

Cover Sheet: Request 13679

IDS, Level 1, XXX; Art of Identity & Health

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	4/29/2019 10:59:28 AM
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
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		2/25/2019
No document changes					
General Education Committee	Recycled	PV - General Education Committee (GEC)	Casey Griffith	Recycled for further discussion needed clarifications, GEC plans to see the course again at the May meeting	4/5/2019
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		4/22/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/22/2019
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 & Health

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 3:03:37 PM

Form version: 5

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 & Health

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

Dr. Heidi Powell

hpowell@arts.ufl.edu

Office Hours: By Appointment

Dr. Kelley Sams

ksams@arts.ufl.edu

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 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

All readings will be supplied by the instructors on Canvas through Course Reserves

Course Schedule

Please read the schedule carefully as some days are ONLINE in our CANVAS shell, FACE-TO-FACE in the classroom or elsewhere.

Week	Topic Area
1	<p>Course introduction: exploring identities through arts and health</p> <p>Tuesday, August 20, 2019- with Dr. Powell, Prof. Pufahl, and Dr. Sams Syllabus overview Introductions Goals and Guiding Questions</p> <p>Thursday August 22, 2019- with Dr. Powell, Prof. Pufahl, Dr. Sams, and special guest TBD Activity: Collaborating with Strangers Bess de Farber Assignment: Read pgs. 55-72 of "Role Theory: Expectations, Identities, and Behaviors" by Bruce J. Biddle</p>

Essential Question

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

2	<p>The identity of self: the intrapersonal and interpersonal.</p> <p>Tuesday, August 27, 2019: Face-to-Face with Prof. Pufahl Lecture: Jacob Moreno: Role Theory and the self Assignment: Photovoice/Story of Self: Self photo-portrait/write your 'Story of Self' - what are your epistemological presuppositions? What are your roles? How do you define yourself?</p> <p>Thursday, August 29, 2019: Face-to-Face with Prof. Pufahl Activity: In class: Small Group Photovoice/Story of Self presentation Assessment: online submission #1 Assignment: Read Article: "Moreno's Social Atom: A Diagnostic & Treatment Tool for Exploring Interpersonal Relationships" by Dale Richard Buchannan</p>
3	<p>The identity of family: Moreno's role theory and social atoms.</p> <p>Tuesday, September 3, 2019: Face-to-Face with Prof. Pufahl Lecture: Jacob Moreno: Role Theory and Social Atoms Lecture and Info packet: Introduction to Oral History Assignment: Conduct an oral history interview with a family member. What is your family story?</p> <p>Thursday, September 5, 2019: Face-to-Face with Prof. Pufahl Activity: In Class: Small Group Oral History presentations; Assessment: online submissions #2 & #3 Assignment: Read Ch. 4 <i>Identities and Social Positions</i> pgs. 87-112 of "Role Theory"</p>
4	<p>Community identity: Perceptions and determinants of health.</p> <p>Tuesday, September 10, 2019: Face-to-Face with Prof. Pufahl Lecture: Identities and Social Positions Assignment: Draw and create a detailed asset map of your community.</p> <p>Thursday, September 12, 2019: Face-to-Face with Prof. Pufahl Activity: Small Group Community Map presentations/ Discussion Assessment: online submission #4</p>

5	<p>Intersectional identity: critical investigation of race/ethnicity, religion, gender, sexual orientation and health.</p> <p>Tuesday, September 17, 2019: Face-to-Face with Prof. Pufahl Lecture & Discussion: Intersectional Identity 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/Assignment: Create your personal intersectional identity map</p> <p>Thursday, September 19, 2019: Face-to-Face with Prof. Pufahl Activity: Small Group Intersectional map presentations/discussion Assessment: 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>Tuesday September 24, 2019 Face-to-Face with Dr. Powell</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=streamunit&version=latest&contentPlacement=8&pgtype=collection 2) Cothorn, 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 Cothorn's notions about the reasons behind DaVinci's studies and are there any parallel's 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.</p>

