



“The function of art is to do more than tell it like it is—it’s to imagine what is possible.”

-bell hooks

(1952 –2021)

Everyone is creative. Most of us are discouraged from it.

(I believe I made that up, but I am sure someone has said something similar more eloquently.)

Course Description:

In this course, during this semester, we will think about and write about how creativity can be harnessed to fight climate change.

This course is a Group C course in addition to Second Writing and Multicultural, so we are talking about sociology and human behavior. In essence, why are we as humans unable to do what is necessary to slow—let alone stop—disastrous climate change? How can each of us individually and all of us collectively creatively change our current behavior and attitudes?

******Most of the information and creative works (in a variety of forms) we will be looking at and reading come from left-leaning progressive ideology which is the political ideology most active

on reversing climate change. To participate in this class, you have to be open-minded about climate change as a human-created and human-solvable problem. This is not a rhetorical or political course where alternative points of view will be debated. We are making a ground zero agreement here that climate change is a serious problem. If you do not believe climate change is a life-threatening problem that is in dire need of intervention, this probably is not the class for you.

VIDEO:

<https://www.nytimes.com/video/opinion/100000007674226/climate-change-recycling-america.html>

022 Ford F-150 Lightning Electric Truck: Walk-Around Tour

<https://www.youtube.com/watch?v=6grLAZynbSE>

Class Meets: Tuesday, Thursday
6:30 - 7:45 p.m.
222 Gore Hall

Office Hours: By appointment via e-mail and the conversation will be on Zoom.

E-mail: cgaiter@udel.edu

Before you send me an e-mail question, look in your notes, on the assignment sheet and on Canvas for the answer. This saves energy and time, both in short supply, especially now. Please allow a day for a response.

You may call me Professor Gaiter. I come from an Art and Design background and in those fields, professors are not expected to have Ph.Ds. I am not Dr. Gaiter.

Please correct me immediately if I pronounce your name wrong or mis-pronoun you. Repeat as necessary.



Course structure: In-class short lectures and presentations including videos, slide shows, etc., seminar and small group-style discussions. Outside of class you will be assigned short readings, videos, and podcasts.

Class is held in person unless otherwise notified.

One of the central principles of this course The Art of Social Change, is that Culture, largely in the form of what we call “The Arts,” probably influences people’s thinking more than anything we learn in school or from “authorities” and “experts.” I am talking about TV, podcasts, YouTube videos, all social media, comics, concerts, music, dance, theater, and any other way ideas are creatively communicated.

Here is an example of how a creative person, a comedian, is influencing thinking and policy even years after his death:

VIDEO: <https://www.youtube.com/watch?v=EjmtSkI53h4>

2019 from the American Enterprise Institute, a think tank: **VIDEO:** <https://www.aei.org/carpe-diem/in-early-observance-of-earth-day-2019-some-brilliant-wit-and-wisdom-from-george-carlin-on-saving-the-planet/>

THE ARTS INFLUENCE HEARTS AND MINDS WHICH IN TURN INFLUENCE POLICY, LAW, AND ALL OF OUR LIVES.

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I will do my best to work around any changes in class format due to the pandemic and will keep you informed.

CANVAS is the place where all class information will be available. Announcements of any changes will be posted there and also sent to your e-mail.

Needless to say, please conform with all of the rules necessary to have in-person class, like wearing masks that securely cover your nose and mouth. Please stay a comfortable distance from your classmates.

Beaux LaFontaine (they/them) is a student in the class and also my general Undergraduate TA for the semester. They will be able to assist you by appointment on some assignments. More on that later.

Please do not e-mail them with random questions. They devote a limited amount of their total TA time to this course.

**BOOK AND OTHER READINGS:
REQUIRED MAIN TEXT:**

All We Can Save

Truth, Courage, and Solutions for the Climate Crisis

Edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson

List price \$18. At the bookstore and everywhere.

This book is written in plain (non-academic) language for general audiences and includes poetry and other creative forms of writing. It also includes some profanity, so be prepared. Not much and only used to make a point. I paced the required reading so that you will do it. These essays will guide you in your own thinking and writing.

VIDEO: <https://www.today.com/video/all-we-can-save-authors-discuss-climate-change-movement-and-female-representation-110657605603>

OTHER READINGS: Since climate change is a timely topic, I will assign readings from accessible texts (at no cost to you) as they arise. Look out



for changes in assigned readings on Canvas and you will receive notifications. PDFs and/or links will be provided.

You can access the New York Times and other publications through the UD library web site. Use Ask the Library on the home page if you are having trouble.

