

## Theatre for Social Change

Professor Holly E. McDonald  
THE5545 0W61  
Fall 2018

### Syllabus

#### **Instructor Information:**

<b>Instructor</b>	Holly E. McDonald
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<b>TheatreUCF</b>	407.823.2862
<b>Office Hours</b>	Mondays: 11:35 AM - 1:35 PM Wednesdays: 11:35 - 1:35 PM Fridays: by appointment

#### **Appointments:**

**If a cancellation is necessary, appointments must be canceled at least 48 hours (using email, subject line must contain "appointment cancellation") prior to the scheduled appointment. Appointments not properly canceled (using email to cancel, within the required time and with the correct subject title) will lose eligibility for the remaining semester, to schedule appointments (leaving the option of regularly scheduled hours). Arrival time must be the same as the appointment time scheduled. Late arrivals to appointments will result in cancellation of the appointment and with lose eligibility for scheduling appointments for the remaining semester (leaving the option of regularly scheduled hours).**

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#### **Format:**

Web-based, available in UCF web-courses

**All Assignments must be submitted in web-courses and in the correct location, or receive zero points. No second submissions.**

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#### **Financial Aid Alert:**

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (module one quiz) by the end of the first week (Friday) of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. If you have additional questions, contact the office of financial aid.

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## THE 5545 - Theatre for Social Change

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### **Credit Hours:3**

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): Grade of C (2.0) or better in [ENC 1101](#).

Theatre activist's impact on theatrical art forms. *Occasional*

CAH-THEA

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### **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.
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Writing Assistance:

Please contact:

University Writing Center

or see the instructor (at least eight business days prior to the due date)

**ALL**students are responsible for writing requirements.

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**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 Course Material:**

- *Radical street performance, an international anthology*, edited by Jan Cohen-Cruz, Routledge – London and New York, ISBN: 0-415-15231-3
- Various online sources assigned in modules throughout the course.

**Final Exam:**

**Due: 12/03/2018 at 11:59 PM**

**The final will be available in web-courses, under "Quizzes".**

The final will not be extended under any circumstances.

It is the student's responsibility to have a secure internet connection. Technical issues will not result in make-up or extended time. UCF offers computer labs for UCF students.

If a student misses the final due to documented death in the immediate family or documented illness (emergency not a scheduled appointment), see make-up work for policy. In addition to this policy, it is important to note the difference if make-up is for the final.

Final make-up work will not be provided immediately. Students will need to wait until and schedule the final make-up assessment, the third week of the following semester. If it is during a summer session, if the instructor is not teaching, the student must wait until the instructor returns to teaching duties. See more details under our make-up policy.

**Methods of Evaluation:**

- Writing Assessments.
  - Quiz Assessments.
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### **Grades:**

**are based on the UCF grading system.**

**Plus and minus system will not be used.**

**To calculate your grade, do the following:**

**1. total your points**

**2. total the number of points possible (at that particular time)**

**3. divide your total points by the number of points possible (at any given time) and this will provide you with your grade.**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 & below = F

will change throughout the semester as more points are added to your score. Your total number of points will not remain the same as you earn more points. Your total number of points will also change as quiz scores are added. Points for all assignments and assessments are always available (as assignments are completed and graded).

Grades will be available as soon an assignment is graded.

Assignments are graded asap, however, there are not specific dates or deadlines for grades to post.

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### **Assignments:**

- Module 1 Quiz, Course Participation Verification, 5 Points
- Discussion Area, Personal Introductions, Optional
- Module 1 Writing Assignment 1, 10 Points
- Module 2, Quiz, 5 Points
- Module 2, Reflective Journal Entry, 15 Points
- Module 3, Play Response Essay, 50 Points
- Module 4, Writing Assignment, 20 Points
- Module 4, Reflective Journal Entry, 15 Points
- Module 5, Performance Script 75 Points
- Module 6, Quiz 20 Points &
- Additional Research Topic, 25 Points
- Module 7, Game Creation, 30 Points
- Module 8, Quiz, 10 Points
- Final, Under "Quizzes", 104 Points

Total Course Points: 374

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**Schedule and Sequence of Topics:**

**Course Calendar, Followed by Sequence of Events**

Weeks run Monday through Friday.

The **week number** is provided, then *the beginning and ending date of the week*, followed by the **assignment due date**.

