Student Artist in Residence (SAIR) Program
Fall 2019
THR 360
Mondays 4:00-5:30pm
Lubar Entrepreneurship Center
2100 E. Kenwood Blvd.
Manpower Conference Room 209

Instructor: Katie Avila 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.

Field Notes: Please submit Field Notes with the workshop plan so that both you and the instructor can easily use the workshop plan as a guide (prior to workshop plans or weeks where you might not host a workshop, use the guiding questions for field notes). 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. Field notes are due every other week.

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: https://uwm.edu/sexual-assault/.

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 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 without notice from class one (1) time during the semester without penalty. Additional absences will result in loss of points.

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 missed work on time or to find a way to make up work 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. Partial credit will only be given under special circumstances and if the student talks to the instructor prior to submitting 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:

Class Point Break Down

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Field Notes (3 pts each, 7 total)</td>
<td>21</td>
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<tr>
<td>Mentor Meeting Notes (3 pts each, 3 total)</td>
<td>9</td>
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<tr>
<td>Workshop Plans (3 pts each, 6 total)</td>
<td>18</td>
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<tr>
<td>Workshop Observed by Instructor</td>
<td>9</td>
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<tr>
<td>Peer Observation Write Up</td>
<td>5</td>
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<tr>
<td>End of Semester Presentations</td>
<td>10</td>
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<tr>
<td>End of Semester Reflections</td>
<td>7</td>
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<tr>
<td>Attendance/Participation (3 pts each, 7 classes total)</td>
<td>21</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Class Attendance: 3 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.

Field Work + Workshop Plans: 3 Points per Workshop Plan
Each SAIR is responsible for 5 hours of weekly field work. If you are not holding a workshop in a given week, you should still be in an active member of your community by hanging out/making yourself useful and otherwise get to know people at your site. Workshop plans are due at least 48 hours before your workshop begins.
Field Notes: 3 Points per Entry
Field Notes are observations of your weekly (5 hours) experiences with your residency. Field notes are due at the end of day on Mondays (11:59pm) on weeks where we do not meet in person. When you have hosted a workshop, field notes are due with your workshop plans so you can easily reference what went well and what you would improve in the future.

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: 3 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. Mentor notes will be due by the end of the month in September, October and November.

Instructor Observation: 9 points
Katie will observe one workshop during the semester (end of October/or early November). 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.

Peer Observation: 5 points
It is required that you observe at least one other SAIR host a workshop. After your observation, you are to write up your reflection that you will turn into the instructor and your fellow student (so keep any criticism constructive). You will talk in “I” statements about what you learned, what really seemed to work and ideas for improvement as well as takeaways that you can use in your own practice.

End of Semester Presentations: 10 points
In November, you will be provided with a document that will guide you through a reflection and evaluation process, using concepts from readings and pulling from your Field Note entries. We will cover this assignment in detail in November. Your presentation will be a chance to talk with the group more formally about your experience over the course of the semester and start to think about the Spring.

End of Reflection (1,000 words): 7 Points
This should basically be the written version of your end of semester presentation. You should, however, use your presentation to inform your final paper as well. These papers will be due no later than December 18th.

Fall Overview and Weekly Course Schedule
**September:** You should be meeting with and getting to know your community. Eat a meal with residents, set up a time to share your work/practice formally or informally, and set 1-2 workshops to get creative juices and get a better sense of your residents interests, skill levels and needs.

**October:** Choose a theme and design workshops at least 2 workshops for the month of October that will help you achieve your semester/year long goals. Start implementing workshops. Set up site visits with Katie to do observations of a workshop by the end of October.

**November:** Continue workshops (at least 2). Visit at least one other SAIR’s workshop.

**December:** Continue workshops (at least 2) and evaluation of your first semester. Final

**Required Reading:**
- **Selections from** *Building Arts & Community Partnerships: A Workit* by Bob Leonard (Department of Theatre Arts, Virginia Tech + Community Partnership Training Institute, Arts Extension Service UMASS Amherst)  
  [https://issuu.com/alternateroots/docs/partnerships_work_kit](https://issuu.com/alternateroots/docs/partnerships_work_kit)

**Recommended Reading**
- **Creating Place: The Art of Equitable Community Building** (A multimedia exploration of creative placemaking) by Alternate Roots:  
  [https://drive.google.com/file/d/1oJ6jdV1sYtMbBQqSkcL0GxUoO0hXRtsa/view](https://drive.google.com/file/d/1oJ6jdV1sYtMbBQqSkcL0GxUoO0hXRtsa/view)
September 9, 2019
Class One: Building Arts + Community Partnerships

Review Building Arts + Community Partnerships: A Work Kit by Bob Leonard. Answer Questions on page 4 and be prepared to discuss your answers as a group.


Influence Tree: Write down 5 people who influence your artistic practice (writers, visual artists, musicians, actors, dancers, directors, etc.). Find 2-3 people who has influenced them. Find 1-3 of your influencers’ influencers!

Example:

Phoebe Robinson
1. Michelle Obama
   Nelson Mandela
   Zadie Smith
   Pippi Longstocking
2. Roxanne Gay
   Samantha Irby
   Toni Morrison
3. Jessica Williams
   J.K Rowling
   Jon Stewart

September 16: Field Notes Due
September 23, 2019
Class Two: GOALS


- **The Backward Design Framework**
  1: Desired Outcomes -- What do you hope to achieve with your residency? What do you hope the residents in your community learn or take away from your residency? What do you hope to learn?

  2: Acceptable Evidence -- How will you measure that your goals were achieved?

  3: Choosing Theme/Designing Workshops

September 30: Field Notes Due

October 7, 2019
Class Three: Process vs. Product

Read and be ready to discuss:


Bring workshop plan drafts to discuss as a group.
October 14, 2019: Field Notes Due

October 21, 2019
Class Four: Refine, refine, refine!

Review Building Arts + Community Partnerships: A Work Kit by Bob Leonard. Answer Questions on page 6 (starting with “whom have I met?”) and be prepared to discuss your answers as a group.

- Whom have I met?
- Whom have I not met? (Should I? Will I?)
- What do I need for my partners to know about me? (How can I help them learn?)
- Who else has done this kind of project in this community and/or worked with these partners?

October 28, 2019: Field Notes Due

November 4, 2019
Class Five: Reviewing Goals

We will look back at the goals you made in September -- how has your first workshops measured up? What have you learned thus far? Do you need to rework your goals?

November 11, 2019: Field Notes Due

November 18, 2019
Class Six: Troubleshooting

Listen to: https://www.brainpickings.org/2012/02/22/ira-glass-on-the-secret-of-success/

Come to class ready to discuss things that aren’t working or things that could use improvement!
November 25, 2019: Field Notes Due

December 2, 2019
Class Seven: Reflect & Evaluate

Last Class for Fall Semester: Presentations -- 5-10 minutes

- Introduction of residency program
- Objectives
- Budget
- Documentation of workshop (photos and summaries)
- Did you achieve your goals?
- What worked well?
- What did you learn?
- What would you like to work on for next semester?

December 9, 2019: Field Notes Due

December 16, 2019
Final Class (if needed)

December 18: End of Semester Reflections Due