ASSIGNMENTS: The **THREE writing assignments, including ONE (small and fun!) visual component for one of them**, will each have a separate detailed assignment sheet with due dates.

Everything is to be turned in on CANVAS. Easiest and safest (will not get lost) for everyone.

Class presentations: On most class days I will give a Keynote presentation. They will be posted online the day after class in PDF format. If it is not, PLEASE e-mail me immediately. This helps everyone, especially ME!! You can refer to these to help you with writing, etc.

Please honor the copyright of these presentations. I have found my presentations posted online and not only is that not OK, it is not legal and will prompt disciplinary action. You may of course share a link or an image, especially if it helps promote climate change awareness.

WRITING: This is a Second Writing course. To earn the credit for that, you have to have 60 credits prior to starting the course.

You are expected to have junior level writing skills. If you need help with your writing, go to the Writing Center.

<https://www.writingcenter.udel.edu/>

The intention of the second writing requirement is to provide students:

1. with a significant expository writing experience in English Prose.
2. the opportunity to practice and improve written communication skills that will be applicable to their academic and professional goals.
3. with expert guidance in conceptualizing and organizing their assignments, thorough feedback on their written work, and opportunities to apply that feedback on subsequent assignments.

Everyone should install the program Grammarly --free in a basic version.

<https://app.grammarly.com>

With all of your writing assignments you will have to include a PDF of your Grammarly report and make all the corrections that makes sense.

***1000 words is about 4 double spaced word processed pages.

WRITING:

You will receive a very complete description of each project with a rubric of what exactly you will be graded on.

All of the writing is meant to bring out your creative thinking through your own personality, identity, and lived experience. The form is Creative Non-Fiction, which can include Journalism, Personal Essay, Memoir, etc. You should do whatever research is necessary to support your facts and thinking, but you are not writing RESEARCH PAPERS per se. You will need to cite direct sources correctly. You should be personally engaged in all the writing for this course.



ASSIGNMENTS:

1. I AM FROM poem (created by filling in blanks) and **IDENTITY DESCRIPTION** (1000 word description separate from poem)

3. MAIL ART PROJECT AND ESSAY. As a class we are participating in a nationwide Mail Art Project sponsored by the organization Imagining America. (1000 words explaining why you made the piece of mail art and what you intend that it communicates to the people you send it to.)

Requires only recycled or inexpensive supplies. Some will be provided. May need to buy postage stamps.

VIDEO: <https://www.printedmatter.org/mail-art/>

2. OP-ED BASED ON PERSONAL EXPERIENCE WITH CLIMATE CHANGE (1000 words)

You are encouraged to submit it to a publication, but not required, although writing with a specific publication and audience in mind. **Last two class periods students will read op-eds out loud to class.**

A stop-motion video op-ed: <https://www.nytimes.com/video/opinion/100000008010161/greta-thunberg-climate-crisis.html>

4. YELLOWDIG ONLINE DISCUSSION

For 10 weeks of the semester, you will respond once a week to a prompt online in YellowDig. Students describe it as social media for class. You get points for very brief writing and responding to other posts to encourage discussion of topics brought up in class and readings. It is automatically graded for participation by the app. I will check in and take note of "insincere" contributions that will affect your grade.

5. PARTICIPATION

This grade is based on how engaged you were with the activities in the course. People engage in different ways and you will have spoken and written opportunities. This evaluation considers attendance as a factor—but not the only factor.

TO HELP CREATE THE BEST CLASS ENVIRONMENT, PLEASE:

1. **CONTRIBUTE** to discussions and group work online and in class

2. **BE PREPARED** to share work in individual meetings and presentations

3. **TAKE RESPONSIBILITY** for understanding assignments when given, ask questions in class instead of through e-mail

For writing assignments, you will turn in a first draft for comments only. No grade until the final. Part of your final assignment grade will be based on how well you incorporated suggestions. That will be in the rubric.

TOTAL POINTS AND PERCENTAGE OF GRADE

I am From/Identity	20%	100 points
Mail Art Writing/Visual	20%	100 points
Op-Ed	20%	100 points
YellowDig Discussion	20%	100 points
Participation	20%	100 points

TOTAL 100% 500 POINTS

GRADING

Each assignment will have a numeric rubric for grading that is included in the assignment sheet

(Grade scale and continued next page)

**Grade Scale**

A	93 - 100%
A-	90 - 92
B+	88 - 89
B	83 - 87
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

KEEP TRACK OF YOUR GRADES THROUGHOUT THE SEMESTER ON CANVAS. "Negotiating" for better grades after they are posted at the end of the semester puts an unfair burden on professors when you had all semester to bring up your grade issues.

