THTR 468: Theatre in Education
Fall 2012
(Class Number 63080R)

Instructor: Julianne Gale
Office Hours: by appointment
Class Time: T/TH 9:00 - 10:50, MCC 111
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“One of the best ways of educating people is to give them an experience that embodies what you are trying to teach.” –Myles Horton

Course Goals:
To research and explore the broad intersection between theatre and education, to analyze and evaluate the efficacy of theatre as a supportive learning tool, and to design, develop and implement theatre in education projects in conjunction with, and for, centers of learning for K-12 youth.

Course Description:
Combining critical pedagogy with theatre techniques, THTR 468 explores how to use theatre as a tool for participatory and liberatory education in the core academic subjects.

This course has the following major components:
1. Reflecting on the current state of education and schooling, in the context of historical and contemporary systems of oppression and strategies for liberation.
2. Understanding theory and models of learning, Theatre in Education (TIE), Drama in Education (DIE), and Theatre of the Oppressed (T.O.).
3. Visiting K-12 classrooms and imagining how theatre could be used to support student learning there.
4. Developing, implementing, and evaluating actual TIE/DIE projects in K-12 classrooms.

Reading:
Required Readings
All required readings are listed in this syllabus and will be posted on Blackboard in the “Assignments” section, but you may prefer to get physical copies of the books listed:
- Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
- Ways of Learning: Learning Theories and Learning Styles in the Classroom by Alan Pritchard
- Learning Through Theatre: New Perspectives on Theatre in Education edited by Tony Jackson
- We Make the Road by Walking by Myles Horton and Paulo Freire
- How Children Fail by John Holt
- Savage Inequalities by Jonathan Kozol
- Education and Cultural Studies: Toward a Performative Practice, eds. Henry A. Giroux and Patrick Shannon

The California Content Standards are also available online at: http://www.cde.ca.gov/be/st/ss/.

Suggested Readings for Theatre Games, Exercises, and Theory:
- Anything by Augusto Boal, creator of Theatre of the Oppressed, especially:
  - Games for Actors and Non-Actors (2nd Edition)
  - Rainbow of Desire
- Impro by Keith Johnstone

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Suggested Readings on Educational Theory:
- Life-Enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships by Marshall Rosenberg
- Other books by John Holt
- Articles by Alfie Kohn, available free on www.alfiekohn.org
- Pedagogy of the Oppressed by Paulo Freire
- Reaching All by Creating Tribes Learning Communities by Jeanne Gibbs
- Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning by Page Keeley (can easily be applied outside of science)
- Elementary and Middle School Mathematics: Teaching Developmentally by John A. Van de Walle
- “Skills and Other Dilemmas of Progressive Black Educator” by Lisa Delpit in Harvard Educational Review
  (http://mresaesoendorsement.wikispaces.com/file/view/Skills+and+Other+Dilemmas+of+a+Progressive+Black+Educator.pdf)

Suggested Readings for Liberation/Anti-Oppression Work:
- Medicine Stories by Aurora Levins Morales
- Anything by Paul Kivel, especially Making the Peace: A 15-Session Violence Prevention Curriculum for Young People
- “Don’t Call Them Ignorant” by Lucian Kahn
  (http://www.prettyqueer.com/2011/07/26/dont-call-them-ignorant/)
- Articles posted by Community Change, Inc.
  (http://communitychangeinc.org/Drupal/node/120), especially:
  - “How to Be an Ally if You Are a Person with Privilege” by Frances E. Kendall
    (http://www.scn.org/friends/ally.html)
  - “Shining the Light on White” by Sharon Martinas
    (http://toolsforchange.org/resources/org-handouts/challenging-white-supremacy.pdf)
  - “Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom” by Beverly Tatum
    (http://ets.mnsu.edu/darbok/ETHN201/race.pdf)

Assignments:
There were be small weekly assignments, such as reflection papers, class presentations, and leading group warm-ups. At times, I will assign specific prompts for responding to the readings.

There were also be three big projects:
1. Group TIE/DIE project for a 2nd grade classroom.
2. Group TIE/DIE project for a 6th grade classroom.
3. Culmination TIE/DIE project: done in small groups.