**Schedule and Sequence of Topics are subject to change at the discretion of the instructor.**

**Calendar:**

**Week 01:**

08/20/18 ..... 08/24/18

**Due Date: 08/24/18 at 11:59 PM:** Module 1 Quiz, (point value and quiz verification)

**Week 02:**

08/27/18 ..... 08/31/18

**Due Date: 08/31/18 at 11:59 PM:** Module 1, Writing Assignments #1

**Week 03:**

09/03/18 ..... 09/07/18

**Due Date: 09/07/18 at 11:59 PM:** Reflective Journal Post

**Week 04:**

09/10/18 ..... 09/14/18

**Due Date: 09/14/18 at 11:59 PM:** Module 2, Quiz

**Week 05:**

09/17/18 ..... 09/21/18

**Due Date: 09/21/18 at 11:59 PM:** Reflective Journal Entry

**Week 06:**

09/24/18 ..... 09/28/18

**Due Date: 09/28/18 at 11:59 PM:** Module 3, Play Response

**Week 07:**

10/01/18 ..... 10/05/18

**Due Date: 10/05/18 at 11:59 PM:** Module 4, Writing Assignment

**Week 08:**

10/08/18 ..... 10/12/18

**Week 09:**

10/15/18 ..... 10/19/18

**Due Date: 10/19/18 at 11:59 PM:** Module 5, Radical Street Performance Script

**Week 10:**

10/22/18 ..... 10/26/18

**Week 11:**

10/29/18 ..... 11/02/18

**Due Date: 11/02/18 at 11:59 PM:**Module 6 Quiz & Additional Research Topic Post.

**Week 12:**

11/05/18 ..... 11/09/18

**Due Date: 11/09/18 at 11:59 PM:**Module 7, Game Creation

**Week 13:**

11/12/18 ..... 11/16/18

**Week 14:**

11/19/18 ..... 11/23/18

**Due Date: 11/19/18 at 11:59 PM (This is on a MONDAY):**Module 8, Quiz

**Week 15:**

11/26 ..... 11/30/18

Review your grades.

Review course material in preparation for your final assessment.

**Week 16:**

12/01/18 ..... *Last day of classes.*

**FINAL ASSESSMENT:**

**Due Date:** 12/03/18 at 11:59 PM

Note: 12/03/18 is a MONDAY

**SEQUENCE OF MATERIAL:**

- Introduction
- Agit-Prop
- Brooklyn Museum
- Performing Protest
- The Play Response
- Dramatic Structure
- Witness
- Church Ladies for Choice
- Creating A Radical Street Performance
- Theatre as a Medium for Social Change
- Case Study
- What Can Theatre Change
- Reflection
- Augusto Boal
- Did You Know

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### **Prior to beginning this course and Email Communication:**

- Read the homepage, syllabus, schedule and protocols on the first day of class.
- It is the student's responsibility to make sure they are enrolled in the correct course and section. If a student is incorrectly enrolled, it is not the instructor's responsibility to find or assist in a resolution.
- All writing assignments must be submitted in web courses and in their correct locations. Assignments not submitted in the correct location will receive zero points.
- Only one submission per assignment. If you submit an incorrect document, you may not resubmit, this will count as your one submission and your assignment will receive zero points.
- **All emails pertaining to this course** must be sent through/using course mail (web-courses and not [holly.mcdonald@ucf.edu](mailto:holly.mcdonald@ucf.edu)). [holly.mcdonald@ucf.edu](mailto:holly.mcdonald@ucf.edu) is not used for course business. Use course mail for course business, not [holly.mcdonald@ucf.edu](mailto:holly.mcdonald@ucf.edu). Do not send duplicate emails. Sending duplicate emails will cause a severe delay in response time. Response time can take up to three to four business days (weekends and holidays not included). Check assignment requirements early. If you have a question, the due date will not be extended. It is important to send your questions ahead of time, allowing for the allocated response time.
- **All emails dealing with a specific concern, topic or questions must remain on the same email thread. Creating a new email, rather than replying on the same thread, will create a severe delay in response time.**
- Carefully read the syllabus, schedule and protocols prior to beginning the course or submitting questions.
- As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, complete the following academic activity (Read Module One in Web-Courses and take Quiz One, also in Web-Courses) by the end of the first week of class at 4PM (Friday). Failure to do so may result in a delay in the disbursement of your financial aid.
- Please note, emails are only addressed on business days and normal business hours (not weekends, nights or holidays).
- Emails do not receive same day responses, therefore it is important to plan ahead.

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### **COURSE ANNOUNCEMENTS:**

Students are responsibly for checking course announcements at least each class day. Updates, changes and additional information or alerts will be placed in course announcements. Changes are at the discretion of the instructor and student's taking the course agree that changes may be made at the discretion of the instructor and posted in announcements to alert students.

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## **Make-up Exam Policy & Late Work:**

### **Late Work Policy:**

- Late work will not be accepted. Email requests for exceptions to this policy will be referred to this document. Late work is not accepted due to personal challenges or work schedules.