The following descriptions detail the criteria for earning grades. Plus and minus grades fall between the straight letter grades in achievement.

You need to take the course for a letter grade and must earn a C- or better to receive the Second Writing Credit.

To receive a grade of C- or better on any assignment, it must be turned in on time unless a PRIOR arrangement has been made or there is an emergency situation.

A - Outstanding work relative to the level necessary to meet course requirements. This work goes **FAR** beyond completing the requirements of the assignment and shows **unusual** mastery of the skills and **innovative** and **creative** thinking.

B - Significantly above the level necessary to meet course requirements. A "B" is a very good grade, but not outstanding.

C - Average achievement that meets the course requirements in every respect, but does not go beyond. A "C" is a **respectable** grade to achieve in a class, especially if the subject matter is outside of your major areas of interest.

D - Worthy of credit even though it fails to satisfactorily meet the course requirements. Basically, it means that you squeaked by...

F - Represents **failure** and signifies that the work was either (1) completed but at a level of achievement that is **not worthy of credit** or (2) was **not completed** and there was **no agreement** between the instructor and the student that the student would be awarded an "I".

Keep in mind that a student can turn in work, attend class and still fail the course if the work is **not worthy of credit** according to the clearly stated criteria for passing work.

"F" means **"failed to get help."** Anyone willing to make a sincere effort can pass this class. There are many resources available for assistance. The first step is to let me know that you need help. The second is to follow through on doing the work.

The F carries 0 (ZERO) grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.

If you need to withdraw from the course, be sure to do so before the deadline. Failure to withdraw on time will result in an F.

I - Incomplete. Assigned **at the discretion of the instructor** when, due to extraordinary circumstances, e.g., hospitalization, the student was prevented from completing the work of the course on time. Student must have been passing the course before the emergency incident. Requires a written agreement between the instructor and student specifying the time and manner in which



the student will complete the course requirements. In no event may any such written agreement allow a period of longer than 6 months to complete the course requirements.

ACCOMMODATIONS: Please discuss with me any accommodations you need for participating fully in the class. I receive a notification from DSS that you need accommodations but I need to know from you what you specifically need

PLEASE PAY ATTENTION TO ALL THE INFORMATION ABOUT COVID PROTOCOLS FROM THE UNIVERSITY

IMPORTANT DATES:

Mar 25 Fri Spring break begins

Apr 4 Mon Classes resume after Spring break

May 2 Mon Last day to change registration or to withdraw from courses without academic penalty for Spring 2022

May 17 Tue Last day to apply for a medical Leave of Absence for Spring 2022

May 17 Tuesday. Last class day

May 24 - Last day to turn in late assignments (with penalty unless there is an approved waiver)

There is no final exam, no matter what your schedule or UDSIS says. Final presentations are the last obligation for the course and are completed on the last day of class.

If you can, please upload your photo to your UDSIS profile. It helps me a lot to put a name with a face on the roster, etc.

**Migration butterfly image on the front page created by Favianna Rodriguez and others.*

OFFICIAL UNIVERSITY NOTIFICATIONS:

Harassment and Discrimination: The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullahen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct: If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.



For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Accommodations for Students with Disabilities: Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/. Reach DSS in the following ways: Visit at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website. E-mail: dssoffice@udel.edu

Academic Integrity: Students at the University of Delaware are expected to be honest and forthright in their academic endeavors. It is the official policy of the University of Delaware that all acts or attempted acts of alleged academic dishonesty be reported to the Office of Student Conduct for disposition within the University Undergraduate Student Conduct System. Any violation of this standard must be reported to the Office of Student Conduct.

Inclusion of Diverse Learning Needs: Any student who thinks they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS Website (<http://www.udel.edu/DSS/>). You may contact DSS at dssoffice@udel.edu

Non-Discrimination: The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orienta-

tion, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and university policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Interim Director, Institutional Equity & Title IX Coordinator - Fatimah Stone titleixcoordinator@udel.edu, 305 Hullahen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Elizabeth Reed, Interim Director Office of Disability Support Services and University ADA Compliance Coordinator - ecreed@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights.