The first two projects will be developed and implemented by the entire class during regularly scheduled class-time, although there will likely be some homework assignments related to the projects. The Culmination Project will be developed outside of class, but implemented during class-time, if possible. This project is more involved, including a written proposal and formal evaluation. The evaluation of the Culmination Project will be considered your “final.”

Assignments are due on the day listed in the schedule below. Papers should be emailed in .doc, .docx, .pdf, or .rtf formats. Extensions and make-up work will be considered on a case-by-case basis. All work must be turned in by the date of the final, Dec. 13 at 11 a.m.
Grading
Attendance 5%
In-Class Participation 20%
Weekly Assignments 20%
Group 2nd Grade TIE/DIE Project 15%
Group 6th Grade TIE/DIE Project 15%
Culmination TIE/DIE Project 20%
Final Evaluation 10%
TOTAL 100%

Disability Services: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 am to 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

Academic Integrity: Dishonesty in any form harms the individual, other students, and the School of Theatre. Therefore, USC policies on academic integrity will be enforced in this course. Papers suspected of containing plagiarized material (the unacknowledged or inappropriate use of another’s ideas, wording, or images) will be verified for authenticity by the School of Theatre through internet services. I expect you to familiarize yourself with the academic integrity guidelines found in the current SCampus (www.usc.edu/dept/publications/scampus).
SCHEDULE

Week 1: Introduction
Tues. 8/28 Class Overview – Why are we here? What role can theatre play in education?

Homework:
• Write: 2-3 page (double-spaced) paper reflecting on your personal experience as a K-12 student. What moments stood out? Given that we will be visiting grades 2, 4, and 6, you might especially consider your experience in those grades. When did you feel shut down, inspired, engaged, disengaged, etc.? What did you appreciate about your schooling? How do you wish it had been different? Was theatre ever part of your school experience? How so? How could it have been a part of your school experience? (Due: 8/30)
• Think about two images that would represent your K-12 school experience.
• Read: Ch. 1 (“What Drama Can Do”) from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner

Thurs. 8/30 Personal Backgrounds and TIE/DIE Intros & Examples
Due: K-12 Personal Experience Reflection Paper & K-12 school experience images
Homework: (Readings available on Blackboard under “Assignments.”)
• Read “Learning,” “Behaviorism and the Beginnings of Theory” and “Cognitive, Constructivist Learning” (pages 1-33) from Ways of Learning: Learning Theories and Learning Styles in the Classroom by Alan Pritchard

Week 2: Intro to Learning Theory
Tues. 9/4 Learning Theory: Behaviorism and Alternatives (Nonviolent Communication, and [Social] Constructivism)

Homework:
• Read “Multiple Intelligences” and “Learning Styles” (pages 34-57) from Ways of Learning: Learning Theories and Learning Styles in the Classroom by Alan Pritchard
• Optional: read “The Trouble with Pure Freedom” by Alfie Kohn

Thurs. 9/6 Learning Theory: Multiple Intelligences and Learning Styles

Homework:
• Read “Preface” and “Strategy” (pages 11-31, 51-55) from How Children Fail by John Holt
• Watch: Sir Ken Robinson’s TED talk:
  http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
• Optional: watch Sir Ken Robinson’s “Changing Educational Paradigms” by RSAnimate:
  http://www.youtube.com/watch?v=zDZFcDGpL4U

Week 3: 2nd Grade Classroom Visit & Creativity in the Classroom
Tues. 9/11 Visit 2nd Grade Classroom & Look at 2nd Grade Standards

Homework:
• Fill out the Classroom Observation sheet. (Due: 9/13)
• Think about how to theatrically show what the class was like and how the lesson could have used theatre. Prepare your mini lesson. (Due: 9/13)
• Optional Readings (could help with your mini lessons; will be required by 9/25):
  o Ch. 16 (“Code Cracking: Literature and Language”) from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
  o “Introduction” from Learning Through Theatre: New Perspectives on Theatre in Education edited by Tony Jackson

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Thurs. 9/13 Theatrical Possibilities in 2nd Grade
Due: Classroom observation sheet & mini lessons of how theatre could be used in 2nd Grade

Homework:
- Read: “Social Class and the Hidden Curriculum of Work” by Jean Anyon
- Read: “The Savage Inequalities of Public Education in New York” from Savage Inequalities by Jonathan Kozol

Week 4: Structural and Collective Considerations in Education
Tues. 9/18 Systems of Oppression

Homework:
- Read: selections from Chapter 3 of We Make the Road by Walking by Myles Horton and Paulo Freire (p. 102-109, 125-131; optional: 134-135)
- Optional: read “Skills and Other Dilemmas of Progressive Black Educator” by Lisa Delpit

Thurs. 9/20 Resisting Oppression: Pedagogy and Theatre of the Oppressed
Due: In class, students teach their assigned readings theatrically to the group.

