM-2PM on the UWM Campus and at least 6 sessions at Riverside University High School
Mondays 2:55-4:25PM
Workshop B: Saturday, April 1st 10AM-2PM at UWM
4/3 4/17 4/24 5/1 5/8
Showcase to be confirmed Tuesday, May 9th 7-9PM

Developing student voice is critical as youth play an important role in schools and society. Their experiences can help us understand real life consequences of education policy and community development. This program is designed to reach MPS high school students and give them a platform to amplify their voices. Specifically, Deliberative Dialogues will help strengthen the abilities of King IB students in developing their leadership.

Academic Service Learners will participate in the youth leadership development sessions as well as assist HS students with their digital storytelling project.

OR

Theatre 150 students will be REQUIRED to attend

Workshop A: Saturday, February 18th 10AM-2PM on the UWM Campus and at least 6 additional sessions at Rufus King IB HS
Tuesdays 3:15-4:45
Workshop B: Saturday, April 1 10AM-2PM on the UWM Campus
4/4 4/18 4/25 5/2 5/9
Showcase TBC Tuesday, May 9th 7-9PM

Developing student voice is critical as youth play an important role in schools and society. Their experiences can help us understand real life consequences of education policy and community development. This program is designed to reach MPS high school students and give them a platform to amplify their voices. Specifically, Deliberative Dialogues will help strengthen the abilities of Riverside students in developing their leadership.

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