

Cover Sheet: Request 13679

IDS, Level 1, XXX; Art of Identity

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Jeffrey Pufahl jeffpuf@ufl.edu
Created	2/25/2019 3:19:10 PM
Updated	2/25/2019 3:38:15 PM
Description of request	Please accept this Quest 1 Fall 2019 Trial course for approval.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Art and Art History 011302000	Elizabeth Caple	approved per email conversation with Jennifer Setlow.	2/25/2019
The Art of Identity_Final.pdf					2/25/2019
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		2/25/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			2/25/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13679

Info

Request: IDS, Level 1, XXX; Art of Identity

Description of request: Please accept this Quest 1 Fall 2019 Trial course for approval.

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 4/4/2019 2:58:52 PM

Form version: 3

Responses

Course Prefix and Number

Response:

IDS

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:

Art of Identity

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:

Classroom, Online

Request Type

Response:

Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:

Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
D - Diversity , H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

E2 - 2000 words

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

* *

Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box

Response:

Humanities Description (H):

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- ? Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- ? Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- ? Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity Description (D):

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Diversity SLOs:

- ? Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- ? Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

Students will engage in personal examination of identity through both specific assignments and self-directed activities. In this course, students will:

- ? Examine a variety of perspectives and significant questions about identity and the interrelationships between human culture and the natural world. (H)

- ? Identify & examine behaviors that contribute to the creation of identity at the personal, community, and global levels both historically and in contemporary society. (D)
- ? Analyze how identity shapes modes of inquiry in connection to health and cultural domains. (D,H,W)
- ? Recognize that an individual's viewpoint is shaped by his or her experience and historical and cultural context in relation to their environment. (H,D)
- ? Analyze and evaluate students' cultural norms and values in relation to those held by the citizens of other countries, and develop cross-cultural understanding. (D,W)
- ? Examine how geographic location and socioeconomic factors affect health, culture and the lives of citizens in other countries. (D,W)
- ? Analyze and evaluate students' own cultural norms and values in relation to those of other cultures, and distinguish several (3-5) opportunities and constraints faced by other persons and groups. (D, H)
- ? Design and engage in structured and respectful dialogue with others that honor diversity and cultural heritage. (D)
- ? Create original artwork that explores identity of self, family, and community. (D,H)
- ? Analyze artwork and historical texts and reflect on these works in connection to identity and health. (H,W)
- ? Explore Socio-culturally defined functions of art and wellbeing in education and in the community. (H)

Student Learning Outcomes

Please visit the [Student Learning Outcomes](#) section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

Humanities SLOs

- ? Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- ? Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- ? Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity SLOs:

- ? Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- ? Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

QUEST SLOS:

- ? Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- ? Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- ? Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- ? Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content)

Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).

? Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

? Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

? Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).

? Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).

? Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

? Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Students will be assessed on the clarity, cultural sensitivity, critical thinking and analysis of the oral/class presentations.

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

Please see the week to week course assignments, activities, and assessments for a deeper understanding of the incorporation of the Gen Ed Designation Content. Students in this course will be in constant reflection about who they are and their place in the world. They will be investigating texts and works of art with a focus on diverse global perspectives and cultural differences and understanding,

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

Week
Topic Area

1

Course introduction: exploring identities through arts and health
Syllabus overview
Introductions
Goals and Guiding Questions
Essential Question

Positionality of identities: How are personal and social identities constructed?

2

The identity of self: the intrapersonal and interpersonal.
Assignment: reading or film
Activity: Write your 'Story of Self' - what are your epistemological presuppositions?
Assessment: Small Group presentation, online submission

3

The identity of family: Moreno's role theory and social atoms.
Assignment: Moreno readings
Activity: Create a visual social atom of your family and close network.
Conduct an oral history interview with a family member.
Assessment: Small Group presentation, online submission

4

Community identity: Perceptions and determinants of health.
Assignment: Reading TBA
Activity: Draw and create a detailed asset map of your community.
Assessment: Small Group presentation, online submission

5

Intersectional identity: critical investigation of race/ethnicity, religion, gender, sexual orientation and health.
Assignment: Readings TBA
Activity: Create your intersectional identity map
Assessment: Small Group presentation, online submission
Essential Question

Perceptivity of identities: How and why do identities change?

