

# LITERATURE 211J: AMERICAN VOICES

## DRAMA OF SOCIAL CHANGE LC: PROTEST AS PERFORMANCE

Fall 2019, Section 75622

Tues 1:50pm-3:15pm (online)

Thurs 1:50pm-3:15pm (async)

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**INSTRUCTOR:** Beto O'Byrne  
**E-MAIL:** bobyrne@pace.edu  
**OFFICE LOCATION:** Adjunct Office - 15th floor, 41 Park Row  
**OFFICE HOURS:** Tues. 3:30 - 5:30pm - Office hours by appointment.

### **COURSE DESCRIPTION (from Catalog):**

*This course examines a wide range of dramatic literature and performance texts, with a particular focus on the theme of "Protest as Performance." Together, we'll study historic social and artistic movements of dissent, while striving to make direct connections with the political, creative, and revolutionary forces of today.*

### **LEARNING COMMUNITY SECTION OVERVIEW (from Pace):**

*This section of ENG 211J, paired with Ashley Marinaccio's "Theatre and Social Justice", is part of a Pforzheimer Honors College Learning Community. The objective of this section is to develop a broad foundation of dramatic literature and theory, combined with themes of social justice and creative revolution, in order to deepen our Learning Community's overall meditation on how the individual artist can change the world through direct action and expression.*

### **COURSE DESCRIPTION (from Beto):**

Throughout history, artists and their work have been critical revolutions big and small, social, political, and cultural. We have utilized a variety of methods and strategies to connect their work to movements, or used their work to start them. We are going to look at a sampling of artists and their creations to investigate how theatre artists have utilized their craft to respond to, or enact, movements. And we are going to further investigate where you place yourself in society, and how you might connect to movements alive today.

### **STUDENT LEARNING OUTCOMES:**

In this course, we will ...

- Engage in critical, thoughtful, and respectful conversations about the history, strategies, and aesthetics of activist theatre, political theatre, and theatre for social change.
- Analyze a variety of works, through a variety of mediums, to attempt to further illuminate these artists and their work.
- In the long-standing tradition of radical theatre ensembles, work in collaboration with our class peers to investigate topics and create projects through collective, consensus decision making.
- Reflect on the many different value systems presented in class and how they interact with one another and our own moralities.
- Explore the methodologies of a variety of theatre traditions to amplify our own voices.
- Learn to stand on the shoulders of giants to place our individual experiences on the continuum of social progress.

## **Instructional Materials**

For this class you will need the following:

- An ability to read PDF's and online materials
- Access to Zoom and strong wifi to support your interaction in class.
- A willingness to explore new ideas and ways of thinking

## **Text and Reading Materials**

My goal is to minimize the purchase of textbooks, source materials, etc. You will receive digital copies of plays, articles, etc, or be pointed to where to find them online.

This being true I want to uplift the value that how we spend our money, or not, is a reflection of our values and there may be times where you are asked to do so. This will always be presented with thoughtful intention and you are welcome to engage in conversation and we can also work to provide alternatives if you have any issues.

## **Grading Policy**

Because this is school, we must have grades. I think a lot about how we “grade” ourselves in a in any course. Ultimately it is always a journey that we all start at different places.

I think about your grade as the contract between us. It is a way to evaluate our accountability to one another. What this means will be different for all of us. Hopefully, we can agree on a few key elements:

1. We must exert effort to be successful
2. We must show up for ourselves and our peers
3. We must set ourselves challenges and work to achieve them

The way I (approximately) align these elements and Pace’s grading policies are as follows:

Class Participation	7%
Attendance	11%
Assignments (10 Total)	27%
Writing Projects (4 Total)	36%
Final Project	18%
<b>Total</b>	<b>100%</b>

A more detailed explanation is located below in the section “Quick Sheet for Assignments and Due Dates”

Pace University's grading scale (%) is as follows:

- A = 90-100
- B = 80-89.99
- C = 70-79.99
- D = 60-69.99
- F = 0-59.99

## Assignments & Homework (Subject to Change!)

The work we will create will be a blend of responses to viewed material, creative projects, and more.

At the beginning of the semester, it is largely undefined and will be determined as we move forward, to make sure we have a personalized experience that will help you explore our unique journey into the world of theatre for social change that we are experiencing as a collective body.

There will be four major projects that you will accomplish based on the larger umbrellas we will use as an organizing concept. These units will hopefully help us get a broad overview experience that our time will allow. They are as follows:

- Unit 1: Defining Terms, Determining Scope
- Unit 2: Direct Advocacy & Illuminating Current Conditions
- Unit 3: Rewriting History & Reinventing Classics
- Unit 4: Organizing around Shared Experiences and Traumas

To support these four projects, and to replicate the tradition and history of ensemble and collective creation in this field, you will also work together in smaller groups in this class.

Students will be evaluated by their willingness to complete projects and engage with and participate in the exploration of the subject material. If this sounds vague, don't worry! All will be made clear in class. :)

## **Course Accountability**

Any movement, no matter its goals, requires organized communities willing to risk their comfort, their positionality, and sometimes their very lives. And that work begins with the simple act of being present. Your work in this class is no different. The show can't happen, assumptions can't be challenged, if we don't hold ourselves, and our collaborators, to the highest standard.

