

As you read on through this syllabus and peruse our lineup of guest speakers for fall term, you'll see how these three takeaways have helped to frame our inquiries together this year.

Framework (Kim, what do we mean by "performance"?)

What does "knowledge creation through performance" mean? The organizing concept of "performance" that frames our class is something that we will define, revise, and revise again over the course of our time together – because if we cannot shift and adjust our governing frameworks from time to time, innovation becomes impossible! That said, we will start from a specific understanding of performance *as a framing concept** that will likely expand significantly what you imagine this word to mean.

[*There's a reading for that!! Check week 4...]

Kim was trained in

Themes (toward something we're going to call "our class map")

Kim, Amala, and Masha (see below!) have built this class together, from the ground up. As we researched, selected, invited, and slotted in our fall term guest speakers, we created a very rudimentary map of how our different guests and the different knowledge paradigms they will bring to our class might link together.

We lighted on the following four, overarching themes to help guide our journey.

Space and the environment

Technologies

Health and Wellbeing

Storytelling

Note, though, that these four themes are a place to *start*, a *beginning* only.

As we work together, more themes will emerge, connections among speakers will leap out at us, and our map will evolve, become more complex, develop layers and colours and contours. You'll be contributing to our ongoing project of course-mapping in multiple ways, both in class and in your assessments. We can't wait to find out how YOU would have organized, and themed, our class, if you'd been on the course development team.

2. Your Learning Team

Professor Kim Solga

Kim's email is ksolga@uwo.ca

Find Kim in UC 3425

Office hours are Thursdays 3-4:30, live in person, and Wednesdays 12-1:30 on Zoom.

Navigate to Zoom via OWL for the office hours zoom link!

Kim is responsible for all aspects of course delivery, including marking and grade assignments.

Kim is also Principal Investigator on the research project that will run alongside our course, but in order to prevent any conflict of interest Kim will not play any role in data collection or analysis while our course is ongoing.

If you are participating in the research project running alongside the course, read on!

Research Fellows

Amala Poli (apoli@uwo.ca)

Masha Kouznetsova (mkouzne@uwo.ca)

Danielle Carr (dcarr8@uwo.ca)

If you have any questions about the **research project**

In fall term, the bulk of the material we will prepare ahead of class time will be set by our guest speakers. As a result, some, but not all, of that material is ready right now, at the time Kim is writing this syllabus. Rest assured that materials required as class preparation will always be available **at least two weeks** ahead of the scheduled class, via OWL.

Some weeks we'll just have reading to do; other weeks our task(s) will be to dive deeply into a website, or listen to a handful of podcasts or recordings, or watch a video, or even make something to bring to class. As a good rule of thumb, expect to spend about two hours a week preparing for class ahead of class time.

All of the material we should prepare ahead of class time will be freely accessible through OWL's "RESOURCES" tab, organized in week-by-week folders. Check these folders regularly to ensure you've not missed a resource.

In addition to the above, **note that one special book will help shape our journey through the class: *The Extended Mind: The Power of Thinking Outside the Brain*, by Annie Murphy Paul.** This book is available as an e-book via lib.uwo.ca, and Kim asks that we all read the introduction, plus AT LEAST two further chapters of your choice, for our second class on 15 September.

6. Assessments

Your grade in ARTHUM3200E will be based on the following six assessments:

1. Your personal course journal (covering both terms) (10%)
2. Connections + Extensions (covering both terms) (20%)
3. Fall term presentation (10%)
4. Fall term end-of-term project (20%)
5. Winter term CEL check-ins (20%)
6. Winter term final presentation and report (20%)

More information about each of these assessments is below; further, more detailed information about winter term assessments in particular will be available at the beginning of the term.

components below. This task is most effective, most manageable, and most fun when you do it every week.

Our class is, in a key sense, about expansion: it's about broadening our perspectives, thinking meta-

In class, we're going to build a map of the people and ideas that visit us over fall term, in order to process their interconnections and the places those interconnections might take us. Your connections and extensions form part of your unique contribution to our class knowledge map.

In fall term, you'll craft two CONNECTIONS: put two of our speakers (two speakers NOT already linked in the syllabus) and/or their projects into conversation. What are the factors that connect these individuals or their work, for you? What can these connections tell us about the potential of their work to mobilize new ideas, or advance the ideas they are already working with? **Not all of you will have to do this!** (You can opt out if you'd like.)

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***Scope:** As ever, your project may take shape in a medium of your choice, or even more than one! However, it should have the weight, heft, and obvious effort of something summative – you’ve been thinking about this one for a while, admit it. If it were a term paper, it would be about 2000 words. If it were a piece of A/V, it would be a well-edited 5-8 minutes. Consider the time you’d spend on either of these examples and put that level of EFFORT into whatever you render.*

How to synthesize what we’ve been through? From the vantage point of drafting this syllabus (August 2022, friends!), Kim hopes it’s been an amazing ride. How would you like to celebrate?

Your end of term project should take inspiration from something we’ve seen, heard, or experienced together in fall term, though how that inspiration comes out the other end is very much up to you! For those of you who love the challenge of open-ended projects, congrats and happy Christmas early. For those of you who find this frightening, fear not: we’ll spend time thinking, talking, and brainstorming about it in November.