	<p>Thursday, September 26, 2019 Online with Dr. Powell</p> <p>FlipGrid prompt-Tell a story about interpretive truth Assessment: Essay #1 Identity & story as interpretive truth (800-1000 words) Assessed using Writing Rubric at the end of syllabus (75 points possible).</p> <ul style="list-style-type: none"> • 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.
7	<p>Myself, my body, and art and anatomy: Renaissance Italy and Today</p> <p>Tuesday, October 1, 2019 Face-to Face with Dr. Powell</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/</p> <p>Thursday, October 3, 2019 Face-to-Face with Dr. Powell</p> <p>Assessment: Small Group engagement exercise-Walk Your Map in-class activity.</p>
8	<p>Perception of others: Looking at self, Rembrandt and close looking Exercises ONLINE</p> <p>Tuesday, October 8, 2019 Online with Dr. Powell</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/</p> <p>Close Looking activity-Canvas</p> <p>Thursday, October 10, 2019 Online with Dr. Powell</p> <p>Flip Grid response summary of your essay Assessment: Essay #2 Perception of others (800-1000 words): 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.</p>

9	<p>Making art about self and perceptivities on art</p> <p>Tuesday, October 15, 2019 -Meet Dr. Powell at the Harn at 9:30am 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. Think, Pair, Share (Activity).</p> <p>Thursday, October 17, 2019- Online in Flip Grid with Dr. Powell Online FlipGrid- Curating your world action/reaction video Assessment: Essay #3 Curating art about self/other (800-1000 words)</p>
<p>Essential Question</p> <p><i>Identity Geographies: In what ways are identities personally, socially, or politically significant?</i></p>	
10	<p>Global identities: health and wellbeing</p> <p>Tuesday, October 22, 2019- Online with Dr. Sams Assignment: Watch: (Un)natural Causes: In Sickness and in Health (57 minutes) Activity: Online investigation of how unhealthy/healthy populations are portrayed Assessment: Online discussion of research, bias, and identity in global health</p> <p>Thursday, October 24, 2019- Face-to-face with Dr. Sams Assignment: Read/explore: Joao Biel, Vita Through our Eyes Activity: In-class activity: PhotoVoice II: picturing the way we want to be Assessment: Discussion of photographs</p>
11	<p>Political identities: Disability, illness groups, stigma</p> <p>Tuesday, October 29, 2019- Face-to-face with Dr. Sams 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</p>

	<p>Thursday, October 31, 2019- Face-to-face with Dr. Sams Assignment: Read: Joao Biel, Vita (excerpt) Activity: Free-writing in-class activity Assessment: In-class discussion and storytelling</p>
12	<p>Final project proposal development</p> <p>Tuesday, November 5, 2019- Meet online in Zoom with designated instructor by individual appointment</p> <p>Activity: Proposal project discussion Assessment: Final project proposals due (see 'Writing Assignments' for details)</p> <p>Thursday, November 7, 2019- Face-to-face with Dr. Sams Assignment: Read/explore: This is America Ebola Must Go, Liberia Activity: In-class research: music and identity Assessment: Discussion and music activity</p>
13	<p>Personal identities: Health behaviors and environments</p> <p>Tuesday, November 12, 2019- Face-to-face with Dr. Sams 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</p> <p>Thursday, November 14, 2019- Face-to-face with Dr. Sams Assignment: Watch: How do we heal medicine? Atul Gawande Activity: Healthcare and culture-bound illnesses Assessment: Elevator pitches</p>
14	<p>Politics of illness: Navigating sickness, recovery, and staying well</p> <p>Tuesday November 19, 2019- Face-to-face with Dr. Sams Assignment: Read Chapter 3 from The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures 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: Essay #4: Politics of Illness</p>

	<p>Thursday, November 21, 2019- Face-to-face with Dr. Sams</p> <p>Assignment: Read Chapter 4 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)</p> <p>Activity: In-class discussion and River of Life activity</p> <p>Assessment: River of Life activity</p>
	<i>Final projects</i>
15	<p>Tuesday, November 26, 2019 Face-to-Face with Dr. Powell, Prof. Pufahl, and Dr. Sams</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. <p>Presentation: You will have 15 minutes in class to share a creative work that you have produced about a health or illness topic. ss</p> <p>Thursday, November 28, 2019 NO CLASS- University Holiday</p>
16	<p>Tuesday, December 3, 2019- Face-to-Face with Dr. Powell, Prof. Pufahl, and Dr. Sams</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.

