

Copy for Erin Syllabus  
2003

**COMM 5630.01**

**Professor:**  
**Lynn Rubright**

**Course Title:**

**Term: Summer 2003**

**The Humanities Connections  
Seminars:**

These seminars are designed for elementary and secondary teachers and will assist them in selecting appropriate humanities materials for their grade levels. Course content emphasizes fine arts: their study in the historical setting; aesthetics and the aesthetic valuing process; the nature of creativity. These seminars will also explore the extensions of humanities content through the expressive arts---storytelling and creative drama, literature, poetry, creative writing, movement, and music. This course is open to all, but may be of particular interest to teachers grades 4 through 12.

Site:50 St. Louis campus

The Humanities Connections seminar for summer 2003 is:

**Story, Song, and Art (3)      Wednesdays 5 - 9      Rubright, L.**

**1. COURSE DESCRIPTION: (Student focus, rationale, scope; no prerequisites)**

a.) This course is designed primarily for teachers of upper elementary, middle and high school students. Although content will be primarily of interest to teachers of these levels, teachers of all grade levels are welcome.

b.) Why offered? It is important that local and regional teachers become aware rich opportunities for learning that exist in the historical and cultural institutions in the St. Louis area.

c.) What will be covered? This course explores how, historically, **story** has inspired expression through of visual and expressive art forms: poetry, painting, sculpture, music and dance. The relationship between story, song and art will be explored by visiting a number of St. Louis cultural and historical sites.

d.) Working with artists, musicians, and scholars at each site visited, students will explore ways to connect various arts being studied with their classroom curricular needs.

e.) Prerequisites? There are no prerequisites, but an interest in story, history, and the visual and expressive arts will make this course particularly interesting and enriching for students. Students should be open to learning to appreciate and experience a variety of art forms in different settings.

## **2. LEARNING OUTCOMES:**

In this course students will spend some time on Webster's St. Louis campus studying content, viewing videos, slides, listening to music and lectures that will provide background for various cultural and historical site visits we will visit to study connections between STORY, SONG, AND ART. Required texts will be available in the Webster Book Store and are essential for students to study. Packets of materials will be given to each student for further study.

a.) Course Outcomes: Students will also learn how to broaden their own approaches to teaching by using humanities content rooted in a variety of artistic expressions. Content presented in this course will explore cross-curricular applications. It is hoped that what we study in different settings and on different themes and topics will help students apply in their own classrooms.

b.) Program Outcomes: Students who participate in Humanities Connections Seminar: Story, Song and Art will increase their awareness of how narrative (story) is integral to many kinds of artistic expressions reflecting a variety of historical and cultural themes. Certain aspects of this course are experiential. Students will discover approaches to using the humanities in their own classrooms that will motivate their own students to learn humanities content through their own exploration of the arts. The language arts of: listening, thinking, reflecting, speaking, writing, reading, and performing will be practiced as students research and study the connections between visual and expressive arts and humanities content.

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams.**

**4. Assessment: Students will keep a detailed journal during the course. We will discuss how the Missouri Standards can be addressed to assure that students are focused on specific learning objectives contained in the standards as applied to experiencing the arts.**

**Week 1: Wednesday, June 4, 2003**

Dr. Carol Hoyt will be guest artist as we begin our work on MacBeth.

Bring script of Shakespeare's MacBeth to class AND

texts by Jan Greenberg: Heart to Heart and Chuck Close Up Close and paper on which to write stories and poems inspired by art we study. Please choose one or two favorite poems from Heart to Heart to discuss.

Please read MacBeth by Wm. Shakespeare available at Webster U. Bookstore). MacBeth is being performed at the Shakespeare Festival in the Park Festival at Forest Park during the first two weeks in June. The nightly performance begins at 7 PM for the GREEN Show and the actual performance is at 8 PM. The festival will be on Fine Arts Drive - to the South of the Art Museum. Please plan to attend this performance on a night of your choice. It is free! The only night MacBeth is not performed is on Tuesday nights - which is fine as you can attend any other night and take your family! Dr Carol Hoyt will lead a workshop on MacBeth for us on July 2.

