

HEALING ARTS AND SOCIAL CHANGE
Professor Tessa Hicks Peterson
ONT 110, Spring, 2016

Class times: Including travel and clearance, 12:15-4:30; class at CRC: 1:30–3:30 p.m., Thursdays
Location: California Rehabilitation Center (and at Pitzer Atherton 103)
Office hours: Fridays, 10am-12pm at Pitzer (in the Community Engagement Center, Scott 108)

Course Purpose:

"If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together..."

- Lila Watson, Australian Aboriginal woman

This course focuses on the intersection (and hopefully, integration) of the healing arts, academia, and activism, bridging personal transformation and social change. The nexus of these diverse concepts and practices provides fertile ground for the study of the healing arts as a vehicle for personal healing/ self-realization and collective well-being/community empowerment. The course's theoretical frameworks are grounded in a cross section of disciplines, including contributions from cultural studies, critical education theory, prison studies, community studies, social psychology, and social movement theory. Students will be introduced to different wisdom traditions that provide an interdisciplinary focus on theories, strategies and practices within the healing arts and social change. Students will find an avenue for self-expression, self-discovery and community-building from their participation in a variety of tactics within the healing arts, such as creative writing, music, theatre and meditation. Course praxis (theory + action +critical reflection) will play out in large part through the Inside-Out course model, wherein "outside" students (Claremont College students) and "inside" students (incarcerated at California Rehabilitation Center) will spend almost the entire semester on site for a shared educational journey. This educational journey will include rigorous study of text, experiential activities and seminars with guest practitioners and scholars around practices and strategies for healing and social change. The ethics of community building will be explored and practiced in this weekly shared-course practicum, including how to negotiate responsibility, respect, and reciprocity with the inside-out students working together in this partnership. In addition to addressing how disparate environments (in this case, the prison and the college campus) impact our resources, access and ability to negotiate practices for individual transformation and social change, we will also explore the context of prison education and abolition that frame this partnership and notions of social change therein.

Student Learning Outcomes

"This 'lived' experience of critical thinking, of reflection and analysis, became a place where I worked at explaining the hurt and making it go away. Fundamentally, I learned from this experience that theory could be a healing place."

- bell hooks, Teaching to Transgress

As a result of this course, students should walk away with the following learning outcomes:

- *Self-Knowledge*: The ability to reflect on, evaluate, and critique their experiences in depth. Demonstrate an awareness of their own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibit development in sense of self, capacity, and moral reasoning.
- *Intercultural Understanding*: The ability to appreciate different cultures, cross cultural boundaries, and have close connections with community members. Use effective strategies to communicate across cultures and engage diverse perspectives to examine social issues in the theoretical and practical.
- *Community Knowledge*: The ability to negotiate issues of responsibility, respect, and reciprocity as they relate to community building. Through this community engagement, students will become more aware of local knowledge, assets and cultures.
- *Critical Education*: Understand different ways of knowing, critical education theories, practices of engaged mindfulness and compassionate activism, the praxis of asset-based community development and the role of the healing arts in each.
- *Social Justice Awareness*: Recognize the structural inequalities and systems in place that create injustice for individuals and groups, understanding the structural stratification that occurs historically and in present day, utilizing the prison industrial complex and mass incarceration as the case study and reality framing this course.
- *Healing Praxis*: The ability to apply interdisciplinary theories to healing practices for personal well-being and self-realization and that of a collective community.

Course structure

“In this classroom, the instructor’s role will be to call forth, with subtlety and grace, the voices of those in the class, through dialogic exchange among equals.”

- Lori Pompa

14 of 17 classes will take place at the CRC prison in Norco in the shared “inside-out” model. The professor will also facilitate individual class sessions with each group of students (CRC and Pitzer, respectively) before and after the 14 shared courses. The professor will also be available for individual meetings in pre-arranged office hours for those students who are interested. The shared inside-out courses will be our primary vehicle for engaging diverse communities on the theories and practice of this course.