6

Identity & story as interpretive truth: Case study DaVinci
Assignment: Reading Review #1
Activity: A Case for DaVinci- This week will look at the works of DaVinci in relation to visual perception, discuss the concept of dissection both as a metaphorical approach to identity and a tool for observation both personal and environmental.
Assessment: Reflection Paper #1(800-1000 words): (online submission) Writing Rubric

7

Myself, my body, and art and anatomy: Renaissance Italy and Today
Assignment: Dissecting environments related to self, Maps borders and networks (MOMA)
Activity: Mapping person and place-looking at how different artists visually map map yourself and map others through interviews and observation. Demonstration-active engagement.
Assessment: Small group presentation

8

Perception of others: Looking at self, Rembrandt and close looking exercises
Assignment: Reviewing narrative and images
Activity: Drawing from Observation-The ritual of close observation-learning the 4 step process and haptic looking-through blind contour.
Assessment: Reflection Paper #2 (800-1000 words): (online submission) Writing Reflection/Engagement/posted discussion

9

Making art about self and perceptivities on art
Assignment: looking a model in art criticism and observation
Activity: Harn Visit/curate your world-curate five works at the harn that reflect what you have learned about yourself and reflect in some way your identity in relation to self, others, or your environment. Class presentation-Think, Pair, Share.
Assessment: Reflection Paper #3 (800-1000 words): (online submission)Writing rubric/posted presentation (media of choice)
Essential Question

Identity Geographies: In what ways are identities personally, socially, or politically significant?

10

Global identities: health and wellbeing
Assignment: Watch: (Un)natural Causes: In Sickness and in Health (57 minutes)
Activity: In-class activity: investigating how unhealthy/healthy populations are portrayed
Assessment: Discussion of research, bias, and identity in global health.

11

Political identities: Disability, illness groups, stigma
Assignment: Watch:The Art of Resistance: Art in Response to War(35 minutes)
Activity: Group creative assemblage in-class activity
Assessment: In-class activity presentations and discussion

12

Final project proposal development

Assignment: Read/explore: 100 Stone Project and Porch Light Program

Activity: Proposal presentations

Assessment: Final project proposals

13

Personal identities: Health behaviors and environments

Assignment: Watch: A New Color The Art of being Edythe Boone(56 minutes)

Activity: Zip-code and health mapping in-class group exercise

Assessment: Health behaviors and environments group presentations

14

Politics of illness: Navigating sickness, recovery, and staying well

Assignment: Read chapter from The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman

Activity: Medical pluralism in-class activity: describe an encounter with a medical system beside Western biomedicine

Assessment: Reflection Paper #4(800-1000 words): Navigating sickness reflection (online submission)

Final projects

15

Meet with the instructors to review project progress

16

Final projects

In consultation with the instructors, you will create an original work of art in your discipline of choice (visual, digital, theater, etc) that is connected to a health topic of your choice and present it to the class along with your process and rationale.

Final Projects will include:

- o Project Narrative: The narrative will describe your health topic of focus and the methods/media that you will use to address it in your final project.
- o Presentation: You will have 15 minutes in class to share a creative work that you have produced about a health or illness topic.

The Art of Identity

IDS 2935

T/Th Periods 3 & 4 (9:35-11:30am) Fall 2019

Rm: TBD, Canvas: IDS 2935

Instructors

Jeffrey Pufahl

jeffpuf@ufl.edu

Office Phone: 352.273.0852

Office Hours: Mondays 1-3:30pm, Fine Arts D, Rm. 109

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Office Hours: By Appointment

Course Description

How are personal and social identities constructed and how and why do they change? In what ways are identities personally, socially, or politically significant? How are our identities connected to our health, our community health, and, ultimately, global health? In this team-taught course, students will investigate these essential questions through personal enquiry, interdisciplinary arts-based research and practice, readings and discussions, and formal analytic writing. In this innovative and collaborative course, the focus is largely on how arts practice (looking, making, talking about, and art criticism) and health can intersect and be used to address practical goals.