Here are three examples – one each courtesy of Kim, Amala, and Masha – of what you *might* craft for your end of term project. More examples will be forthcoming. What would yours be?

Sample option 1: Bring The Map To Life

We’ve been mapping our course like nobody’s business. You’ve been making connections and

published on that platform. Finally, tailor your review essay for that venue's specific audience. Make it fun, compelling, and persuasive.

Winter Term CEL Check-Ins (20%)

Due: Friday, February 17 and Friday, March 31

Scope: These check-ins will require 20 minutes of your, Kim's, and your CEL supervisor's time ahead of the due date.

At the beginning of winter term we'll be introduced to best practices in community-

As part of this final assessment you'll also hand in a final report. This report will go to both your

Doctors who write plays become better doctors! With Suvendrini Lena (Women's College Hospital and Faculty of Medicine, University of Toronto)

Week Seven: 20 October

Re-coding our social worlds: "Digital Love Languages" with Melanie Hoff (co-director, School for Poetic Computation)

Week Eight: 27 October

Our bodies are our instruments: practice-based-research in music and sound studies, with Christof Migone (Visual Art, UWO)

Week Nine is READING WEEK!!!

Week Ten: 10 November

What if the centre were the periphery? Stories to re-map the world, with multi-media film and radio artist Anna Friz (UC Santa Cruz)

Week Eleven: 17 November

Crip/Mad Archive Dances: Engaging in disability culture ways of knowing, sensing, and shaping archives, with Petra Kupperts (University of Michigan) and Stephanie Heit (poet/artist)

Week Twelve: 24 November

Been inside a shark lately? A Marine Biologist, 20 VR headsets, and an invitation to make some digital theatre, with Paul Mensink (Faculty of Science, UWO)

Week Thirteen: 1 December

A virtual tour of the Queen Mary University of London MSc in Creative Arts and Mental Health, with Maria Turri (Barts School of Medicine) and Bridget Escolme (Drama, QMUL)

Week Fourteen: 8 December

To celebrate end of term, a tour of our very own, glorious, interdisciplinary haven the MacIntosh Gallery, with curator Helen Gregory! All the end of term reflections and feels.

Winter Term

(There are no pre-set readings for winter term, and after the third week of January we'll only meet periodically as a whole group. The bulk of your time this term will be spent working with your community partners, at times determined mutually by your partner and you.)

Week Fifteen: 12 January

An introduction to community engaged learning, including background, key terms and concepts, and what to expect, with Kelly Hollingshead, Western Student Experience

Week Sixteen: 19 January

All about our community partners and the opportunities ahead! We'll meet our partners this week, learn in detail about their foci and their needs, and match up!

Week Seventeen: 26 January

The work ahead: now that we are matched to partners and projects for the rest of the term, how will we tackle the job? How might we use some of the learning from last term to support our projects? This will be a workshop session designed to help each of us create an action plan that can set us up for success in the work ahead.

Week Eighteen: 2 February

No class; independent project work on your own timeline

Week Nineteen: 9 February

No class; independent project work on your own timeline

Week Twenty: 16 February

Mid-term check in time! We will hold class as usual this week, spending time reflecting as a group on our projects so far, discussing challenges, and trouble-shooting together. Your first extension is also due this week, and we will have time in class to work on it.

Week Twenty-One is READING WEEK!!!

Week Twenty-Two: 2 March

No class; independent project work on your own timeline

Week Twenty-Three: 9 March

No class; independent project work on your own timeline

Week Twenty-Four: 16 March

No class; independent project work on your own timeline

Week Twenty-Five: 23 March

My gosh that went fast! It's almost end of term. We will regroup again this week to reflect as a whole class and discuss successes and final challenges as we press toward the finish of our projects and the year. We'll also take plenty of time to talk about, and begin working toward, your final presentations and reports.

Week Twenty-Six: 30 March

OPTIONAL class time this week. Kim will be in UC1110 as usual and will be available to help with anything and everything final project related! For those who attend, we'll

workshop reports and presentations in progress, offering suggestions and support for the final prep week ahead.

Week Twenty-Seven: 6 April

Our last day! Your final presentations, and our celebration of your work! Community partners and representatives from Kelly Hollingshead's office will attend, and there will be snacks – and cake.

10. Week-by-week list of fall term preparatory materials

Please download a copy of this reading list SEPARATELY; it lives under the "Syllabus" tab in OWL. Check back regularly for updated copy; an announcement will be made via OWL every time Kim uploads an update.

Week One:

- READ your syllabus;
- READ Deborah A. Miranda, "Like Melody or Witchcraft: Empowerment Through Literature"

Week Two:

- READ Annie Murphy Paul, "Introduction: Thinking Outside The Brain," plus TWO chapters of your choice from

- *RECOMMENDED/OPTIONAL VIEWING* Explore the archive of materials on Augusto Boal, Forum Theatre, and Theatre of the Oppressed, archived in Digital Theatre Plus

Week Five:

Week Eleven:

- READ Petra Kuppers, "Crip-Mad Archive Dances"
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