In each class, we will review the readings together, individually and in groups, so come prepared for rigorous intellectual discourse. In many instances, we will host a guest lecture and/or participate in an experiential healing arts activity related to the topics of the course. For all assignments: Inside students will submit written work to Ms. Noyes for delivery to professor; Outside students will upload essays to the “forum” section on Sakai. Your total participation in each facet of the course (reading, class discussions, writing, experiential healing art activities, and community engagement) is crucial to your individual success in this class (i.e., the grade you earn) and to the collective success of our efforts at healing in our local communities (and the commitments we have made to each other in this partnership). This class promises to challenge, inspire, invigorate and teach you; your promise (by virtue of your enrollment and consistent participation) is to give back fully to the course content (fully completing all readings and writings, as well as respectfully participating in class activities). Thus, expect a rigorous commitment of time and personal/mental energy and expect to receive much in return. Accordingly, your participation (in terms of being consistently present, well-read and vocal at each class) is not only something expected in respect to your grade

but out of respect for your peers. Similarly, your familiarity and compliance with the code of academic honesty is to be assumed. It is also expected that you will complete all readings and writing assignments, (completing readings and submitting assignments by the day an item is listed on the syllabus). Assignments will be docked a ½ point for each day that they are turned in late. In order to ensure that you are keeping up with the readings each student will be required to come to class with at least one discussion question, inspired by your analysis of the readings. Note that this syllabus may change slightly as the semester unfolds and that the community engagement component requires a day-to-day flexibility.

Community Engagement through Inside-Out Partnership

“Compassion is not a relationship between the healer and the wounded. It’s a covenant between equals. [...] Compassion is always, at its most authentic, about a shift from the cramped world of self-preoccupation into a more expansive place of fellowship, of true kinship.”

–Gregory Boyle, Tattoos on the Heart

Given the nature of this inside-out course, there are specific aims of our partnership and boundaries that surround it which we need to be mindful of. Most importantly, the purpose of this endeavor is to co-create an experience of rigorous learning and teaching and giving and receiving for our individual and collective well-being. Outside students are not coming in to “save,” “help,” or “serve,” inside students, nor should anyone use the context of this class for the purpose of inciting havoc or manipulating this opportunity for one’s own personal agenda, whatever it is. It is a privilege we are all afforded to pursue the possibility of this inside-out partnership and we must take the opportunity seriously. We must also remind ourselves of the boundaries of our relationships—as such, only first names will be used by all students and teachers/ lecturers; no contact will occur between inside and outside students aside from our class time; confidentiality will be expected (but within limits—if anyone reveals intentions to hurt themselves or others, authorities will be notified); privacy about individual backgrounds will be expected and roles/expectations of each student will be maintained. Further discussion about this will ensue in the course orientations. Lastly, a great deal of patience, flexibility and understanding will be necessary to negotiate the parameters of this new inside-out partnership.

Open communication, accountability, respect, reciprocity and consistent participation are keys to the success of community engagement partnerships; please take this seriously and follow through on your commitments. You will be expected not only to contribute in the partnership, but also to reflect critically on the experience through regular writings and discussions in this course. Mandatory orientation (and clearance processes for Pitzer students) are included as requirements of this course. I will make every reasonable effort to accommodate students with different abilities; if 5C students need to request accommodations or need additional assistance, feel free to contact the Academic Support Services Office. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see me immediately.

Course Assignments

“Teachers open the door. You enter by yourself.”

- Unknown

Healing Praxis: Outside of class time, each student is to commit to engaging in at least one-hour of a healing practice (which you will determine at the start of the semester- it can be meditation, art, writing, exercise or any practice that provides healing for you). This is your own private

commitment and will not be graded, though you can reflect on its impact in the other writing assignments in this course.

Personal Biography: Each student will write a brief autobiography focusing on your life experience as it relates to the themes of this class: healing, arts, education, and social change. What life experiences have shaped your values? What roles have aspects of your identity and background had in shaping those values (i.e., place, race, culture, gender, socioeconomic status, religion, and/or family structure/upbringing)? What experience, if any, have you had related to making social change? What are your interests/experiences related to education? What do you believe is most in need of healing today (in yourself or society) **Biography, 4-7 pages, due February 18. This accounts for 10% of your final grade.**

Critical Reflections: Quarterly during the shared course, you will submit a 3 page essay that engages a critical commentary on the theories presented and the conclusion you've drawn from the recently assigned readings and class discussions, integrated with a personal reflection on your own healing practice and the community engagement component—how it has impacted you personally and how you might relate this to the topics of the course. You will receive a handout outlining how to write this paper, highlighting places to include your observations, analysis and reactions. **These four, 3 page papers are due on 2.11, 3.10, 3.24 and 4.14; altogether these count for 40% of your final grade.**