General Education Objectives and Learning Outcomes

Humanities Description:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity Description:

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Diversity SLOs:

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

Writing Description:

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Writing Evaluation:

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructors will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

QUEST 1 DESCRIPTION: Quest courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

QUEST SLOS:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

These general education objectives will be accomplished through:

Students will engage in personal examination of identity through both specific assignments and self-directed activities. In this course, students will:

- Examine a variety of perspectives and significant questions about identity and the interrelationships between human culture and the natural world. (H)
- Identify & examine behaviors that contribute to the creation of identity at the personal, community, and global levels both historically and in contemporary society. (D)
- Analyze how identity shapes modes of inquiry in connection to health and cultural domains. (D,H,W)
- Recognize that an individual's viewpoint is shaped by his or her experience and historical and cultural context in relation to their environment. (H,D)
- Analyze and evaluate students' cultural norms and values in relation to those held by the others, and develop cross-cultural understanding. (D,W)
- Examine how geographic location and socioeconomic factors affect health, culture and the lives of individuals in the US and internationally. (D,W)

- Analyze and evaluate students' own cultural norms and values in relation to those of other cultures, and distinguish several (3-5) opportunities and constraints faced by other persons and groups. (D)
- Design and engage in structured and respectful dialogue with others that honor diversity and cultural heritage. (D)
- Create original artwork that explores identity of self, family, and community. (H)
- Analyze artwork and historical texts and reflect on these works in connection to identity and health. (H,W)
- Explore Socio-culturally defined functions of art and wellbeing in education and in the community.

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives through both formative and summative assessment.

Required Textbooks/Reading

Biddle, Bruce, J. *Role Theory: Expectations, Identities, and Behaviors*. Academic Press, New York: 1956.

Course Schedule

Week	Topic Area
1	<p>Course introduction: exploring identities through arts and health</p> <p>Syllabus overview Introductions Goals and Guiding Questions</p>
<p>Essential Question</p> <p><i>Positionality of identities: How are personal and social identities constructed?</i></p>	
2	<p>The identity of self: the intrapersonal and interpersonal.</p> <p>Assignment: Read Ch. 1-3 of "Role Theory: Expectations, Identities, and Behaviors" by Bruce J. Biddle Lecture: Jacob Moreno: Role Theory and the self Activity: Write your 'Story of Self' - what are your epistemological presuppositions? What are your roles? How do you define yourself? Assessment: Small Group presentations, online submission #1</p>

