Student Artist in Residence (SAIR) Program  
Spring 2019  
THR 360  
Mondays 7:30-8:30pm  
Center for Community-based  
Learning, Leadership, and Research

Instructor: Katie Loughmiller  
Office Hours: By Appointment  
Email: loughmil@uwm.edu  
Phone: 617-417-1146  
Pronouns: she/her/hers

Course Description: The SAIR Program is designed to give student artists time and space to become part of a community and engage in art-making. This course is intended to give SAIRs space for preparation, documentation, collaboration, feedback, and reflection during their residencies.

Course Objectives:  
By the end of the semester, SAIRs will be able to:
  ● Reflect on their experiences with other SAIRs.  
  ● Develop and articulate their personal community-based artistic practice.  
  ● Document their work and practice through field notes and session plans.

Teaching Methods: This course is designed to provide SAIRs with resources and a space for reflection. To that end, the student experience in this course is chiefly self-driven. SAIRs are invited and encouraged to define and pursue their individual goals and questions, while Katie and Molly are prepared to provide resources, feedback, and insight when desired. If you want to know more about something, please ask! The Canvas site is also populated with articles and resources that may prove useful.

Required Reading: There are no texts required for purchase for this course. We will be reading excerpts from Pablo Helguera’s Education for Socially Engaged Art. Students may be interested in purchasing this book but excerpts in PDF form will be provided on Cavas as well as other readings.
Field Notes: Please use the Field Notes template to document your reflections on the weeks that we do not meet for class. If you want to change the template to better accommodate your own practice, that is welcome, but please talk to Katie about how. It’s critical that you stay current in your Field Notes; do not wait until the end of the semester to fill out your entries.

Points are assigned to each Field Notes entry. We will use your Field Notes to explore coding and practitioner research in the spring semester.

Class Expectations:

Conduct
Students are expected to adhere to student conduct guidelines at all times. All university policies will be enforced in this course. It’s important to understand that personal conduct is an integral part of activism, as all of our actions, not just performances, are visible by our communities and therefore hold influence on our artistic and activist practices. That being said, actions in protest against oppression will be fully supported by the instructor.

Students are encouraged to engage in respectful and critical dialogue. We will work to increase our awareness of the power and privilege that we each bring into the process, and students are encouraged to carry that awareness into our discussions. Any verbal, physical, or psychological intimidation or harm toward anyone in class will not be tolerated.

Students are expected to maintain professional conduct with each other, even if they may have personal relationships or friendships with each other outside the class.

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit:
Confidentiality
We are working with issues that may already be or may become sensitive and personal to members of our class. Any personal information brought up in class should stay in class unless the person who revealed the information brings it up outside class.

As the instructor, I (Katie) is a classified as a Responsible Employee of the University which means I am required to report disclosed issues of violence to the University. I am not a confidential resource. If you want to discuss an issue in depth but want it to remain confidential, it is recommended that you seek counseling through a confidential source which includes University Counseling Services at Norris Health Center or off-campus counseling resources.

Attendance:
Due to the process-based nature of this course, it is critical for students to be present for class. Students are allowed to be absent from class one (1) time during the semester without penalty. Any additional absences will result in 5 points deducted from the student’s final grade.

Arriving at class on time is imperative. If you know you will be late for class for an excused reason, please notify the instructor via email. Otherwise, 3 late arrivals will be treated as an absence.

You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class in order to observe a religious holy day you must make arrangements to complete the missed work on time or to find a way to make up exams within a reasonable time after your absence.

Students called to active military duty should consult UWM’s student’s policies found here: http://uwm.edu/active-duty-military/

Communication with Instructor:
Students are encouraged to set up an in-person or phone appointment with the Instructor for any questions regarding assignments, content, grades, or class progress. Email communication should be reserved for short answer questions or brief comments (ex. “The link is broken in the syllabus for this assignment. Can you resend?” or “I’m sick and won’t be coming to class today.”). Such emails will be replied to within 24 hours Sunday - Thursday.
Accommodations:
The University of Wisconsin-Milwaukee provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Accessibility Resource Center at (414) 229-6287 [voice], (414) 937-5875 [video phone], or via e-mail at archelp@uwm.edu.

Late Work:
Work will not be accepted late, and there are no exceptions. There will be no partial credit given for late work. If you are having trouble meeting a deadline, please inform the instructor 48 hours in advance.

Changes to Syllabus or Course Schedule:
The instructor reserves the right to revise any portion of this syllabus with 48 hours notice.

Self-care/Support:
Given the embodied nature of community-based practice, you may experience unanticipated emotional or mental needs during your residency. SAIRs are encouraged to practice self-care and seek outside help/support if you need to talk to someone about your feelings. We encourage you to speak to a counselor at University Counseling Services (call (414) 229-4716 to make an appointment). If your situation is a crisis in which you are feeling unstable, unable to function or fearful for personal safety, crisis intervention is available without an appointment between 8am-4pm (Mon-Thurs) and 9am-4pm (Fri). You are always welcome to talk to me before or after class or during office hours, but remember that I am not a confidential resource.

Coursework and Assessment:

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<th>Class Point Breakdown</th>
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Field Work + Workshop Plans (not a part of your 4 week series): REQUIRED, not graded
Each SAIR is responsible for 5 hours of weekly field work. If you are not holding a workshop in a given week, you should observe or assist with someone else’s, or hang out/make yourself useful and otherwise get to know people at your site. Everyone should observe at least one workshop by another SAIR. Sign a service learning timesheet with your weekly hours for your mentor. Please note, workshops you host outside of your your 4 week series will still need workshop plans. Plans are due at least 48 hours before your workshop begins, and reflections/refinements are due with your next Field Notes entry after your workshop is completed.