Evaluation of Grades

Assignment	Total Points
1. Story of Self/Photovoice (Week 2) (online submission #1)	50
2. Social Atom/Reflection (Week 3) (online submission #2)	50
3. Oral History (Week 3) (online submission #3)	50
4. Community Map (Week 4) (online submission #4)	50
5. Intersectional Identity Map (Week 5) (online submission #5)	50
6. Essay 1: Identity & story as interpretive truth (Week 6)	75
7. Essay 2: Perception of others (Week 8)	75
8. Essay 3: Making art about self (Week 9)	75
9. Final project proposals (Week 12)	100
10. Essay 4: Politics of illness (Week 14)	75
11. Final Project Narrative (Week 16)	125
12. Final Project Presentation (Week 16)	125
13. Discussion/Participation	100
<ul style="list-style-type: none"> ○ Students are expected to be actively engaged in discussion during each class. Participation can include in-class activities, presentations, in-class discussions and online discussions. 	
Total Points	1000

Written Assignments

Essays (Weeks 6, 8, 9, 14) Minimum 3200 total words, 75 points each:

Essays 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.

Make sure to include an introduction paragraph with a thesis statement, a text body that demonstrates critical reflection, and a conclusion paragraph that reflects upon your arguments. At least three scholarly references must be included and cited according to APA citation guidelines.

The following criteria will be used to assess the essays: 1) Content; 2) Organization and Coherence; 3) Argument and Support; 4) Style and 5) Mechanics. Refer to the Essay Grading Rubric for additional details.

Final Project Proposals (Week 12) Minimum 500 words, 100 points

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

Proposals should be between 500-750 words and describe the creative work that you will produce for the final project. In your writing, include a description of the health topic related to identity that you have chosen, the creative medium that you will use, the audience for your work, and the potential impact of this work.

Final Project Narrative (Week 16) Minimum 750 words, 125 points

This 750-1250 word-narrative should describe in detail the work that you produced, how you created it, any challenges that you encountered. 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 (Week 16), 125 points

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 include performances, online media or sharing of art work in-class. All presentations must be completed by the end of the last class period.

Written Assignment Rubric

Essays Wks 6, 8, 9, 14 (75 possible pts each)

Also used for Final Project Proposal (100 pts) and Final Project Narrative (125 pts)

Writing Rubric	Poor	Average	Good	Exceptional	
CONTENT	Papers either include a central idea(s) that is unclear or off-topic and provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate resources.	Papers either include a central idea that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient engagement of scholarly resources.	Papers include a clear central idea that is well developed but lacks support, either through weak argumentation or minimal engagement of scholarly resources.	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of resources.	
Essays 75 Points	0-4	5-7	8-11	12-15	
FPP 100 Points	0-5	6-10	11-15	16-20	
FPN 125 points	5-10	11-19	20-22	23-25	

ORGANIZATION AND COHERENCE	Paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.	Paragraphs are only loosely organized or the progression of ideas is unclear to readers.	Paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Paragraphs are well structured and include a clear introduction with a thesis statement and a strong conclusion.	
Essays 75 Points	0-4	5-7	8-11	12-15	
FPP 100 Points	0-5	6-10	11-15	16-20	
FPN 125 points	5-10	11-19	20-22	23-25	
ARGUMENT AND SUPPORT	Papers make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.	Papers provide only generalized discussion of ideas and rely on weak support for arguments.	Papers provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Papers use persuasive and confident presentation of ideas, strongly supported with evidence.	
Essays 75 Points	0-4	5-7	8-11	12-15	
FPP 100 Points	0-5	6-10	11-15	16-20	
FPN 125 points	5-10	11-19	20-22	23-25	
STYLE	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Papers may also use words incorrectly or not follow APA citation guidelines.	Papers display a weak use of vocabulary and writing style that frequently veers away from word choice or tone appropriate to the context, genre, and discipline. APA citation guidelines are not consistently followed.	Papers display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. APA citation guidelines are mostly followed.	Papers use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. APA citation guidelines are followed throughout.	
Essays 75 Points	0-18	19-38	30-56	57-75	
FPP 100 Points	0-5	6-10	11-15	16-20	
FPN 125 points	5-10	11-19	20-22	23-25	