3	<p>The identity of family: Moreno's role theory and social atoms.</p> <p>Assignment: Read Ch. 3-5 of "Role Theory" Lecture: Jacob Moreno: Role Theory and Social Atoms Lecture and Info packet: Introduction to Oral History Activity: Conduct an oral history interview with a family member. What is your family story? Assessment: Small Group presentations, online submission #2 & #3</p>
4	<p>Community identity: Perceptions and determinants of health.</p> <p>Assignment: Read Ch. 6-8 of "Role Theory" Lecture: Lecture: Identities and Social Positions Activity: Draw and create a detailed asset map of your community. Assessment: Small Group presentation, online submission #4</p>
5	<p>Intersectional identity: critical investigation of race/ethnicity, religion, gender, sexual orientation and health.</p> <p>Assignment: Read Ch. 9 of "Role Theory" Assignment: Watch one of the following: How Jack Became Black: https://ufl.kanopy.com/video/how-jack-became-black Out in the Night: https://ufl.kanopy.com/video/out-night Activity: Create your personal intersectional identity map Assessment: Small Group presentation/discussion, online submission #5</p>
<p>Essential Question</p> <p><i>Perceptivity of identities: How and why do identities change?</i></p>	
6	<p>Identity & story as interpretive truth: Case study DaVinci</p> <p>Readings: 1) NY Times, Art & Design, What the Mona Lisa tells us about Art in the Instagram Era retrieved at https://www.nytimes.com/2018/04/27/arts/design/mona-lisa-instagram-art.html?rref=collection%2Ftimestopic%2Fda%20vinci%2C%20leonardo&action=click&contentCollection=timestopics&region=stream&module=stream_unit&version=latest&contentPlacement=8&pgtype=collection 2) Cothern, Amanda M. (2008) "The Perfect Machine: The Reason behind the Anatomical Studies of Leonardo da Vinci," Kaleidoscope: Vol. 7, Article 8. Available at: https://uknowledge.uky.edu/kaleidoscope/vol7/iss1/8</p> <p>Assignment: Reading Review #1 Prompt: Do you agree or disagree with the NYT articles and why? Also reflect on Cothern's notions about the reasons behind DaVinci's studies and are there any parallels to how we choose to observe our everyday experiences in today's digital age? How does our own identity reflect in how we see art and ourselves participating with it?</p> <p>Activity: A Case for DaVinci- This week will look at the works of DaVinci in relation to visual perception, discuss the concept of dissection both as a metaphorical approach to identity and a tool for observation both personal and environmental. Review the works and use the Feldman model to review the images. (25 points in-class activity)</p> <p>Online Discussion: (50 points discussion)-posted by Friday, respond to two other students postings</p>

	<p>Prompt: In three paragraphs, How would you dissect your current environment? What modes would you use? (i.e. External, internal, personal, public, professional, or a confluence), describe how you divide and arrange your world and how you assign meaning.</p> <p>Assessment: Reflection Paper #1(800-1000 words): (online submission) Assessed using Writing Rubric at the end of syllabus. A reflection paper is defined as a paper that has an introduction, body, and conclusion based on themes, arguments, or ideas about the week's topic supported using the readings and using APA citation format synthesizing lectures, readings, or other researched information to support the reflection. These papers are a product of student's making meaning with the content, not a predefined body of knowledge we want them to rewrite about.</p>
7	<p>Myself, my body, and art and anatomy: Renaissance Italy and Today</p> <p>Assignment: Dissecting environments related to self, Maps borders and networks (MOMA) In-class Activity: Mapping person and place-looking at how different artists visually map map yourself and map others through interviews and observation. Demonstration-active engagement. Moma Mapping-Maps, borders, and networks-website: https://www.moma.org/learn/moma_learning/themes/maps-borders-and-networks/ Small Group engagement exercise-Walk your map (25 points in-class activity) Assessment: In-class Small group presentation (25 points presentation)</p>
8	<p>Perception of others: Looking at self, Rembrandt and close looking exercises</p> <p>Readings/videos: Close Looking http://magazine.art21.org/2011/05/04/open-enrollment-the-art-of-close-looking/#.XHwPF9N95R0 https://oxfordarthist.wordpress.com/2017/07/26/slow-looking/ Assignment: Reviewing narrative and images In-Class Activity: Drawing from Observation-The ritual of close observation-learning the 4 step process and haptic looking-through blind contour. (25 points in-class activity) Assessment: Reflection Paper #2 (800-1000 words): (online submission) Reflect on what you watched and read about, how can Close looking and Slow Looking impact perception or yourself and others? Support your ideas with readings or the literature you have read so far. A reflection paper is defined as a paper that has an introduction, body, and conclusion based on themes, arguments, or ideas about the week's topic supported using the readings and using APA citation format synthesizing lectures, readings, or other researched information to support the reflection. These paper's are a product of student's making meaning with the content, not a predefined body of knowledge we want them to rewrite about</p> <p>Online Discussion: (50 points discussion)-posted by Friday, respond to two other students postings What is a ritual to you? How do you view personal rituals? What rituals do you perform daily or in relation to others?</p>
9	<p>Making art about self and perceptivities on art</p> <p>Assignment: Looking-a model in art criticism and observation, Being the Curator In-class Activity: Harn Visit/curate your world-curate five works at the Harn that reflect what you have learned about yourself/someone else and reflects in some way your/their identity in relation to self, others, or your environment. Class presentation-Think, Pair, Share (Activity). (50 points presentation)</p>