TECH AT UD if you need support for your devices or have questions about accessing sites or services:

<https://sites.udel.edu/techatud/>

Course Syllabus

THIS IS THE COURSE *SCHEDULE.* THE SYLLABUS (COURSE DESCRIPTION, PROCEDURES, RULES, ETC. [22S-ART:AFRA324Syllabus2-8.pdf](https://udel.instructure.com/courses/1632649/assignments/syllabus)**

WEEK / DATE / TOPIC	CLASS ACTIVITY	ASSIGNMENT (all readings in text unless otherwise indicated)
WEEK 1 – 2/8	<p>INTRODUCTION (Videos linked in syllabus.)</p>	<p><u>PURCHASE THE BOOK IF YOU HAVE NOT ALREADY.</u></p>
2/10	<p>STAYING POSITIVE WHILE THINKING ABOUT THIS DIFFICULT TOPIC</p>	<p>SEVERAL SHORT PIECES:</p> <p>The Pandemic is a Portal https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca _ (https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca)</p> <p>Apocalypse When? Global Warming’s Endless Scroll https://www.nytimes.com/2022/02/03/arts/climate-change-doomsday-culture.html?searchResultPosition=1 (https://www.nytimes.com/2022/02/03/arts/climate-change-doomsday-culture.html?searchResultPosition=1)</p> <p>(You can access the NYT through the library here: https://library.udel.edu/databases/nytdigital/ (https://library.udel.edu/databases/nytdigital/))</p>

		<p>All We Can Save Begin Foreword to . p. xvii – xxiv.</p> <p>ROOT Calling In 3 - 7</p> <p>These pages are available in PDF here. AllWeCanSaveFIRST_READING.pdf</p> <p>PDF OF SLIDE PRESENTATION: 22S-324_WEEK1-2_ActivistArt.pdf</p>
<p>WEEK 2 - 2/15</p>	<p><u>WE WILL START EACH CLASS WITH RESPONSES TO THE READINGS</u></p> <p>BACKGROUND and INTRO TO CREATIVE CLIMATE CHANGE WORK</p> <p>SITUATION: The great Amazon land grab https://bit.ly/3gfVTxk (https://bit.ly/3gfVTxk)</p> <p>ARTIST RESPONSE: Tree Dress Vibeke Sorensen https://earth-our-home.siggraph.org/tree-dress/ (https://earth-our-home.siggraph.org/tree-dress/)</p>	<p>Reciprocity 8 - 13</p> <p>The Big Picture (poem) p. 14 – 15</p> <p>Indigenous Prophecy and Mother Earth 16 – 29</p> <p>PDF OF SLIDE PRESENTATION: 22S-ART324_Week2-1_SociallyEngagedArt.pdf</p>

	(slow to load-7 min video)	
2/17	IDENTITY AND CREATIVE RESPONSE	<p>A Handful of Dust 30 – 35</p> <p>November 36</p> <p>What is Emergent Strategy? 37-38</p> <p>On Fire 39-48</p> <p>Assignment: Identity List and I AM FROM poem due 2/22 Tues.</p> <p>Complete I AM FROM poem from template.</p> <p>Upload both to Canvas. ALL INFO IN ASSIGNMENT IDENTITY LIST AND I AM FROM POEM</p> <p>PDF OF SLIDE PRESENTATION: 22S-324_Week2-2.pdf</p>
WEEK 3 - 2/22	INTERSECTIONALITY WRITING WORKSHOP	<p>ADVOCATE</p> <p>Litigating in a Time of Crisis 51-59</p> <p>To be of Use 60</p> <p>START YELLOWDIG POSTS this week. SEE ASSIGNMENT FOR DETAILS.</p>
2/24	<p>“Mirrors, Doubles, and the Multiplication of a Black Gaze,” with Dr. Tina Campt</p> <p>WE WILL BE ATTENDING A ZOOM TALK ALREADY IN PROGRESS (STARTS 6 PM) AND WILL RESUME OUR</p>	<p>Beyond Coal p. 61-74</p> <p>Paris Buried a River 100 Years Ago. Now The City Needs To Resurface It to Combat Climate Change</p> <p>https://time.com/6131545/paris-bievre-river-climate-change/ (https://time.com/6131545/paris-bievre-river-climate-change/)</p> <p>The New Visual Abnormal (will be in Readings)</p> <p>IDENTITY WRITING DRAFT (NOT GRADED YET) DUE IN</p>