MECHANICS	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.	Papers contain spelling, punctuation, or grammatical errors that make it difficult to understand the paper's argument or points.	Papers contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers will feature correct or error-free presentation of ideas.	
Essays 75 Points	0-4	5-7	8-11	12-15	
FPP 100 Points	0-5	6-10	11-15	16-20	
FPN 125 points	5-10	11-19	20-22	23-25	Total Score
Totals					

Final Presentation Rubric
Total Possible Points 125

Final Presentation Rubric	Poor	Average	Good	Exceptional	
Comprehension of Key Ideas and Details	The student's creative work provides an inaccurate analysis or no analysis of the relationship between identity and health expressed in the piece(s).	The student's creative work provides a minimally accurate analysis of the relationship between identity and health, demonstrating limited comprehension of complex ideas expressed in the piece(s).	The student's creative work provides a mostly accurate analysis of the relationship between identity and health, explicitly and inferentially demonstrating full comprehension of complex ideas expressed in the piece(s).	The student's creative work provides an accurate analysis of the relationship between identity and health, explicitly and inferentially demonstrating full comprehension of complex ideas expressed in the piece(s).	
Points	5-10	11-19	20-22	23-25	

Development of Ideas	The student's ideas in the creative work are underdeveloped and are not related to the themes of identity and health.	The student's creative work addresses the themes of identity and health minimally through artistic elements by using limited purpose, details, and/or embellishment; the creative work's development is limited.	The student's creative work addresses the themes of identity and health, providing effective development through artistic elements by using clear purpose, details, and/or embellishment; the creative work's development is mostly consistent.	The student's creative work addresses the themes of identity and health and provides effective and comprehensive development through artistic elements by using clear purpose, details, and/or embellishment; the creative work's development is consistent.	
Points	5-10	11-19	20-22	23-25	
Organization	The student's creative work demonstrates a lack of design, clarity and cohesion.	The student's creative work 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's creative work demonstrates design, clarity, and cohesion and includes a pathway for the audience to read and interpret the work.	The student's creative work demonstrates effective design, clarity, and cohesion and includes a strong pathway for the audience to read and interpret the work.	
Points	5-10	11-19	20-22	23-25	
Clarity of Presentation/Performance	The student's creative work shows little to no awareness of presentation/performance norms, lacks the techniques, details, and content needed to clarify ideas.	The student's creative work shows limited awareness of presentation/performance norms and includes limited techniques, details, and content needed to clarify ideas.	The student's creative work attends to presentation/performance norms. The work includes specific and appropriate techniques, details, and content effectively to clarify ideas.	The student's creative work uses presentation/performance norms well to translate their message to the audience. The work includes specific and appropriate techniques, details, and content	

				effectively to clarify ideas.	
Points	5-10	11-19	20-22	23-25	
Knowledge of Artistic Conventions	The student's creative work demonstrates little to no command of the conventions of the targeted artform consistent with model works with no clarity of meaning.	The student's creative work demonstrates limited command of the conventions of the targeted artform consistent with model works with very little clarity of meaning.	The student's creative work demonstrates somewhat consistent command of the conventions of the targeted artform consistent with model works with basic clarity of meaning.	The student's creative work demonstrates command of the conventions of the targeted artform consistent with model works with clarity of meaning.	
Points	5-10	11-19	20-22	23-25	Total score
Total Points					

Grading Scale

Score	Percent	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-conduction-honor-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.