### **Make-up Policy:**

- Officially documented medical emergency, (not nonemergency appointments) and documented death in the **immediate (and only immediate)** family are the only acceptable situations for make-up. This documentation must be supplied within **48 business hours of your return to UCF. If you do not provide this documentation within 48 business hours of your return to UCF, you forfeit your right to make-up work.** All documentation must contain specific dates. Documentation is the student's responsibility and not the instructors.
- The instructor will decide, between the following two make-up assignments for make-up:
  1. The original assignment missed.OR
  2. An extensive research paper based on the missed topic. This includes any point value, therefore, the make-up assignment for a ten point quiz, could be a ten page research paper (for only ten points).

In cases of immediate death in the family, it is the student's responsibility to collect and present adequate documentation.

- If you have an official UCF Affiliated Activity, you must provide documentation **prior** to your absence.
- If taking an absence for a religious holiday, you must provide notification in writing (through email), within the **first** week of class. It does not extend due dates. If the due date falls on the religious day taken, the student must turn-in the assignment/assessment prior to the holiday.

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### **Obtaining Required Class Materials, Late Policy:**

**Late purchase of required course materials will not result in extended due dates. Students should obtain and start using required materials the first week of class for success in the course.**

**It is the student's responsibility to obtain these materials. They are available at UCF Bookstores.**

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### **UCF Statements/Policies:**



## **UCF Core Syllabus Statements**

See section 8 of UCF Policy 4-403.1, “Required Elements of the Course Syllabus”

### **Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at

<<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity

<<http://academicintegrity.org> (Links to an external site.)Links to an external site.>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9> (Links to an external site.)Links to an external site.>.

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden*

*Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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://goldenrule.sdes.ucf.edu/zgrade>>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu),

phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter \(Links to an external](#)



[site.\]\)Links to an external site.](#)

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### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies.

The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

[\(Links to an external site.\)Links to an external site.](#)

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### **Protocols:**

#### **Classroom Expectations:**

1. **Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of The University of Central Florida's Student Handbook. See the handbook.**
2. Late work will not be accepted and email requests for exceptions for not receive a response.
3. Missed quizzes may not be retaken.
4. Production Reviews must not be based on recorded shows, only live.
5. All assignments must be placed in the correct location or receive zero points.
6. Sound on all digital devices must be silenced.
7. Calls must be taken outside of the classroom.
8. Guests or those not registered for the course may not enter the classroom or participate online.
9. If attending a face to face course, students must arrive on time or sit in the back of the classroom to avoid being an interruption to other students.
10. Students leaving the classroom, at any point during the class, must take all personal items. Upon return, students must sit in the back of the class to avoid disrupting other students.
11. In a face to face course, students must bring official UCF Student Identification to each course meeting.
12. It is the student's responsibility to find live productions and obtain a ticket for the production review assignment. Theatre UCF information can be found by clicking on the homepage link.
13. Students must make a ticket purchase asap to avoid sold-out productions. The due date will not be extended.

E-mail:

E-mail will be an integral part of this course. Make sure you:

1. Check your e-mail frequently.

2. Be patient, don't expect an immediate response when you send a message. If a duplicate email is sent, it will drastically delay the response time.
3. You must include the following in your email or it will not contain enough information for a response: your full name, your course and section #, your specific concern.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom. Emails containing emotional outbursts or insults will not receive a response.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail). Emails that do not follow this requirement will severely delay response time.
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages (full name).
9. Make sure that you are logging on and off when using the course or email; others may be able to read or access your mail. Never send or keep anything in an insecure manner that you would not mind seeing on the evening news.
10. All email that is concerning this course must be sent to course mail (within web-courses). Email that does not follow this rule and is sent to [holly.mcdonald@ucf.edu](mailto:holly.mcdonald@ucf.edu) will result in delay.
11. Email that takes a disrespectful tone or is hostile will not receive a response.
12. When dealing with a single concern/topic that requires multiple responses/replies, it must remain on the same thread. If a new thread is started, the response will be severely delayed.
13. Emails that state the following, will not receive a response: "I am busy", "I didn't think it would hurt to ask", "I had technical issues", "It just closed on me", "I forgot to save my work", personal stories, or insults.

### **Discussion Topics:**

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Be patient, don't expect an immediate response when you send a message.
4. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar -- then copy and paste your composition into e-mail or the discussion.
5. Everyone should feel free to participate in class and online discussions.
6. Respect
7. Be courteous and considerate.
8. Explore disagreements and support assertions with data and evidence.
9. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

10. Use the "reply" button rather than the "compose" button if you are replying to someone's posting.
11. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
12. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
13. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

**Netiquette:**

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased

:-( = sad, displeased

:O = surprised

>:-| = angry

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

**Viruses:**

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework."

**Technical Resources:**

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources - <http://www.ucf.edu>
- Pegasus - <http://helpdesk.ucf.edu/>
- Learning Online - <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.

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