

Lesson 2

**Accountable In Oakland  
Community Practice Studio I(200) and II(300)**  
B Building, Room 2 - Oakland Campus

**Documentary Studies and History**

Friday 09/16/2016 9:00AM - 03:00PM

Description: Participants begin by developing critical thinking through Literacy Through Photography (LTP) methods made famous by Wendy Ewald and Duke University's Center for Documentary Studies. Participants then apply their new visual awareness to discussions about the readings date, and dialogue about methods of the class and documentation.

Understanding Goals:

- How can looking deeply through creativity and dialogue with others help to refine our understanding about Community?
- How can documentary practices document the past, honor the present and inform the future?
- How can documenting the role of communities provide an opportunity to look deeply at our understanding of communities?

Aims:

- A) Dialogue about Homework and documentary.
- B) Have participants learn and model some basic concepts of Documentary Studies.
- C) Learn and use Visual Thinking Strategies and how it can apply to Community Arts.
- D) Develop literacy of images with modified visual thinking strategies
- E) Participate in individual, small group, and entire workshop learning experiences
- F) Practice Mindfulness

Materials:

Wendy Ewald's *Learning to Read Photographs* Pages 16 - 27  
"Collaboration" and "Community" Rubric Lesson plan  
Documentary Studies Slideshow Helen Levitt bio  
Participant photo portraits Visual Studies questions  
Lesson plan to distribute Slate article for Reading  
Black Tracing Pens Community Alphabets  
Acetates/Prepared Polyester sheets Drawing paper for drawing  
Understanding Goals sheet to distribute Portable speakers

*Lesson 1 Part 1 (9:00 – 12:00 – 180 minutes)*

**Documentary Studies**

<u>Methods:</u>	A.) Mindfulness exercise w/body scan	10 minutes
	B.) Revisit rubric and Discuss Understanding goals	10 minutes
	C.) Introduction to the Literacy Through Photography	20 minutes
	D.) Visual Studies questions to review class image	30 minutes
	E.) Break	10 minutes
	F.) Share synopsis from images	10 minutes
	G.) Wendy Ewald Video	20 minutes
	H.) Collectively review HW Readings (Using Video and community arts learning outcomes)	20 minutes
	I.) Closing reflections	10 minutes
	K.) Community Lunch/Break	30 minutes

*Lesson 1 Part 2 (12:00PM – 3PM – 180 minutes)*

**Defining History**

Description: Reviewing present day reportage, and Historical Documentaries on Oakland and the Local Neighborhood that the studio/practice center and Life Is Living takes place in, participants will begin the practice of learning how to “Look to See”. Using the idea of looking to see, participants will begin to create self-portrait drawings that will be centerpieces of personal installations about collaborating in community.

Understanding Goals (same as above):

- How can looking deeply through creativity and dialogue with others help to refine our understanding about Community?
- How can documentary practices document the past, honor the present and inform the future?
- How can documenting the role of communities provide an opportunity to look deeply at our understanding of communities?

Aims:

- A.) Have participants learn and model some basic concepts of Collaboration.
- B.) Use a rubric for both the evaluation of collaborative work and the fabrication of a collective project where the outcome is communally determined
- C.) Expand our definition of collaboration through dialogue
- D.) Learn a way to create personal portraits, by looking to see
- E.) Practice Mindfulness – which is the practice of peace

Methods:

- A.) Mindfulness Exercise/Body Scan 5 minutes
- B.) Community definitions/Understanding goals review 5 minutes

C.) Read <a href="#">There Goes The Neighborhood Again</a>	30 minutes
D.) Review article with See/Think/Wonder protocol	25 minutes
E.) Watch Eyes on the Prize: Power <a href="https://www.youtube.com/watch?v=eX6W2rvzydo">https://www.youtube.com/watch?v=eX6W2rvzydo</a>	20 minutes
F.) Review Community Definitions	5 minutes
G.) Break	10 minutes
C.) Looking to SEE	
1.) Show an object briefly, and then hide the object so that participants draw from memory	5 minutes
2.) Bring object back from hiding and discuss what was included and not included in their individual drawings.	5 minutes
3.) Repeat steps B and C with increasingly more detailed or complex objects two more times	20 minutes
H.) Closing Announcements and Homework Review	10 minutes
L.) Closing reflections	15 minutes

## **Readings**

1. *hooks, bell. Teaching to Transgress Chapter 1 P. 13 – 21*
2. Thich Nhat Hanh. *Peace is Every Step*, P. 39 and 40.
3. Jones, Charles E. Recovering The Legacy Of the Black Panther Party Through The Photographs of Stephen Shames, P. 138-145
4. *Winstead, Brock. There Goes The Neighborhood Again Slate (Reading from class)*

## **Assignment:**

2 postings: 1 individual reflective essay post, 1 classmate responses.

- 1) This week you will be responsible for an individual reflective essay that directly relates to the first two weeks readings and major concepts – particularly “Collaboration” and “Community”. The essay should come from your own original thoughts and experiences as generally inspired by the texts. As a reflection it need not be critical or self-deprecating at all, and as an action it can be an aspiration. These posts should demonstrate engagement with the readings, your community experience, and our class discussions. Creative responses that demonstrate authentic engagement with the course materials, and our learning process are highly encouraged (you may/should consider adding images, links, diagrams, quotes, etc. as means of making “creative responses”.) Each individual response essay should be 500 words or less - or the equivalent of approximately two double-spaced typewritten pages. NOTE: For your reference I have a version of the assignment I have completed, and posted it on Moodle. I share it in solidarity of our work as a learning community, and inspiration. **Your ORIGINAL INDIVIDUAL RESPONSE ESSAY** in .pdf format should be sent to Jackie and myself **by 5p.m. on Tuesday September 20.**

- 2) All of the Original Individual Response Essays will be available of you to view on moodle Tuesday 9/20 after 9p.m. Your second assignment is to read your classmates responses, and write one short response to 1 classmate's Original Individual Response Essay of your choice. The response to a classmate's contributions can be of any length of a paragraph or larger. The conceptual framework of your reflections is open, so can include your impressions, thoughts, take-aways, etc. Please put your name on the top right of the first page. **The response paragraph(s)** in .pdf format should be sent to Jackie and myself **by 5 p.m. on Thursday September 22.**
- 3) Next weeks class on 9/21 meeting site: The Studio/Practice Center 940 Arlington No. 4 Oakland CA 94608

To be clear, the **ORIGINAL INDIVIDUAL RESPONSE ESSAY** should be emailed to Jackie and I by **5p.m. on Tuesday September 20.** The response to another classmates Individual response essay of your choice is due by **5 p.m. on Thursday September 22.**