Final Paper: Your final paper should reveal an-in-depth personal and critical analysis on the topic of healing arts and social change, using lessons from readings, guest lectures, experiential activities, community engagement and personal experience. You must introduce at least three new texts and theories on healing arts and the environment and/or individual and social healing that you find to be most relevant to your own understanding of the topic and use this as a foundation in presenting your own *manifesto on healing arts and social change*. Additional instructions will be given later. First Draft Due One Week Prior For Peer Review. **This 10-15 pg. final paper will be due 5.5 and is worth 30% of your final grade.**

Praxis Projects: Based on what you gained and gave in the inside-out course, complete a praxis project that demonstrates the merging of theory and practice around healing, education, and social change. These can be done as group projects and should be determined with input from your inside-out peers. **The praxis project will be due 4.28 and is worth 10% of your final grade.**

Evaluation plan:

In-class participation & discussion questions based on reading	10%
Personal Biography	10%
Four Critical Reflection Essays (10% each)	40%
Praxis project	10%
Final Paper (10-15 pages)	30%
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Total grade	100%

Grading scale:

100-97 = A+; 96-93 = A; 92-90 = A-
89-87 = B+; 86-83 = B; 82-80 = B-
79-77 = B+; 76-73 = B; 72-70 = B-
69-67 = B+; 66-63 = B; 62-60 = D-
59-Below = F

Guest Lectures

“Radical’ is from a Latin words that means ‘root.’ Radical means going to the roots of the matter, and the roots of the spirit. A radical person is a person who searches for meaning and affirms community.

-- Ed Chambers, Roots for Radicals

Experts in various fields related to the healing arts and social change movements are invited to provide lectures and interactive discussions in this class to expose students to different cultural, artistic, and interdisciplinary approaches to the course topic:

- Susan Phillips: Anthropologist and Professor, focus on prisons and gangs
- Rex Campbell: Prison abolitionist and educator
- Vicki Garys: Community outreach Manager for CRC
- Shawn Ginwright: Professor of Education, Africana Studies and Public Policy
- Hala Khouri: Somatic psychology counselor, yoga teacher, social justice agency director
- Jessica Williams: Musician and life coach; “singing for the spirit” workshop facilitator
- John Fresee: Former Buddhist monk and teacher of prison dharma (meditation)

Course Schedule, Assignments and Readings:

“Each one of us must make his own true way, and when we do, that way will express the universal way. This is the mystery. When you understand one thing through and through, you understand everything. When you try to understand everything, you will not understand anything. The best way is to understand yourself, and then you will understand everything.”

- Suzuki Roshi

Week 1: 1.21 Course Introduction– Pitzer students only

Welcome to class, syllabus/course overview

“Disorientation:” prison industrial complex, mass incarceration and prison partnerships

Guest speakers: Susan Phillips and Rex Campbell

(January 26: 1st class at CRC, inside students only, syllabus overview, prison partnerships overview)

Week 2: 1.28 CRC Orientation—Pitzer students only

Documentary: The House I live in (watch on your own time; available at AV office)

Readings: Introduction and Chapter 5, The New Jim Crow
Masked Racism: Reflections on the Prison Industrial Complex
End Mass Incarceration Now
Racial Identity and the Ethics of Service-Learning

Week 3: 2.4 Inside-Out program begins: preparation for a shared experience

Course Overview, icebreakers to build our community and set our intention

Readings: Turning Teaching Inside Out, Chpts 2, 4, 13
Parker Palmer, A Hidden Wholeness

Week 4: 2.11 What needs healing and social change?

Readings: The Better World Handbook
Coming Back to Life
Introduction, Preventing Violence

Due: *Critical Reflections 2 page paper*

Week 5: 2.18 Self exploration as healing and social change

Guest Lecture: Trauma, self-identity and social justice: Hala Khouri

Readings: The Seven Vectors
The Successful Internship
Humanizing the Other in Us and Them
Brene Brown, select readings

Week 6: 2.25 Education as healing and social change

Guest Lecture: Hope and Healing in Urban Education, Shawn Ginwright

Readings Empowering Education, Chapters 1 and 5
Teaching to Transgress
The Autobiography of Malcolm X
Hope And Healing in Urban Education

Due: *Personal Biography*

Week 7: 3.3 The arts as healing and social change

Creative writing and theatre activities

Readings: Coming Into Language
Drawing Time
Empowering the Oppressed
Prison Theatre

