

THTR 290 Section 63000R

Units: 2

Term: Spring 2020

Day, Time: Wednesdays, 7-9:50pm

Location: MCC 107

Instructor: Zachary Steel

Office: JEF 208

Office Hours: available by appointment

Email: zsteel@usc.edu

Cell: 347-546-0298

Course Description

The practice of clowning in hospitals has become an international institution with research proving its efficacy in various health care settings. It provides children and adults alike with a sense of authority and control in a hospital environment that, by its nature, disempowers the patient. Medical Clowns have been shown to increase communication between the medical staff, children, and their caregivers; and to decrease tension and anxiety often resulting from physically intrusive procedures. They empower the patient by giving them full control of the situation in an environment where they otherwise might feel powerless. Art improves our quality of life, and Medical Clowning seeks, through a unique application of the discipline of the clown, to impact the children and the facilities that need it the most.

This course explores the practice of bringing clowns into places of healing (hospitals, trauma sites, etc.) for the purpose of improving the physical and mental well-being of those in need, and expanding their capacity for hope. Through practical studio work, we will explore environmental sensitivity, improvisation, active listening, and game play, all principles of clowning and all effective when engaging with a patient in a hospital. This course would be appropriate for artists who seek to utilize their talents for social change, for those entering the world of healthcare who seek to enhance their ability to engage with patients, or for anyone interested in exploring the healing powers of play.

Learning Objectives

- To discover and develop an open and honest relationship between performer and audience
- To experience the relationship between clown, wellness, and healing
- To explore the history of clowns and healing, why/how has it worked
- To learn how to connect with an audience not just with language but through play and improvisation

Prerequisite(s): n/a

Required Readings and Supplementary Materials

All reading will be available as PDFs on Blackboard:

An excerpt from *Medical Clowning* by Amnon Raviv

Medical Clowning and Performance Theory by Atay Citron

Audacity and Insane Courage: Dream Doctors' Secret Remedies by Atay Citron

Drama therapy role theory as a context for understanding medical clowning by Pendzik

Description and Assessment of Assignments

What kind of work is to be done and how should it be completed, i.e. how the learning outcome will be assessed. Include any assessment and grading rubrics to be used.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment	Points	% of Grade
Reading Response #1	100	5
Reading Response #2	100	5
Reading Response #3	100	5
Reading Response #4	100	5
Class Work	100	40
Participation	100	15
Final	100	25
TOTAL	700	100

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All assignments will be turned in on Blackboard via Turnitin.

Grading Timeline

Grades will be posted within a week of the assignment's due date.

Additional Policies

No absences are permitted except in case of illness or emergency.

No lateness permitted.

Violation of these requirements will result in grade deductions.

Please wear clothes that are comfortable to move in.

No cell phone use in class.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1	Class Introduction Basic Clown Exercises		
Week 2	Basic Clown Exercises		
Week 3	Active Listening Exercises Entrances		
Week 4	Active Listening Exercises Entrances	<i>Medical Clowning by Amnon Raviv</i>	
Week 5	Reading Discussion Birth of the Clown		<i>Due 2/12: Reading Response #1 Medical Clowning by Amnon Raviv</i>
Week 6	Clown Persona The Greatest Trick in the World		
Week 7	Object Work/Puppet Work		
Week 8	Viewing: <i>Doutores Da Allegria</i>	<i>Medical Clowning and Performance Theory</i>	
Week 9	Reading Discussion Sublime Moments		<i>Due 3/11: Reading Response #2 Medical Clowning and Performance Theory</i>
Week 10	Window Work Musical Washes		
Week 11	Guest Lecturer from Medical Field	<i>Audacity and Insane Courage</i>	
Week 12	Reading Discussion		<i>Due 4/8: Reading Response #3 Audacity and Insane Courage</i>
Week 13	Juggling, Props, etc.		
Week 14	Mock Hospital Visits	<i>Drama therapy role theory</i>	
Week 15	Reading Discussion Mock Hospital Visits		<i>Due 4/29: Reading Response #4 Drama therapy role theory</i>
FINAL	Mock Hospital Visits		Final Date: May 6th, 7-9pm

SDA PRODUCTIONS

SDA productions are courses and therefore do not supersede any other courses in which you are enrolled. When in an SDA production, students must not register for evening classes that conflict with regularly scheduled rehearsals. In short, being involved in an SDA production is a curricular assignment and must be treated as any other curricular assignment.

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Statement for Students with Disabilities

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 (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university’s site on Campus Safety and Emergency Preparedness.

Support Systems:

Campus Support & Intervention (CSI) – (213) 740-0411

Campus Support & Intervention is an office within Campus Wellbeing and Crisis Intervention. We are a team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. <https://uscса.usc.edu>

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://titleix.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu