Theatre 150: Multicultural America

Service Learning Course
Monday & Wednesday 9:30AM – 10:45 AM  (NOTE: This is a hybrid course. Some Wednesday classes will take place online; see course schedule)

Instructor: Alvaro Rios  riosa@uwm.edu
Classroom: MIT 375
Office: THR 280
Office Hours: Monday 11:00 AM – 1:00 PM or by appointment

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

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

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.

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.

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

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 reading a play by or about one of the cultures discussed throughout the course, students are required to write a response reflecting their experience.
  • Assignment: D2L Response #4
  • 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: Service Learning Paper
Assessment: See Rubric at end of Syllabus

OPTIONAL PERFORMANCE:
- *Until the Flood* by Dael Orlandersmith. The play runs March 13- April 22 at Milwaukee Repertory Theatre.
  - Student ticket—$20
  - For more information, call the box office at 414-224-9490 or go to [https://www.milwaukeerep.com/Tickets--Events/201718-Overview/Until-The-Flood/](https://www.milwaukeerep.com/Tickets--Events/201718-Overview/Until-The-Flood/)

Grading Policies: Your final grade will be calculated according to the following breakdown.
- 3 D2L Quizzes: 15 points (5 points each)
- 1 D2L Quiz: 10 points
- 4 D2L Responses: 20 points (5 points each)
- 4 Writing Assignments: 20 points (5 points each)
- 1 In Class Group Presentation: 5 points
- Personal Monologue Presentation: 15 points
- Service Learning Paper: 15 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 and one 10-point quiz 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 plays. Since you know these will occur and since they are given via D2L rather than in-class, these quizzes cannot be made up.

**D2L Responses:** Students will write three 200-300 word responses focused on an assigned reading. One response will require images to be posted. 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. Some writing assignments are due in hardcopy while others are submitted to a D2L Dropbox. No late assignments will be accepted.

**In-Class Group (“Actos”) Presentation:** There will be one 5-point In-Class Group Presentation. 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.
Personal Monologue Presentations: At the end of the semester, students will present a 1-minute memorized monologue. The monologue will be based on writing assignments. This assignment will be worth 15 points.

Service Learning Paper: Students will write a 750-1000 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. This assignment will be worth 15 points.

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  89-87: B+  79-77: C+  69-67: D+  Below 60: F
82-80: B-  72-70: C-  62-60: D-

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 Monday absences: Highest possible grade is a “B”
  4 Monday absences: Highest possible grade is a “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
Monday, January 22—Mitchell 375
Introduction to class, Syllabus, Service learning, Race: “The Story we Tell”
   Homework:
   • Read D2L Handout—Terms for Multicultural Studies: Defining “Race,” “Ethnicity”, and “Nationality”
   • Read D2L Handout—“The Making of Multicultural America.” pp 4-7 and highlighted material on pp. 8-11.

Wednesday, January 24—Mitchell 375
Jenni Hofschulte, Program Coordinator for Deliberative Dialogue & Youth Voice, Service Learning
   Homework:
   • D2L Response #1. Guidelines on D2L. Due in D2L Discussions area by 8am, Monday, January 29

WEEK TWO—Latinx Theatre
Monday, January 29—Mitchell 375
Latinx Theatre, Culture Clash
   Homework:
   • Listen to “Richard Montoya: 25 Years of Laughing about Race” on D2L
   • Writing Assignment #1. Guidelines on D2L. Due in Dropbox by 9:30am Wednesday, January 31

Wednesday, January 31—Online
   • Watch Culture Clash’s Bowl of Beings on D2L
   • Watch Culture Clash in America Clips #1-3 on D2L
   • D2L Quiz #1. Complete by 8am, Monday, February 5

WEEK THREE
Monday, February 5—Mitchell 375
Luis Valdez, Teatro Campesino
   Homework:
   • Watch or Read Los Vendidos on D2L

Wednesday, February 7—Online
   • Read D2L Handout—Las Dos Caras del Patroncito by Luis Valdez
   • Read D2L Handout—“The Elements of The Acto”
   • Writing Assignment #2. Guidelines on D2L. Hardcopy due at the beginning of class on Monday, February 12.
• **Wear comfortable clothes on Monday, February 12 & Wednesday, February 14. Please keep in mind we will not be meeting in our regular classroom.**

**WEEK FOUR**  
*Monday, February 12—Zelazo 250*  
Acto Group Work.  

*Wednesday, February 14—Zelazo 250*  
Acto Group In-Class Presentations.  

**WEEK FIVE**  
*Monday, February 19—Mitchell 375*  
Solo Shows, John Leguizamo, Roger Guenveur Smith  

*Wednesday, February 21—Online*  
- Watch all 3 clips of John Leguizamo’s *Freak* on D2L  
- **Writing Assignment #3.** Guidelines on D2L. *Hardcopy* due at the beginning of class, Monday, February 26.  

