

Latiné Voices in Performance Activism - CEL*
Spring 2023

CHIC 3343, CRN 26010

DANC 3351, CRN 27196 (Performance Activism)

WS 3333, CRN 27561 (Gender, Ethnicity in Contemporary Art)

MW 3:00 – 4:20 PM; FOX D180

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Office Hours: TR 9:00 -11:00 AM or by appointment

This syllabus is subject to change. Think of it as a map or a constellation of the work we will engage with this semester. It is not an exact timeline or representation of what we will do.

Course Description:

Performance activism is a complex and emergent movement that draws from the humanities and social science, including fields such as anthropology, performance studies and performative psychology. In our textbook, Dan Friedman summarizes it as “the conscious activity of approaching performance as a means of engaging social issues and conflicts in order to reconstruct/transform social reality” (142). In this course, we will look at the historical developments that led to this movement emerging, learn about examples in the movement by or in Latiné/Latin American contexts, and see how it can be manifested in our community.

**The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL Program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals.*

Course Format:

We will engage our topic through readings, interactive discussions, hands-on workshops (i.e. performance practice days), and a community project to investigate performance as a creative response to local and global social problems. We will work to integrate theory with embodied experience connecting what we are learning in the classroom to physical practice and direct action in the community. As we learn about performance activism, we will also get introduced to examples of how this movement looks in varied Latiné settings in the U.S. and Latin America.

PLEASE NOTE: Because it is an experiential course, your presence in class is of outmost importance. Please read the absence policy in this syllabus carefully.

Textbook:

Friedman, Dan. *Performance Activism: Precursors and Contemporary Pioneers*. Switzerland: Palgrave Macmillian, 2021.

Course Objectives:

- √ Address key topics and terminology for learning about performance
- √ Investigate the history of performance in and as activism
- √ Learn about Latiné voices in this movement and their impact
- √ Gain an understanding of the developmental power of performance and the body's political nature through movement and performance-based exercises
- √ Increase social justice and social responsibility awareness
- √ Articulate and practice leadership skills in the creation of a community project
- √ Create, execute, and reflect on local performance activist events

Criteria for Grading:

Participation Points (280 points total, 10 points each): Because this is an experiential course, you are expected to show up and actively participate every day. For each class you attend you will be awarded 10 participation points.

Please note: **Participation points are separate from the absence policy**. Read the absence policy in this syllabus carefully. The total points for participation will be adjusted if any classes are canceled.

Reading quizzes (70 points total; 5 points each): You will have 14 readings assigned from our textbook throughout the semester. Every chapter you read will have a short quiz about it on Blackboard to be completed by the start of class time (3:00 pm) on its due date.

Community events (100 points total, 50 points each): You will attend two community-based events that are part of the multi-year performance activist project [Experiencing the Bosque](#). The workshops will take place at the Rio Bosque Wetlands Park on: **Saturday, February 11th from 4-6 pm**, and **Saturday, April 15th from 4-6 pm**. If you have a conflict with either of these dates, please let me know **ASAP** so I can give you an alternate assignment. More information on these workshops will be shared via Blackboard as the dates near.

Community event reflections (60 points total, 30 points each): After each community event, you will be required to reflect on your experience in writing. One of your responses should be a free write response written by hand and the other will be a formal typed and printed reflection drawing clear connections between the event and the material learned in class. You can choose which response to do for each one of the events.

Your reflections will be due in class on the Wednesday after each event: **February 15th and April 19th**

Midterm check-in (50 points): On week 11 (March 27 and 29) we will have the class time divided into individual time slots for you to meet with me one-on-one. The purpose of this meeting is for you to get support in whatever way you choose/need, class related, or not. The only requirement is to show up to your slotted time.

Performance Action Assignment: WATER (100 points): You will design, with the support of your peers and instructor, your own performance activist action on the topic of WATER. This will be a 3-part assignment as follows:

Part I: Research (30 points)

You will research water issues by participating actively during World Water Week at UTEP and using other resources at the library and/or online. Outcomes for this part are:

1. Proof of attendance **AND** 400-word response to two* events during World Water Week at UTEP March 20-25. Please keep in mind that these events will also count as your attendance for class this week – **DUE, March 27th** (20 points total, 10 points each)
2. Works cited list of at least 3 other resources consulted – **DUE, March 29th** (10 points)

You can find the detailed scheduled for World Water Week here:

<https://www.utep.edu/onewater/Events/world-water-day.html>

**Keep in mind that you can get extra credit for any other events you attend this week.*

Part II: Development (40 points)

From your research, you will choose a specific water issue/fact to create a performance action. Outcomes for this part are:

1. Presentation of proposal including your water issue/fact and initial idea of action. – **DUE, March 29th** (5 points)
2. Presentation of revised/final proposal – **DUE, April 7th** (5 points)
3. In-class first rehearsal – **DUE, April 10th** (10 points)
4. In-class second rehearsal – **DUE, April 19th** (10 points)
5. In-class final rehearsal – **DUE, April 26th** (10 points)

Part III: Performance (30 points)

Performances will take place **on Friday, April 28th at 7:00 pm** at the Wise Theatre lobby on campus before the *WhenWaterFalls* dance concert as part of the Gathering for Water dance festival. If you have an issue with this date, you need to let me know ASAP to discuss an alternative.