	<p>Assessment: Reflection Paper on Object Presentation #3 (800-1000 words): (online submission) A reflection paper is defined as a paper that has an introduction, body, and conclusion based on themes, arguments, or ideas about the week's topic supported using the readings and using APA citation format synthesizing lectures, readings, or other researched information to support the reflection. These papers are a product of student's making meaning with the content, not a predefined body of knowledge we want them to rewrite about</p> <p>Writing rubric See assignment Handout and Rubric</p>
Essential Question	
<i>Identity Geographies: In what ways are identities personally, socially, or politically significant?</i>	
10	<p>Global identities: health and wellbeing</p> <p>Assignment: Watch: (Un)natural Causes: In Sickness and in Health (57 minutes) Activity: In-class activity: investigating how unhealthy/healthy populations are portrayed Assessment: Discussion of research, bias, and identity in global health (X points discussion)</p>
11	<p>Political identities: Disability, illness groups, stigma</p> <p>Assignment: Watch: The Art of Resistance: Art in Response to War(35 minutes) Activity: Group creative assemblage in-class activity Assessment: In-class activity presentations and discussion (X points in-class activity)</p>
12	<p>Final project proposal development</p> <p>Assignment: Read/explore: 100 Stone Project and Porch Light Program Activity: Proposal presentations Assessment: Final project proposals (see 'Writing Assignments' for details) and presentations (X points presentation)</p>
13	<p>Personal identities: Health behaviors and environments</p> <p>Assignment: Watch: A New Color The Art of being Edythe Boone(56 minutes) Activity: Zip-code and health mapping in-class group exercise Assessment: Health behaviors and environments group presentations (X points presentation)</p>
14	<p>Politics of illness: Navigating sickness, recovery, and staying well</p> <p>Assignment: Read Chapter 3 from <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i> by Anne Fadiman (found on the course site in CANVAS) Activity: Medical pluralism in-class activity: describe an encounter with a medical system beside Western biomedicine Assessment: Reflection Paper #4(800-1000 words): Navigating sickness reflection (online submission see 'Writing Assignments' for details)</p>
	Final projects
15	Meet with the instructors to review project progress

16	<p>Final projects</p> <p>In consultation with the instructors, you will create an original work of art in your discipline of choice (visual, digital, theater, etc) that is connected to a health topic of your choice and present it to the class along with your process and rationale.</p> <p>Final Projects will include:</p> <ul style="list-style-type: none"> ○ Project Narrative: The narrative will describe your health topic of focus and the methods/media that you will use to address it in your final project. ○ Presentation: You will have 15 minutes in class to share a creative work that you have produced about a health or illness topic.
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Evaluation of Grades

Assignment	Total Points
1. Story of Self/Photovoice (Week 2)	50
2. Social Atom/Reflection (Week 3)	50
3. Oral History (Week 3)	50
4. Community Map (Week 4)	50
5. Intersectional Identity Map (Week 5)	50
6. In-class discussions, activities, and presentations	250
<ul style="list-style-type: none"> ○ Students are expected to be actively engaged in discussion during each class. Discussion can include but is not limited to participating in dialogue in person or online through talking, performing, creating or other forms of communication to a prompt or inquiry presented by professors or peers (discussion: 100 points). ○ In-class activity participation requires haptic/sensory interaction creating experiences where students are asked to use their senses to pursue a creative prompt or action. This can include improvisation, gesture drawing, or other creative experiences that generate new learning (in-class activities: 75 points). ○ Presentations include presentations of in-class activities and project proposals (presentations: 75 points). 	
7. Final project proposals (1-2 pgs double spaced, 250-500 wds)	100
8. Reading Reviews/Reflections (x4-Weeks 6, 8, 9,14) (online submission, 800-1000 wds)	200
9. Final Project Narrative (3-5 pgs double spaced, 750-1250 words)	100
10. Final Project Presentation	100
Total Points	1000