Homework:
- Begin to plan 2nd Grade TIE/DIE project.
- If you haven’t already read them:
  - Read Ch. 16 (“Code Cracking: Literature and Language”) from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
  - Read “Introduction” from Learning Through Theatre: New Perspectives on Theatre in Education edited by Tony Jackson
- Optional: Read “The Creative Arts Team in the United States” and “TIE and Theatre of the Oppressed” from Learning Through Theatre: New Perspectives on Theatre in Education edited by Tony Jackson

Week 5: Prepare 2nd Grade TIE/DIE Project
Tues. 9/25 Prepare 2nd Grade Group TIE/DIE Project

Homework:
- Read: “Ch. 20: Guarantees for Drama” from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
- Prepare for 2nd Grade TIE/DIE Project. May include additional readings, etc.
- Optional: Find and watch YouTube videos of Dorothy Heathcote

Thurs. 9/27 Prepare 2nd Grade Group TIE/DIE Project

Homework:
- Read “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh
- Write: 2-3 page reflection on your own experiences of privilege and oppression. In what ways have you experience privilege? In what ways have you experienced oppression? How might your personal background impact your role as a teacher? You can also include direct reflections about what it was like to read McIntosh’s article.
- Prepare for 2nd Grade TIE/DIE Project. May include additional readings, etc.
- Optional: read “Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom” by Beverly Tatum
Week 6: 2nd Grade Classroom Visit #2 & Continued Planning
Tues. 10/2 Visit 2nd Grade Classroom Again & Discuss Personal Privilege/Identity

Due: 2-3 page reflection on privilege/oppression

Homework:
- Read: Ch. 6 (“Leading Through Questions”) from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
- Prepare for 2nd Grade TIE/DIE Project. May include additional readings, making costumes/props, etc.
- Optional: Find and watch YouTube videos of Dorothy Heathcote

Thurs. 10/4 Finish Planning 2nd Grade Group TIE/DIE Project

Homework:
- Final preparations for Group TIE/DIE Project. May include additional readings, making costumes/props, etc.

Week 7: Implement and Evaluate 2nd Grade TIE/DIE Project
Tues. 10/9 Teach 2nd Grade Lesson

Homework:
- Write: 2-3 page (double-spaced) paper reflecting on our project. How did you feel about doing this project? What was successful? What did you wish had been different? What and how did the children learn? What and how did you learn?

Thurs. 10/11 Evaluate 2nd Grade TIE/DIE Project

Homework:
- Read: Ch. 17 (“Code Cracking: Other Areas of the Curriculum”) from Dorothy Heathcote: Drama as Learning Medium by Betty Jane Wagner
- Read: “Banishing Bradford Pears” by Deaton and Cook, from Science and Children
- Optional: Find and watch YouTube videos of Dorothy Heathcote

Week 8: Begin Culmination Project Planning & 4th Grade Classroom Visit
Tues. 10/16 Begin Culmination Project Planning (& any catch up on reading discussion)

Homework:
- Skim 4th Grade Standards

Thurs. 10/18 Visit 4th Grade Classroom

Homework:
- Fill out the Classroom Observation sheet. (Due: 10/23)
- Think about how to theatrically show what the class was like and how the lesson could have used theatre. Prepare your mini lesson. (Due: 10/23)

Week 9: Debrief 4th Grade & Visit 6th Grade Classroom
Tues. 10/23 Theatrical Possibilities in 4th Grade

Due: Classroom observation sheet & mini lessons of how theatre could be used in 4th Grade

Homework:
- Skim 6th Grade English, History, and Common Core (English) standards
Thurs. 10/25 Visit 6th Grade & Plan Culmination Projects

*Homework:*
- Fill out the Classroom Observation sheet. (Due: 10/30)
- Think about how to theatrically show what the class was like and how the lesson could have used theatre. Prepare your mini lesson. (Due: 10/30)
- Begin writing Culmination Project proposal, first draft. (Due: 11/1)