	<p>CLASS (ON ZOOM in our regular zoom room) AT 7:15 PM.</p> <p>https://udel.zoom.us/j/97210729806</p> <p>https://udel.zoom.us/j/97210729806</p> <p>SOCIALLY ENGAGED ART PROJECTS</p>	<p>CANVAS</p>
<p>WEEK 4 - 3/1</p>	<p>How to practice CULTURAL COMPETENCE in creative work or in any endeavor</p> <p>WRITING WORKSHOP - THE ART OF REVISION</p>	<p>Collards are Just as Good As Kale p.75-83</p> <p>For those Who Would Govern 84</p> <p>READ: STOP_RAISING_AWARENESS_ALREADY.pdf</p>
<p>3/3</p>	<p>POSTERS AS A HISTORICAL TOOL FOR SOCIAL CHANGE and</p> <p>INTRO TO MAIL ART / WRITING FOR THE MAIL ART PROJECT</p>	<p>MAIL ART PROJECT ASSIGNED</p> <p>The Politics of Policy 85-91</p> <p>A green new deal for all of us p.92-102</p>
<p>WEEK 5 - 3/8</p>	<p>SHARE "I AM FROM POEMS" IN CLASS</p> <p>SOCIALLY ENGAGED ART PROJECTS</p>	<p>REFRAME</p> <p>How to Talk about Climate Change p. 105-120</p> <p>IDENTITY WRITING ASSIGNMENT (TO BE GRADED) DUE IN CANVAS</p>

3/10	CULTURAL POWER	<p>Harnessing Cultural Power p. 121-128</p> <p>Becoming a Climate Citizen 129-135</p> <p>Dead Stars 137-138</p> <p>Wakanda doesn't have suburbs p. 138-144</p>
WEEK 6 - 3/15	SOCIALLY ENGAGED ART PROJECTS	<p>RESHAPE</p> <p>Heaven or High Water p. 147-155</p> <p>Man on TV Say (Poem) p. 156</p> <p>The Ticking Clock for Miami's Condo Empire https://www.nytimes.com/interactive/2022/01/28/magazine/miami-condo-collapse.html _ (https://www.nytimes.com/interactive/2022/01/28/magazine/miami-condo-collapse.html)</p> <p>Climate Change as You've Never Seen It Before: "FloodZone" by Anastasia Samoylova https://www.vogue.com/article/climate-change-as-youve-never-seen-it-before-floodzone-by-anastasia-samoylova (https://www.vogue.com/article/climate-change-as-youve-never-seen-it-before-floodzone-by-anastasia-samoylova)</p>
3/17	SOCIALLY ENGAGED ART PROJECTS	<p>157-170</p> <p>A Tale of Three Cities</p> <p>Buildings Designed for Life</p> <p>The Straits</p> <p>Climate Driven Floods. https://www.theroot.com/climate-driven-flood-costs-will-impact-people-of-color-1848466606 (https://www.theroot.com/climate-driven-flood-costs-will-impact-people-of-color-1848466606)</p>
WEEK 7 - 3/22	WORKSHOP ON MATERIALS AND PROCESSES FOR MAIL ART	<p>PERSIST</p> <p>187-204</p>

3/24	WORK IN CLASS ON MAIL ART PROJECT	P. 205-227
SPRING BREAK		
WEEK 8 - 4/5	WORK IN CLASS ON MAIL ART PROJECT	NO READING
4/7	SHARING MAIL ART PROJECTS	Mail art project DUE IN CANVAS AND IN CLASS FEEL P. 231-248
WEEK 9 - 4/12	OP-EDS AND OP-ART	P. 248-269 OP-ED ASSIGNED.
4/14	WRITING YOUR OPINIONS AND INCLUDING FACTS AND RESEARCH	NOURISH P. 270-283
WEEK 10 - 4/19	EARTH DAY / CREATIVE CLIMATE ACTION HISTORY	P. 287-298
4/21	EARTH DAY ACTIVITY (TBA)	P. 299-310 FIRST DRAFT OF OP-ED ASSIGNMENT DUE.

WEEK 11 - 4/26	POLITICAL ART FOR SOCIAL CHANGE	P. 311-320
4/28	REVISITING REVISIONS and MAKING A SMALL VISUAL PRESENTATION TO ACCOMPANY OP-ED	RISE P. 323-347
WEEK 12 - 5/3	UPDATE ON RECENT SOCIALLY ENGAGED ART PROJECTS	P. 348-368
5/5	IN-CLASS WRITING WORKSHOP IN SMALL GROUPS	END YELLOWDIG POSTS THIS WEEK. ONWARD p. 371
WEEK 13 - 5/10	DISCUSS THE BOOK AS A WHOLE AND ITS RELATIONSHIP TO THE WRITING	Prepare for presentations
5/12	Final Presentations of OP-EDS IN CLASS	
WEEK 14 - 5/17	Final Presentations of OP-EDS IN CLASS	FINAL PRESENTATIONS DUE ON CANVAS