Writing Assignments

Reading Reviews/Reflections (Weeks 6, 8, 9, 14) TOTAL WORDS Minimum 3200:

Written reading reviews/reflections must be typed and between 800-1000 words (or 2-3 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 10pt or 12 pt typeface such as Times Roman or Arial. Place your name and date with a number and title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: Summary, Key Points or Examples, and Personal Reflection. Lastly, cite the chapter or articles you read in APA style at the end of your review under a heading of References. Additional guiding questions and guidelines are given for each lesson's readings.

The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. Ten points are possible for each written review. Refer to the writing Evaluation Rubric.

Final Project Proposals (due Week 2)

Proposals should be between 250-500 words and describe the creative work that you will produce for the final project. In your writing, include a description of the health topic that you have chosen, the creative medium that you will use, the audience for your work, and the impact that you expect this work to have.

Final Project Narrative (due Week 16)

This 750-1250 word-narrative should describe in detail the work that you produced, how you created it, any challenges that you encountered. In addition, you should describe the health topic that you chose, why you chose it, and how your creative work could impact this topic. Please refer back to your project proposal as you write this narrative and reflect upon the differences between what you planned and how your project turned out.

Final Project Presentation

Your 5-10 minute presentation of your creative work should provide an overview of what you included in your narrative and share your work with the class. Please be creative in these presentations. These may be done online or in-person, but must be completed by the end of the last class period.

Written Assignment Rubric
Reflection/Review Wks 6, 8, 9, 14 (50 points each x4=200 Points)
Also used for Final Project Proposal and Final Project Narrative points doubled =100 Points

Criteria 50 Possible Points	Poor 4-5 pts	Average 6-7 pts	Good 8-9 pts	Exceptional 10 pts	Points Awarded
Personal Voice	Used little or no personal voice	Used some personal voice	Used personal voice supported by content taught	Used personal voice with a strong sense of integrating content taught to communicate ideas.	
Clarity	Awkward choice of words, sentence structure, lack of transitions, and/or poor sequencing of ideas makes reading and understanding difficult. Written in a passive voice.	Clear, readable prose used in most of paper; occasional wordiness or awkward word choice. Writing is easy to follow in most places, but meaning is sometimes unclear.	Prose is clear, concise and readable throughout much of the paper. Writing flows smoothly from one idea to another. Writing is easy to follow.	Prose is crisp, succinct, and easy to understand. Writing flows smoothly from one idea to another. The writer incorporates an active voice.	
Critical Analysis	Writer is unable to discuss the text beyond description. No evidence of being able to extract key ideas from the text or explain possible meanings. Engages in the text superficially.	Writer is able to adequately analyze text and make appropriate connections between key ideas and their significance. Some interpretations of text may be unsupported or superficial.	Writer shows evidence of being able to extract and discuss key ideas from text. Some analysis and synthesis of ideas occurs, however, interpretations are not always supported or explained.	Writer goes beyond mere description to offer insightful and appropriate interpretations of the text. Interpretations are supported with references, and/or the writer's own thinking and experiences.	

Completeness	Inadequate coverage of the pertinent content of the reading. Writer describes a few key ideas from text, but not in any depth. Lacks personal reflection of possible implications.	Adequate coverage of the content and key ideas of the text is provided, but not in much depth. Writer touches on personal meaning and/or possible implications, but only on the surface.	Most of the key ideas and content are covered in some detail. Writer reflects on personal meanings and possible implications with examples.	Writer is able to synthesize pertinent content and key ideas in some depth without being wordy or redundant. Offers support for personal meanings and possible implications with examples or read-world refs.	
Presentation	The requirements of the assignment have not been met. Numerous errors in grammar, spelling, and/or sentence structure which affects readability.	Paper follows most requirements of the assignment. Some errors in grammar, punctuation, spelling, or structure, but the readability of the paper is unaffected.	Paper follows all requirements of the assignment. It is generally well organized and contains negligible errors.	Writing follows all requirements of the assignment. It is well organized, and is free of distractions. Presentation makes it easy to read the paper.	Total Pts