Make detailed, thoughtful notes in your Story, Song and Art journal.

### Week 2: Wednesday, June 11, 2003

We will be studying material related to the performance of Pucini's Tosca on The Repertory Theater main stage Wednesday, June 25.. Guest artist and scholar, Dr. Glen Bauer will lecture and lead us through activities that will help us better understand Tosca.

For this class please look up background information on the internet on Puccini's Tosca. Know the basic storyline, main characters, and some background. Please try to get copy of a CD of the main arias from Tosca from the library and listen to it several times before class on Wednesday, June 18.

Lecture /demonstration on various course topics. Small group work on various Story, Song and Art projects. Please continue readings in assigned books, including the libretto of Tosca.

Assignment for Tuesday, June 18. Please continue to write in your journal experiences we have had in Story, Song and Art.

### Week 3: Wednesday, June 18, 2003

Musicologist Dr. Glen Bauer will lead a discussion of Puccini's Tosca. Know the music and the story well. Get music from library and listen, listen, listen. Read the outline of the libretto carefully. Know the storyline, setting, and characters. **Please study this opera.**

Make detailed, reflective notes in your Story, Song and Art Journal.

### Week 4: Wednesday, June 25, 2003

**Opera Night!** Puccini's **Tosca** Optional: Meet a classmate/colleague for picnic lunch under the tent for Opera Theater (performed on Loretto Hilton main stage);

Required: Meet in lobby of Loretto Hilton for a backstage tour at 6:00 – learn about costumes, set design and more. **Do NOT be late. The tour guide will lead us back stage and there is no joining the tour after it begins. If you miss the tour meet** at the lecture hall in building immediately east of the east entrance of the Loretto Hilton (ask directions) 7:00 on Tosca. At 7:45 find your seat for the performance. Please be prompt for all events.

Write about Tosca and what you experienced and learned in your Story, Song and Art Journal.

**Week 5: Wednesday, July 2, 2003.**

**Preparation for the visit to the St. Louis Holocaust Museum and Learning Center.**

Please read and bring to class the play, "I Never Saw Another Butterfly" (note the book of this title is also of great interest and you may wish to get a copy from the library or purchase a copy.). Also read Night by Elie Weisel and visit web sites you research with material on the Holocaust Please read the poems of the children of Teresin.

Read and practice reader's theater rendering of "I Never Saw Another Butterfly" in preparation for our visit to The St. Louis Holocaust Museum and Learning Center. Please read this play several times before class to help with fluency for play reading. Also: a study of the music composed by Kim Portnoy based on poems by the children of Terezin and performed by the St. Louis Children's Chorus.

Do some internet research on your own on topic of "teaching about" The Holocaust in the grade level you teach. Important! If you teach young children, you will NOT teach The Holocaust, but you CAN find books on tolerance like Patricia Polocco's Chicken Sunday. Teaching tolerance, patience and understanding can be taught at an early age.

Read and bring to class: Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin by Susan Goldman Rubin.

Video of Brundibar, children's opera performed at Terezin concentration camp.

Arnold Lobel's "The Club" in Grasshopper Tales. A fable of teaching tolerance for all ages.

Assignment: record experiences and thoughts in your reflective journal.

## Week 6: July 9, 2003

**Meet at St. Louis Holocaust Museum.** Meet at 4:30, if possible, to walk through and study on your own, the St. Louis Holocaust Museum and Learning Center on 12 Mill Stone Campus Drive, 63145. Travel one block west on Schuetz Road past intersection of Lindbergh Blvd and Schuetz Road. Turn right onto Mill Stone Campus Drive; Turn right into parking lot. of building that houses Holocaust Museum. Call for directions to Holocaust Museum 314 432 0020 if this is not clear. Bring play, "I Never Saw Another Butterfly" and copies of children's poems written at Terezin. And possibly other materials to be announced.

Schedule: 4:30 – 5:00 study museum exhibits individually  
5:00- 6:00 –Dan Reich, museum director, leads lecture tour of museum  
6:00-6:30 – break. Bring sandwich and beverage for light supper  
6:30 – 7:30 Holocaust survivor talk  
7:30 – 9:00 Activity such as Reader’s Theater: “I Never Saw Another Butterfly.” To be announced.