Week 8: 3.10 The arts as healing and social change

Guest speaker Singing for the Spirit, Jessica Williams

Readings: Readings TBD

Due: *Critical Reflections 2 page paper*

Week 9 3.17 (separate meetings - inside only) mid-point evaluation/ focus groups

Week 10: 3.24 Mindfulness as healing and social change

Guest speaker: John Fresee, Former Buddhist monk and teacher of prison dharma (meditation)

Readings: The Mindful Brain
From Mindfulness to Heartfulness: Chapter 2 and 5

Due: *Critical Reflections 2 page paper*

Week 11 3.31 (separate meetings - outside only) mid-point evaluation/ focus groups

Week 12: 4.7 Community building/ engagement as healing and social change

Assets-Based Community Development

Discussion on praxis projects

Readings: Community: Sharing one's Skin, Armstrong
Building Communities from the Inside Out
Coming Back to Life, chpt 1
The Better World Handbook, chpt 1

Week 13 4.14 Nonviolent activism as healing and social change

Readings Gandhi and King: The Power of Nonviolence Resistance
Blessed Unrest: Restoring Grace, Justice and Beauty to the World
Gilligan, Chapter 5, Preventing Violence

Work on Praxis projects in groups in class

Due: *Critical Reflections 2 page paper*

Week 14, 4.21 Community engagement as academic tool for social change

Address prison partnerships: education vs abolition and tensions therein

Readings: Hicks Peterson, T. *Engaged scholarship*
Kivel, P. *Social Service or Social Change*
Powers. *Future Zarahs*
Fine, et al. *Participatory Action Research: From Within and Beyond Prison Bars*
Hinck, Hinck & Withers. *Service Learning in Prison Facilities*

Week 15 4.28 Inside-out closing class circle

Peer review of final papers, first draft due
Present praxis papers
Rehearse final ceremony
Closing circle

Readings: Whatever you find in service of your final paper

Outside Students: Are Prisons Obsolete?

Due: *Praxis Paper*

Week 16 5.5 Closing ceremony for inside-out class (at CRC)

Present final certificates with invited guests (warden, president, etc)

Present class offering/ reflections/ booklet

Celebrate! (Cake!) and say good bye

Reading for Outside Students: Are Prisons Obsolete?

Due: *Final Paper*

Week 17 Debrief inside-out class experience (evaluations)

5.12: Closing class @ Pitzer (seniors to schedule custom meeting if unavailable)

Reading for Outside Students: Are Prisons Obsolete?

5.10 CLOSING CLASS @ CRC

Course Readings (All readings can be found on Sakai, except for one book: Are Prisons Obsolete?)

Are Prisons Obsolete?, Angela Davis

Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice and Beauty to the World, P. Hawken

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, J. McKnight and J. Kretzmann

Coming Back to Life: Practices to Reconnect Our Lives, Our World, J. Macy

Coming Into Language, S. Baca

Community-centered service-learning: Moving from doing for to doing with, Ward & Wolf-Wendel

Community: Sharing one's Skin, J. Armstrong

Consciousness in Action: The Power of Beauty, Love and Courage in a Violent Time, A. Beath

Consciousness-in-Action: Toward an Integral Psychology of Liberation & Transformation, Raúl Quiñones-Rosado

Drawing Time, Hall

Empowering Education: Critical Teaching for Social Change, Shor

Empowering the Oppressed, Singhal

End Mass Incarceration Now, The New York Times Editorial Board

Engaged scholarship: reflections and research on the pedagogy of social change, Peterson

Future Zarahs, W. Powers

Gandhi and King: The Power of Nonviolence Resistance, M. Nojeim

Humanizing Us and Them, T. Hicks

Hope and Healing in Urban Education, S. Ginwright

Masked Racism: Reflections on the Prison Industrial Complex, A. Davis

Participatory Action Research: From Within and Beyond Prison Bars, M. Fine

Preventing Violence, J. Gilligan

Prison Theatre, White

Racial Identity and the Ethics of Service-Learning, A. Vacarro

Service Learning in Prison Facilities, Hinck

Sing, Whisper, Shout, Pray: Feminist Visions for a Just World, J. Alexander

Social Service or Social Change?, Kivel

Teaching to Transgress, hooks

The Autobiography of Malcolm X, Malcolm X

The Better World Handbook: Small Changes That Make a Big Difference, E. Jones

The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being, D. Siegal

The New Jim Crow, M. Alexander

The Power Within: From Neuroscience to Transformation, A. Daughtery

The Seven Vectors: An Overview, Riesler

Films: The House I Live In