Performance Response (30 points): You will choose one* of the following dance events as part of *Gathering for Water: A Dance Festival in the Desert* to attend and respond to:

our secrets as we shed them: Experiencing the Bosque reimagined

The June Sadowski Kruszewski Studio Theatre

April 20 – 22, show times at 7 and 8:30 pm

April 23, show times at 2:30 and 4 pm

Fee: See link below

Mapping the Rio

April 27

Downtown El Paso (by San Jacinto Plaza)

Time: 6-8 pm

Fee: Free

WhenWaterFalls

Wise Family Theatre

April 28 and 29 at 7:30 pm

April 30 at 2:30 pm

Fee: See link below

For price and ticket information visit: <https://www.utep.edu/liberalarts/theatre-dance/about/prices.html>

* Please note, you can attend the other two events as extra credit.

After the performance you will do a creative/performative response and present/perform it in class. **DUE, May 1st**

Final Reflection and Closing Circle (50 points): To close out the semester, you will do a free write responding to your overall experience in the course and use it as a starting point to our discussion during our last class. **DUE, May 3rd**

Grade Breakdown:

Total possible points: 740*

A= 100-90% (740-666)

B= 89-80% (665-592)

C= 79-70% (591-518)

D= 69-60% (517-444)

F= 59% and below (443 <)

**Even though the amount of points might change as we adjust throughout the semester, the percentage for each letter grade will remain the same.*

Late-work Policy: Generally, I do NOT accept late work. Please plan ahead and give yourself plenty of time to turn in assignments on time. If something extraordinary comes up that will prevent you from turning in an assignment you must let me know (if at all possible) **BEFORE the due date** to request an extension.

Extra Credit: You can attend most dance/theatre performances at UTEP or otherwise for extra credit, as well as other performance or activism related lectures, workshops or events. Please check with me ahead of attending any event to make sure it will count for credit. Note that in order to get credit you need to submit the following via email:

1. *Proof of attendance:* A picture (with you in it), program, or ticket stub.
2. *Response:* 300-word response to the event.

You can turn in extra credit at any point throughout the semester. Nonetheless, the last day to turn it in is 11:59 pm on **Monday, May 8th**.

Attendance Policy: READ CAREFULLY!

To succeed in any course, but especially a performance course where students can often only learn by experiential participation, a student must first and above all be present. Therefore, this policy prioritizes class attendance and participation at the top of the grading process.

Because every student's circumstance is unique, I encourage you to be as open and honest as possible when encountering unexpected challenges, as well as to communicate in advance potential issues that could affect your commitment to class (childcare, elder care, shifting work schedule, etc.).

E-mail me as soon as an issue comes up: this is the only way you can get help and possible accommodations while minimizing the impact on your academic progress. While every situation will be assessed on an individual basis, the more a student communicates in a clear and effective way, the easier it will be to find a positive solution. *Make-up classes might be an option depending on your situation. Please discuss this with me if you want to*

pursue it.

The **maximum number of absences allowed without failing the course is 5**. The 4th and 5th absences will result in a drop of ½ letter each in the student's overall grade. At the 6th absence, regardless of the student's current course standing or grade, the student automatically fails the course. Being late three times (over 10 minutes) will count as one absence.

Important exceptions and notes regarding attendance:

- √ If you are sick, stay home. This is when you should use the 3 absences you have without penalty.
- √ In case of extended injury or illness, the student must contact the instructor to discuss possible accommodations, course continuation or to consider dropping the class.
- √ In the event of international bridge closures that affect students commuting from Ciudad Juárez, the student needs to contact the instructor as exceptions may be made and make-up course work assigned.
- √ In the event of highly unusual or extenuating circumstances, a student may petition the course instructor and department chair for permission to continue in a course.

Tentative Class Schedule:

Week 1 (Jan 18th)

Syllabus day: Class expectations and introduction to each other

Week 2 (Jan 23th)

Introduction to content

Reading: Chapter 1 – **DUE on Mon 1/23**

Quiz Chapter 1 – **DUE on Mon 1/23**

Performance practice – Wed, 1/25

Week 3 (Jan 30th)

Historical beginnings

Reading: Chapter 2 & 3 – **DUE on Mon 1/30**

Quiz Chapter 2 & 3 – **DUE on Mon 1/30**

Performance practice – Wed, 2/1

EXTRA CREDIT: *Raising the Barre*, UTEP + Desert Dance fundraising concert. **February 2, 3, 4 @ 7:30 PM**; June Sadowski Kruszewski Studio Theatre. Tickets at UTEP Ticket Center (2 locations: next to Don Haskins or Union East, room 111) or online on Ticketmaster (fee applies).