**Week 10: Debrief 6th Grade & Plan 6th Grade TIE/DIE Project**

*Tues. 10/30 Debrief 6th Grade Visit*

*Due: Classroom observation sheet & mini lessons of how theatre could be used in 6th Grade*

*Homework:*
- Begin to plan 6th Grade Group TIE/DIE project.
- Work on Culmination Project proposal, first draft. (Due: 11/1)

*Thurs. 11/1 Prepare 6th Grade TIE/DIE Project*

*Due: First Draft of Culmination Project Proposal*

*Homework:*
- Prepare for 6th Grade TIE/DIE Project. May include additional readings, making costumes/props, etc.

**Week 11: Plan 6th Grade TIE/DIE Project & 6th Grade Classroom Visit #2**

*Tues. 11/6 Prepare 6th Grade TIE/DIE Project*

*Homework:*
- Prepare for 6th Grade TIE/DIE Project. May include additional readings, making costumes/props, etc.
- Work on Culmination Project proposal, final draft. (Due: 11/20)

*Thurs. 11/8 6th Grade Classroom Visit #2*

*Homework:*
- Prepare for 6th Grade TIE/DIE Project. May include additional readings, making costumes/props, etc.
- Work on Culmination Project proposal, final draft. (Due: 11/20)

**Week 12: Plan and Implement 6th Grade TIE/DIE Project**

*Tues. 11/13 Prepare Group TIE/DIE Project*

*Homework:*
- Prepare for 6th Grade TIE/DIE Project. May include additional readings, making costumes/props, etc.
- Work on Culmination Project proposal, final draft. (Due: 11/20)

*Thurs. 11/15 Implement 6th Grade TIE/DIE Project*

*Homework:*
- Write: 2-3 page (double-spaced) paper reflecting on our project. How did you feel about doing the project? What was successful? What did you wish had been different? What and how did the youth learn? How and what did you learn? (Due: 11/20)
- Finish Culmination Project proposal, final draft. (Due: 11/20)
**Week 13: Evaluation of 6th Grade Culmination Project**

**Tues. 11/20** Prepare Group TIE/DIE Project  
*Due:* Final draft of Culmination Project proposal & 6th Grade TIE/DIE project reflection  
*Homework:*  
• Prepare for your Culmination Projects.

Thurs. 11/22 NO CLASS (Thanksgiving)

**Week 14: Culmination Projects 1 & 2**

**Tues. 11/27** Culmination Project 1  
*Homework:*  
• Group 1: Work on your Culmination Project Evaluation. (Due: 12/4)  
• Groups 2 & 3: Write a 2-3 page (double-spaced) paper reflecting on what you witnessed. What was successful? What could have been done differently to make the project more effective? What and how did the youth learn? How and what did you learn? (Due: 12/4)  
• Groups 2 & 3: Prepare for your Culmination Projects.

**Thurs. 11/29** Culmination Project 2  
*Homework:*  
• Groups 1 & 2: Work on your Culmination Project Evaluation. (Due: 12/4)  
• Groups 1 & 3: Write a 2-3 page (double-spaced) paper reflecting on what you witnessed. What was successful? What could have been done differently to make the project more effective? What and how did the youth learn? How and what did you learn? (Due: 12/4)  
• Group 3: Prepare for your Culmination Project.

**Week 15: Culmination Projects**

**Tues. 12/4** Evaluate Culmination Projects 1 & 2 (and course evaluations)  
*Due:* Culmination Project Evaluations (Groups 1 & 2 only) and reflection papers (on the Culmination you witnessed)  
*Homework:*  
• Group 3: Prepare for your Culmination Project.

**Thurs. 12/6** Culmination Project 3  
*Homework:*  
• Group 3: Work on your Culmination Project Evaluation. (Due: 12/13)  
• Groups 1 & 2: Write a 2-3 page (double-spaced) paper reflecting on what you witnessed. What was successful? What could have been done differently to make the project more effective? What and how did the youth learn? How and what did you learn? (Due: 12/13)

**Final: Thursday, December 13, 2011 11:00 a.m. to 1:00 p.m.**  
Groups 1 & 2: turn in your reflection paper on the other group’s project.  
Group 3: Turn in your Culmination Project Evaluation.