Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: THEA 4804: Race and Gender in African American Theatre

Instructor Name: Martine Kei Green-Rogers

List your course, lesson, or activity learning goals that highlight new sustainability elements.

Activity Name: Sustainability “Big Ideas” Project

Learning Goal: To help students gain a conceptual understanding of social and economic sustainability and acquire specific knowledge and information needed to apply these concepts in their professional and personal life.

Activity: The students, individually, will formulate a creative presentation that links concepts from the Sustainability “Big Ideas” worksheet to two of the plays (or theory surrounding the plays) we read during the semester.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

For every new play we discussed in class, I prepared questions that asked the students to discuss aspects of the play through the lens of social, economic, and, at times, environmental sustainability. In addition, the class also incorporated readings (such as Heinberg’s “What is Sustainability?”) to help frame the conversations and activities.

In addition, the students’ final project asked them to connect an idea of sustainability to the readings and theory we processed over the semester. The projects were really interesting and varied. One student talked about interconnectedness through two plays and she illustrated the issues found within American theatre in that vein by teaching us a song (with instruments). She essentially taught pieces of the song to the other students but would only teach it once and then said that they were on their own to reproduce the sounds. However, it became clear that collectively the students could help each other remember how the song went, even if she was not going to repeat that part of the song. By forcing them all to rely on each other to recreate the song – they realized that American Theatre has created organizations that dictate what theatre “is” (the song) and then forces other theatres to adhere to this model (making them play along to that tune). She then allowed them to create their own song – and illustrated that by working
together and listening to each other (as American theatre should) that more interesting and beautiful “music” is the result – a more sustainable model for the arts.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

See Syllabus dates: January 14th, Feb 9th, Feb 23rd, April 13th, April 27th, and May 6th.

What motivated you to change your course?

These conversations are (inherently) part of my own research background so it was a natural progression to incorporate them into my classroom/pedagogy.

Explain how you approached the modification of your course.

I mostly look for ways to creatively (hence the project) get the students to think about the subject.

Did you achieve your proposed desired modification of the course? Why or why not?

Yes. I just embedded a project that addressed it into the course. It did help that the course was brand new so it was not hard to make the adjustment.

Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?

Everything was helpful (conversations, focused discussions, readings, etc.) – but in attempting to create an activity for arts-minded students – everything is relevant (until it isn’t) by virtue of needing to sharpen the scope of their individual projects.
Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

We shall see (the project is to be finished in May)

What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?

Good question. We shall see how it goes the first time around and make adjustments then.

In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?

Since this was a “new venture” for me. Everything (and the support) was great!