Week 4 (Feb 6th)

Improvisation

Reading: Chapter 4 – **DUE on Mon 2/6**

Quiz Chapter 4 – **DUE on Mon 2/6**

Example #1: Institute for Improvisation and Social Action – **Wed, 2/8**

Community Event #1: *Embodied Practice* at the Rio Bosque Wetlands Park, **Saturday, Feb 11th from 4-6 pm**

Week 5 (Feb 13th)

Performance in therapy and the streets

Reading: Chapter 5 & 6 – **DUE on Mon 2/13**

Quiz Chapter 5 & 6 – **DUE on Mon 2/13**

Performance practice – **Wed, 2/15**

Week 6 (Feb 20th)

Performance art

Reading: Chapter 7 – **DUE on Mon 2/20**

Quiz Chapter 7 – **DUE on Mon 2/20**

Example #2: TBD – **Wed, 2/22**

Week 7 (Feb 27th)

Activism within the institution of theatre

Reading: Chapter 8 – **DUE on Mon 2/27**

Quiz Chapter 8 – **DUE on Mon 2/27**

Performance practice – **Wed, 3/1**

Week 8 (Mar 6th)

Performativity and the Sixties

Reading: Chapter 9 – **DUE on Mon 3/6**

Quiz Chapter 9 – **DUE on Mon 3/6**

Example #3: El Teatro Campesino – **Wed, 3/8**

Week 9 (Mar 13th)

SPRING BREAK, NO CLASSES

Week 10 (Mar 20th)

World Water Week at UTEP

Class will not meet at our regular time. For your attendance, you must attend two of the events offered. Any extra events you go to will count as extra credit.

Access all the programming here:

<https://www.utep.edu/onewater/Events/world-water-day.html>

Week 11 (Mar 27th)

One-on-one Midterm check-ins. Location and schedule TBD.

Responses to World Water Week events – **DUE on Mon 3/27**

Water research works cited– **DUE on Wed 3/29**

Proposal draft for performance action – **DUE on 3/29**

EXTRA CREDIT: Screening of *Experiencing the Bosque: The Documentary* at the Rubin Center for the Visual Arts on campus, **Sat 4/1 from 4-6 pm**

Week 12 (Apr 5th)

Reading: Chapter 12 – **DUE on Mon 4/5**

Quiz Chapter 12 – **DUE on Mon 4/5**

Performance practice – **Mon 4/5**

Final proposal for performance action: in class presentations – **DUE on Wed 4/7**

Week 13 (Apr 10th)

Performance action in-class rehearsal #1 – **DUE on Mon, 4/10**

Reading: Chapter 14 – **DUE on Wed 4/12**

Quiz Chapter 14 – **DUE on Wed 4/12**

Example #4: Héctor Aristizabal and Reconnectando

Community Event #2: *Earth, Water and Ice Cream Trucks: Moving Urban Ecologies in Community* at the Rio Bosque Wetlands Park – **Sat, 4/15 @ 4 pm**

Week 14 (Apr 17th)

Reading: Chapter 16 – **DUE on Mon 4/17**

Quiz Chapter 16 – **DUE on Mon 4/17**

Performance practice – **Mon 4/17**

Performance action in-class rehearsal #2 – **DUE on Wed, 4/19**

Gathering for Water (choice 1 out of 3): *our secrets as we shed them: Experiencing the Bosque reimagined* at the June Sadowski Kruszewski Studio Theatre on campus – **Thur, 4/20 – Sun, 4/23**

Week 15 (Apr 24th)

Class meets at the Rubin Center for the Visual Arts to engage with *Here, And the Wind: An Exhibition about Process* **on Mon, 4/24**

Social therapeutic performance activism

Reading: Chapter 17 – **DUE on Wed 4/26**

Quiz Chapter 17 – **DUE on Wed 4/26**

Example #5: TBD guests from Latin America

Gathering for Water (choice 2 out of 3): *Mapping the Rio*, downtown El Paso **on Thur 4/27**

Gathering for Water (choice 3 out of 3): *WhenWaterFalls* at the Wise Family Theatre on campus, **Fri 4/28 – Sun 4/30**

Week 16 (May 1st)

Performance response sharing – **DUE on Mon 5/1**

Reflection and closing circle

Reading: Chapter 19 – **DUE on Wed 5/3**

Quiz Chapter 19 – **DUE on Wed 5/3**

Finals Week (May 8th)

ALL EXTRA CREDIT AND LATE ASSIGNMENTS DUE by the end of the day on **Mon 5/8**

Accommodations Policy:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

Scholastic Integrity:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

Student Resources:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.