**WEEK SIX**  
*Monday, February 26—Mitchell 375*  
Writing Assignment #3 Group Work  

*Wednesday, February 28—Online*  
- **Writing Assignment #4.** Guidelines on D2L. Due in D2L Dropbox by 8am, Monday, March 5  

**WEEK SEVEN—Asian-American Theatre**  
*Monday, March 5—Mitchell 375*  
Asian-American Theatre  
Homework:  
- Read D2L Handout—“I Am Miss Saigon, And I Hate It” on D2L  
- Watch “Interview with Qui Nguyen” on D2L  

*Wednesday, March 7—Online*  
- Read Qui Nguyen’s *Vietgone* on D2L  
- **D2L Response #2.** Guidelines on D2L. Due in D2L Discussions area by 8am, Monday, March 12  

**WEEK EIGHT**  
*Monday, March 12—Mitchell 375*  
Qui Nguyen, *Vietgone* Class Discussion & Group Work
Wednesday, March 14—Online
• **D2L Response #3.** Guidelines on D2L. Due in **D2L Discussions** area by 11:59pm, Sunday, March 19.

***************March 19-25—SPRING BREAK***********************

WEEK NINE—African-American/Black Theatre
*Monday, March 26—Mitchell 375*
Early Black Theatre
Homework:
• Listen to “Shuffle Along” podcast on D2L

Wednesday, March 28—Mitchell 375
Black Theatre in the 60’s, African-American playwrights

WEEK TEN
*Monday, April 2—Online*
• Watch Anna Deveare-Smith's *Twilight*

Wednesday, April 4—Online
• Watch Anna Deveare-Smith's *Twilight*
• **D2L Quiz #2.** Complete by 8am, Monday, April 9
• Bring Teaching Disco Square Dancing to Our Elders for Monday's class

WEEK ELEVEN—Native Theatre
*Monday, April 9—Mitchell 375*
Native Theater, Native Playwrights
Homework:
• Watch “An Interview with Larissa Fasthorse” on D2L
• Read “The Current State of Native Theatre” on D2L

Wednesday, April 11—Online
• Read the Teaching Disco Square Dancing to Our Elders (Required book)
• **D2L Response #4.** Guidelines on D2L. Due in **D2L Discussions** area by no later than 8am, Monday, April 16.
• Bring Teaching Disco Square Dancing to Our Elders for Monday's class

WEEK TWELVE—Native Theatre
*Monday, April 16—Mitchell 375*
Discuss Teaching Disco Square Dancing to Our Elders

Wednesday, April 18—Online
• **D2L Quiz #3.** Complete by 8am, Monday, April 23
WEEK THIRTEEN—Blackface, Yellowface, Redface
Monday, April 23—Mitchell 375
Native Theatre as told by Non-Native Playwrights

Wednesday, April 25—Online
- Listen to “The Blessing(and Curse) of Miss Saigon” podcast on D2L
- Read D2L Handout—“Keep Your Hands Off My Kimono, White People” on D2L

WEEK FOURTEEN
Monday, April 30—Mitchell 375
Yellowface & Blackface, Guidelines for Personal Monologue Presentation

Wednesday, May 2—Online
- D2L Quiz # 4. Complete quiz by 8am, Monday, May 7.

WEEK FIFTEEN
Monday, May 7—No Class
Prepare for Personal Monologue Presentation

Wednesday, May 9—Mitchell 375
Personal Monologue Presentations

WEEK SIXTEEN
Service Learning Paper due in D2L by 2:30pm, Wednesday, May 16.
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

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

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, contact the Help Desk, not your instructor! (If you have course-specific questions, then you contact your instructor.) For help:

- go to [https://uwm.edu/technology/help/](https://uwm.edu/technology/help/)
- Call the UWM Help Desk at 414.229.4040

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**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!
<table>
<thead>
<tr>
<th>SLG #1</th>
<th>Exceptional A 100-90%</th>
<th>Above AVR B 80%</th>
<th>Average C 70%</th>
<th>Substantially D 60%</th>
<th>Failing F &lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Play Reading</td>
<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>
</tr>
<tr>
<td>Contemporary Acto Assignment Arts GER Criterion 1 &amp; Criterion 2 SLG #2</td>
<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 “acto” 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 “acto” 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 “acto” through collaboration. Presentation not memorized.</td>
<td>Poor organization and/or research. No analysis of topic. Poor presentation.</td>
<td>Did not follow guidelines; did not present with group members.</td>
</tr>
<tr>
<td>Service Learning Paper GER Cultural Diversity Criterion #1</td>
<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>Good understanding of the cultural, historical, and artistic aspects of the material. Minimal or no adequate support. Does not utilize course vocabulary, texts and/or articles</td>
<td>Poor organization and/or research. Unsupported thoughts. Poor structure of paper.</td>
<td>Did not follow guidelines</td>
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