Arts and Identity Final Presentation Rubric

Total Possible Points 100

Construct Measured	Poor 5-10 Points	Average 11-19 Points	Good 20-22 Points	Exceptional 23- 25 Points	Column Totals
Comprehension of Key Ideas and Details	The student composition provides an inaccurate analysis or no analysis of the model piece, showing little to no comprehension of ideas expressed in the piece(s).	The student composition provides a minimally accurate analysis of what the model piece says and may reference the piece showing limited comprehension of complex ideas expressed in the piece(s).	The student composition provides a mostly accurate analysis of what the model piece says explicitly and inferentially and references the piece explicitly to support the analysis, showing full comprehension	The student composition provides an accurate analysis of what the model piece says explicitly and inferentially and references the piece explicitly to support the analysis, showing full comprehension of complex ideas	

			of complex ideas expressed in the piece(s).	expressed in the piece(s).	
Development of Ideas	The student composition is underdeveloped and therefore inappropriate to the task, purpose and audience.	The student composition addresses the theme and develops the topic and/or artistic elements minimally by using limited purpose, details, and/or embellishment; the development is limited in its appropriateness to the task, purpose, and audience.	The student composition addresses the theme and provides effective development of the topic and/or artistic elements by using clear purpose, details, and/or embellishment; the development is largely appropriate to the task, purpose, and audience.	The student composition addresses the theme and provides effective and comprehensive development of the topic and/or artistic elements by using clear purpose, details, and/or embellishment; the development is consistently appropriate to the task, purpose, and audience	
Organization	The student composition demonstrates a lack of design, clarity and cohesion.	The student composition demonstrates limited design, clarity, and cohesion and may or may not include a pathway for the audience to read and interpret the work.	The student composition demonstrates design, clarity, and cohesion and includes a pathway for the audience to read and interpret the work.	The student composition demonstrates effective design, clarity, and cohesion and includes a strong pathway for the audience to read and interpret the work.	
Clarity of Presentation	The student composition shows little to no awareness of presentation norms. The composition lacks the techniques, details, and content-specific tool choice needed to clarify ideas.	The student composition shows limited awareness of presentation norms. The composition includes limited techniques, details, and content-specific tool choice needed to clarify ideas.	The student composition attends to presentation norms. The composition includes specific and appropriate techniques, details, and content-specific tool choice effectively to clarify ideas.	The student composition uses presentation well to translate their message to the audience. The composition includes specific and appropriate techniques, details, and content-specific tool choice effectively to clarify ideas.	
Knowledge of Artistic Conventions	The student composition demonstrates little	The student composition demonstrates	The student composition demonstrates	The student composition demonstrates	

	to no command of the conventions of the targeted artform consistent with model works. There are frequent and varied errors in areas of technique that often impede understanding.	limited command of the conventions of the targeted artform consistent with model works. There are multiple technique errors that sometimes impede understanding.	inconsistent command of the conventions of the targeted artform consistent with model works. There are a few patterns of technique errors that may occasionally impede understanding.	command of the conventions of the targeted artform consistent with model works. There may be a few technique errors, but meaning is clear.	
					Total Points

Grading Scale

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A minimum grade of C is required for general education credit.

Writing Requirement

This course confers 2000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

For writing assistance please contact the UF Writing Center:

<https://writing.ufl.edu/writing-studio/for-students/writing-assistance/>

All writing assignments must conform to APA style guidelines. Please refer to:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Class Attendance and Make-Up Policy

Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Minimum Grade

Students must maintain a minimum grade of a C to pass this class.

Late Work Policy

Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment, if circumstances allow it. Include the methods by which students will be evaluated and their grade determined

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.