So we have to show up. For ourselves and for our community. The revolution desperately needs you, whether it realizes it or not. Because your work can inspire others to action, dissolve oppressions, and illuminate unforeseen truths.

The ugly truth of it is that there are powerful forces that are designed to block you from doing so. Some of these are systemic: Jobs. Other classes. Subways that are always late. Some are our own blocks that we put up. My work wasn't good enough to share. I'm just not up to it today. All the things. Right?

But it's those times when the above blocks appear when our work really begins. When it's the most important. When it matters most.

As such we have an accountability system for this class. That accountability system is as follows:

- We agree to attend all in-person classes, online sessions, and all other programming to our fullest ability.
- We agree to fully participate and share the experience of being in this class with our peers and instructor to our fullest ability.
- We agree to hold ourselves to the highest standard and will meet the demands of work including when, how, and what we present.

So what does “fullest ability” mean? It means that we recognize that there are going to be times when life makes attending and participating impossible. Or possibly harmful. This class is not our sole priority. But it is a priority. Attending and Participating is the norm. It is the expectation that our activism, our revolutionary selves, and our deep-down-chakra-selves demand. And as such, when we don't attend, when we don't participate, we accept our accountability when we fail ourselves and our community.

So we agree to the following:

#### Attendance Agreement

We agree that there is ONE EXCUSED ABSENCE. If I do not attend class, I will notify the instructor to the best of my abilities and at least 24 hrs (if possible) of this absence.

If I miss a class beyond this point:

1. I will be docked ½ a letter grade for each absence
2. I will not receive any credit for participation
3. I am responsible for determining what I missed and will talk with others in the class to find out what I missed (the instructor is not responsible for catching me up if I miss class)
4. If an assignment was due or to be presented I will not receive credit
5. If an assignment was accomplished in class I will not receive credit
6. If I miss more than three classes, I have not been accountable to myself or my community. I will not be able to pass this class and will remove myself from the class.

#### Participation

We agree to fully participate in all discussions as best as we can:

1. I will provide feedback to shared work and engage in conversations in class with openness, kindness, and grace to the creators
2. When asked to respond I will do so without fear.
3. I will have my camera and audio on and available as the norm, not the exception
4. If I have an issue in class, If I feel unsafe, I will contact the instructor. If I am not comfortable doing so, I will seek the support of the department or the school.
5. If I do not honor these agreements I will be held accountable. I may be asked to address this in class. I may need to discuss with the instructor outside of class, and it is possible I may be asked to remove myself from the class, which will result in me not receiving credit for the course.

#### Assignments Due Date and Late Assignments

We all agree to turn in assignments on time, to hold ourselves accountable, and to support the work of our peers and the instructor.

If I do not turn in my work on time, my work will be docked 25% points. After three days, students may turn in the paper by the end of the class with the maximum availability of 50% of the total.

#### Plagiarism

I will only submit my own work. To submit someone else's work as my own is one of the most disrespectful acts I can commit in an academic environment. I will not do it.


If I am caught for plagiarism I agree to leave the class immediately. I will not receive credit. I am aware that the instructor will inform the appropriate individuals at Pace who will determine what further actions to take. From that point, the instructor will not be involved and is not responsible for what happens.

## **Course Schedule and Assignments**

For the complete schedule, please refer to **LIT211J: Course Schedule**, available via the following link and will also be on our online platform:

- [LIT211J: Course Schedule:](#)  LIT211J: Course Schedule\_Fall2021

Please note that Monday and Wednesday are IN-PERSON and our Fridays will be a mix of Online classes, field trips, group conversations, and one-on-one conferences.

- [Quick Sheet for Assignments and Due Dates \(subject to change\):](#)  
 LIT211J: Quick Sheet for Assignments\_Fall2021

## [LIT211J: Quick Sheet for Assignments\\_Fall2021](#)

### University Policies and Resources

#### **Academic Integrity**

Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost's webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

#### **Learning Centers**

[The Learning Center](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners by creating purposeful interactions with trained, well-qualified peer and professional staff.

#### **Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:**

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request a reasonable accommodation for a qualified disability a student with a disability must self-identify and register with Student Accessibility Services for his or her campus. No one, including faculty, is authorized to evaluate the need for or grant a request for an accommodation except Student Accessibility Services. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student. For further information, please see [Resources for Students with Disabilities page](#).

#### **Technological Resources:**

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

#### **Appropriate Use Policy for Information Technology:**

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

*Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.*

*Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.*

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

### **Sex-Based Misconduct Policy and Procedure:**

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with the Executive Director of Institutional Equity and Title IX Coordinator (Bernard Dufresne, [bdufresne@pace.edu](mailto:bdufresne@pace.edu), 163 Williams Street, Room 1017, 212-346-1310). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

### **Self-Care:**

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. Please know there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them when needed.

### **Just In Case App:**

The Counseling Center's *Just In Case* App supplies potentially life-saving mental health information to Pace University students, staff, and faculty. This smart phone App puts vital information and support options at your fingertips. Scan and open the App today, just in case you or a friend needs help. Download the Counseling Center [Just In Case App](#) or go to "Counseling Center: Just In Case" on the MyPace Mobile App.

<b>Department</b>	<b>Pleasantville</b>	<b>New York City</b>
Counseling Center	914-773-3710	212-346-1526

Dean for Students Office	914-773-3351	212-346-1306
Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590
Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
<b>Academic Advisement</b>		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368