Theatre for Social Change
Holly E. McDonald

Syllabus

Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Holly E. McDonald</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td><a href="mailto:holly.mcdonald@ucf.edu">holly.mcdonald@ucf.edu</a></td>
</tr>
<tr>
<td>Office</td>
<td>PAC T-226</td>
</tr>
<tr>
<td>Cell</td>
<td>407.310.4670</td>
</tr>
</tbody>
</table>

Office Hours

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/TH: 12-1</td>
</tr>
<tr>
<td>Wed: 12-2:20</td>
</tr>
<tr>
<td>Other: by appointment</td>
</tr>
</tbody>
</table>

Course Description

- PR: Grade of C (2.0) or better in ENG 1101
- A study of radical street performance and the impact on the individual, as well as society. We will examine case studies from the following: agit-prop, invisible theatre, demonstrations, rallies, direct action, puppetry, parades, pageants, performance art, guerrilla theatres and circuses- in an effort to an understanding of its full impact.

Course Goals

(overarching goals for the course)

- Researching and using case studies that have served as the impetus for social change, in some cases, history
- Understanding aspects of actual performance that works in a public (street) venue
- To contemplate the meaning and create a personal point of view on the meaning of radical street performance
- To gain a sense of the emotional impact and effectiveness of radical street theatre within a community
- An awareness of the historical progression of radical street theatre
- Identify some of the most radical, popular, groups and individuals in radical street performance
• To develop an awareness of theatre’s impact on society
• To become aware of the power an individual can have within their community and other communities in need
• Understand the importance of radical social and political change

Objectives

Students should be able to:

• Utilize theatre as a means of social and political change
• Effectively articulate their personal point of view on radical street performance
• Will understand the evolution of radical street theatre
• Will be able to create an engaging mini/scene script of a radical street performance that will address an issue of concern
• Will be inspired by theatre and theatre artists
• Will have an understanding of the impact artists have on social, as well as political issues
• Will question norms of our justice system and communities
• Effectively research on case studies involving radical performance
• Understand the emotional impact of theatre
• Will be able to discuss specific groups, as well as individuals who have made a significant contribution to radical street theatre
• Will be able to identify various types of radical street performance
• Will increase the awareness of special needs in a social or political situation
• Will effectively create discussions on political and social issues

Required Reading

• Various online sources assigned in modules throughout the course

Grading

• The University of Central Florida’s system
• To calculate your grade- divide your number of points earned and divide them by the number of points possible

Academic Behavior Standards

• See The University of Central Florida web-site for the Golden Rule

Notes

• Late assignments will not receive credit
• Incomplete will not be given
• Material may express adult or controversial themes, as well as strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.
• This syllabus is subject to change at the discretion of the instructor
• All assignments must be placed in the correct location or receive 0 points
• Students that wait until the last few days to post, will not be excused from deadlines if they are faced with a life situation.
• If sharing a PC you must remember to log-out before another person starts to work. Work done under another persons name will receive zero points.
• Only send one e-mail, otherwise, your wait time will be extended as a penalty.
• My reply to extended deadlines is no, I will not reply to individual requests.
• Teams and clubs are responsible for meeting deadlines. You have a schedule from the first day of classes and need to plan.
• My computer broke is not an excuse.
• I'm having a really difficult semester is not an excuse.

Assignments

• midterm street scene,
• final assessment worth 104 pts. (multiple response)
• posts

_____________________________________________________________________________________

______________________________

UCF Statements:

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity
I will use my talents to enrich the human experience.

**Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

**Ethics statement**

UCF faculty support the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)

**Academic Integrity/Plagiarism**

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”

Similarly, please see an Ethics statement.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://z.ucf.edu/](http://z.ucf.edu/).
For more information about UCF’s Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Grades

You can access your scores at any time using the Grades section of Webcourses@UCF.

Technology Requirement:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF’s computer labs. For further information on computer labs, please see the following website: http://guides.ucf.edu/c.php?g=78577&p=517810.

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Course Requirements
This course may count as a GEP Humanities requirement and a Diversity requirement for some majors. For more information about GEP and Diversity requirements, please see the current course catalog (http://www.ucf.edu/catalog/current/) for Diversity and GEP course requirements.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office - http://www.ombuds.ucf.edu

Protocols

- Before posting in a forum, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
- If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
- No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley sparingly.
• Before posting in a forum, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.
• If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.
• No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym.
• UCF Writing Center
• University Writing Center
• Colbourn 105
• Satellite Locations: Main Library, Rosen Library & Online
• 407-823-2197
• http://uwc.ucf.edu/
• The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you’d like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Unauthorized notes

Third parties may be selling class notes and other materials from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

EMail

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFcares.com (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Religious Observance

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Click here for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/ or contact the Office of Diversity Initiatives at 407-823-6479.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss
needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

SCHEDULE
<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Mon-Fri)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/24 - 8/28</td>
<td>Module 1, post due 8/28, 10pts.</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/31 - 9/04</td>
<td>Module 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/7 - 9/11</td>
<td>Module 2, post due 9/11, 20pts.</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/14 - 9/18</td>
<td>Module 3, play response</td>
</tr>
</tbody>
</table>
Week 6.........................9/28 - 10/2......................Module 4

Week 7.........................10/5 - 10/9..................Module 4, photo post due 10/9, 20pts.

Week 8.........................10/12 - 10/16.................Module 5, radical street performance

Week 9.........................10/19 - 10/23..................Module 5, MIDTERM due 10/23, 75pts.

Week 10 .......................10/26 - 10/30...................Module 6, case study

Week 11.......................11/02 - 11/06..................Module 6, post & discussion due 11/6, 20pts.

Week 12.......................11/09 - 11/13..................Module 7, Boal (please note: our Final is open early)


Week 15.......................11/30 - 12/04..................Review your grades & prepare for final exam
12/07 - Last Day of Classes

FINAL ASSESSMENT DUE ON 12/09............ This is on a Wednesday. It is the last day to take our exam.

I am unable to extend deadlines. Late work will receive zero points.

Please follow our schedule carefully.

Protocols

Expectations:
First, see UCF STATEMENTS on our syllabus.

reminders:

• Please maintain a professional attitude, includes but not limited to the following: respect, courtesy, consideration, honesty, an open mind, full participation, interaction, patience and a sense of humor
• Follow our schedule and meet all deadlines
• Do not request personal exceptions
• If necessary, please contact UCF Student Disabilities ASAP, do not wait until the course is over or an assignment is due

E-mail:

• Check e-mail at least every 48 hours
• When composing, be clear, specific and to the point
• Sign all e-mail message
• Do not use all caps
• Check spelling, grammar and punctuation
• No disrespectful notes
• Visit UCF Online and become familiar with the contents
• Always include your last name in the subject line
• Allow 48 hours for a replay

Discussion Protocols:

• Always use a professional tone
• Always check the discussion topic
• Be clear, specific and always use details
• No personal E-mails, such as setting up personal meetings
• Use the “reply” button rather than the “compose” button, if replying to another post
• Avoid the following: “I agree”, “I don't know either”, “ditto”, “who cares”
• Do not use all caps
• Try to avoid posting large blocks of text, if necessary, break them into paragraphs and use a space between paragraphs

Back up your files:
• Excuses will not be accepted, including but not limited to: “My hard drive crashed”, “My modem doesn’t work”, “I have been out of town”, “I didn’t have a computer available”
• Computer labs are available on the UCF Campus, as well as virtually every community library
• Free wireless access is available at some community businesses