Assignment: write notes on this experience for your reflective journal and discussion. Don’t forget to include your “review” of MacBeth and The Green Show you at Forest Park. Keep up your journal for Story, Song and Art.

## Week 7: Wednesday, July 16, 2003

**Meet at St. Louis Artist’s Guild, Oak Knoll Park, Clayton. Located on NW corner of Clayton and Big Bend Rd. Enter parking lot off Big Bend. Meet at entrance at desk. Materials to bring will be announced. Please be on time. Bring sack lunch and drink.**

Guest Artist Carlene Fullerton will guide us through two new exhibits: SAVVY – an all media show that explores the influence of media on the arts, curated by Louis Lankford and Kelly Scheffer; and Sculpture and Fine Crafts: weaving clay surface design.

Know the story of **The Firebird** and listen to Stravinsky’s music “The Firebird” before class. We will create characters for The Firebird by sculpting puppet and or masks to bring to life through Stravinsky’s music.

**SHORT DISCUSSION OF YOUR FINAL PROJECT FOR USING STORY, SONG AND ART IN YOUR OWN CLASSROOM.** Have an informal outline of your curriculum design for final project presentation on July 23. You may draw upon content recorded in your Story, Song and Art reflective journal of all we have done in class. Please make note of which Missouri Standards apply to various aspects of your “unit” for specific student learning outcomes expected.

## Week 8: Wednesday, July 23, 2003

**Presentations of Final Projects.** Students will present a ten minute presentation of the interdisciplinary design unit that you have designed using Story, Song, and Art on a topic of your choice for your students (or prospective students) appropriate for your grade level.

This paper may be in essay form or in outline form, but it should be rich in specific ideas for implementation. It should be about 4 – 6 pages long. Please address the Missouri Standards and include several that address your learning objectives.

Material may be based on or inspired by what you have experienced in class. Whatever topic you use, please demonstrate how you will weave aspects of story, music and visual or expressive art forms with humanities content. Content areas of: language arts, social studies, art, and music will be the interdisciplinary areas of curriculum design. Math and science connections optional, depending on topic and your teaching needs.

**REQUIRED: Please submit your paper in a self addressed, stamped 8 1/2 x 11 envelope. One comprehensive paper is required for this course. Short papers may be required also. TBA. Class participation and attendance are also criteria for the course.**

### Texts:

**Greenberg, Jan and Sandra Jordan. Chuck Close Up Close. New York: DK Publishing, Inc. 1998.**

**Greenberg, Jan. Heart to Heart: New Poems Inspired by 20th Century American Art. Henry Abrams, Inc. 100 Fifth Avenue. 2001.**

**Respanti, Celeste. "I Never Saw Another Butterfly" one act play. The Dramatic Publishing Co. P.O. Box 129, Woodstock, Illinois. 60098.**

**Rubin, Susan Goldman. Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin. Holiday House. NY. 2000.**

**Wiesel, Elie. Night. Bantam Books. 1958, 1982.**

**Shakespeare, William. MacBeth(Bernstein, Sondheim, Laurents).**

### Article: (required reading)

**Lovett, Christopher C. "For Those Who Do Not Remember the Past: Bringing the Holocaust to the Classroom." Teaching History A Journal of Methods. Vol. XXIV, Number 1, Spring, 1999.**

**NOTE: Please read this article carefully. There are many text, video, and film sources that will enrich your study of the Holocaust. Many of the sources are appropriate for middle and high school students who are studying the Holocaust, but be sure to read and reflect o all materials you suggest your students read and study.**

**Additional articles to be handed out in class.**

**Optional excellent text resources:**

**Frank, Anne. Diary of Anne Frank.**

**Frankl, Victor E. Man's Search for Meaning An Introduction to Logotherapy. New York: Touchstone Book. 1939.**

**Karas, Joza. Music in Terezin 1941 - 1945. New York: Beaufort Books Publishers. 1985.**

**Mueller, Melissa. Anne Frank the biography. Henry Holt. 1998.**

**Internet web sites to be researched by students on various topics.**