Field Notes: 3 Points per Entry
Field Notes are observations of your weekly (5 hours) experiences with your residency. Please follow the template included on the Canvas site, or talk to Katie if you want to modify the template to suit your practice. Field notes are due at the end of day on Sundays (11:59pm).

Mentor Meetings: REQUIRED, not graded
There should be at least 3 in a semester. Please complete the Mentor Meeting Notes pre- and post-reflection document (more below).

Mentor Meeting Notes: 4 Points Each
Please complete your Mentor Meeting Notes using the template provided on Canvas. You do not need to turn in your pre-meeting agenda; please only turn in the completed template.

4 Week Series Work Plan + 10 min. presentation: 25 Points
4 Week Series Plans are due on March 25th workshop you hold during the semester. You will receive 5 points for turning in your plan before your workshop, and 15 points for 5 presentation with 5 min Q&A and 5 points for reflecting on and providing updates to this plan (Google Doc or Microsoft Word track changes/comments are welcome for completing this). Plans are due at least 48 hours before your workshop begins, and reflections/refinements are due with your next Field Notes entry after your workshop is completed.

Instructor Observation: REQUIRED, not graded.
Katie will observe one workshop during your April series for each SAIR. Please try to schedule this workshop time with as much advance notice as possible, minimum two weeks. Prior to Katie’s site visit, please prepare three questions for her to focus her feedback around.
Class Attendance: 2 Points per Class
Please consult the Class Attendance policy under Student Expectations. SAIRs are expected to be prepared for class, completing any required readings in advance.

Final Reflection: 15 Points
In April, you will be provided with a document that will guide you through a reflection process, using concepts from required readings and pulling from your Field Note entries. A draft will be due on Canvas before our last meeting, and the final draft will be due May 13.

Flourish Fest Preparation: 9 points
Each SAIR is responsible to help prepare for Flourish Fest to document and showcase your work. We have hired a professional photographer if you need help with documentation and we do have money in the budget for any printed material.

Course Schedule

Friday, January 18th  Spring Semester SAIR Retreat
8:30am - 12:30pm  SAIR Orientation at Ovation Chai Point
                   1400 North Prospect Avenue
                   ● Workshop plans
                   ● Flourish Fest developments

Monday, January 28th  First class of Spring Semester
Topic: Work Styles and Collaboration
       ● Re-Introductions
       ● Leadership Compass (30 min)
       ● Weekly workshops vs. 4 week series (April)

Monday, February 4th  CANVAS
Due:
       ● FIELD NOTES #1
       ● MENTOR MEETING NOTES #1

Read/watch/prepare for next class:
       ● Pablo Helguera’s Education for Socially Engaged Art Chapter 1: Definitions
Monday, February 11th   CLASS MEETING
Topic:    Defining Socially Engaged Art
        • Discussion on Socially Engaged Art
        • Using pages 15-17 from *Mapping the Landscape of Socially Engaged Artistic Practice* define last semester’s work

Monday, February 18th   CANVAS
Due:
        • FIELD NOTES #2
        • Include nine attributes of last semester’s work - reflect: do you want to change any of these for upcoming workshops.
        • Ideas for 4-week series

Watch/Read/prepare for next class:
        • Come prepared with questions for your Milwaukee Film Reel Talk with artist/filmmaker Mikal-Floyd Pruitt

Monday, February 25th   CLASS MEETING
Topic: Milwaukee Film Reel Talk
        • Q&A with artist/filmmaker Mikal-Floyd Pruitt

Monday, March 4th   CANVAS
        • FIELD NOTES #3
        • Mentor Meeting Notes #2 - Run strongest ideas for 4 week series by your mentor, also discuss photo releases so that you can document process.
        • Series Workplan(Draft) Due

Watch/Read/prepare for next class:
        • Pablo Helguera’s Education for Socially Engaged Art Chapter 2: Community
Monday, March 11th  
**CLASS MEETING**
**Topic:** Community 
- Discussion & Dissection of Pablo Helguera’s Education for Socially Engaged Art 
  Chapter 2: Community

Monday, March 18th  
**SPRING BREAK**
- Revise 4 Week Series Work Plan - prepare for 5 minute presentation + 5 min Q&A
- Recommended reading: Untethered: A primer on Isolation
  https://www.readuntethered.com/

Monday, March 25th  
**CLASS MEETING**
**Topic:** Workshop Series presentations 
- 5 minute presentations with 5 minutes of Q&A
- **Be sure to schedule site visit with Katie must take place before April 26th.**

***4-Week Workshop Series at Sites begins***

Monday, April 1st  
**CANVAS**
**Due:**
- FIELD NOTES #4 with PHOTOS
- Final/Revised 4 Week Series Work Plan due 48 hours before first workshop
- 1st week of series

Watch/Read/prepare for next class:
- Pablo Helguera’s Education for Socially Engaged Art Chapter 8: Documentation
  https://skolceda.wordpress.com/documenting/

Monday, April 8th  
**CLASS MEETING**
**Topic:** Documentation
- 2nd week of series

Monday, April 15th  
**CANVAS**
- FIELD NOTES #5 with PHOTOS
  3rd week of series

Monday, April 22nd  
**CLASS MEETING**
**Topic:** Evaluation and Showcasing Work (Flourish Fest)
- 4th (and final) week of series
Monday, April 29th  CANVAS
  ● FIELD NOTES #6 with photos and evaluation of series

Monday, May 6th  CLASS MEETING
Topic: Evaluation and Showcasing Work (Flourish Fest)

Monday, May 13th (Tentative)  Flourish Fest Prep
  ● Final work due:
    ○ FIELD NOTES #7
    ○ Mentor Meeting Notes #3
    ○ Final Reflection