

Cover Sheet: Request 13677

IDS2935 Compassion and the Arts

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Amy Bucciarelli abucciarelli@ufl.edu
Created	2/25/2019 2:52:48 PM
Updated	4/2/2019 10:42:03 AM
Description of request	Quest 1/ Trial 2 application for approval

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Fine Arts 011301000	Jennifer Setlow		2/25/2019
2935Bucciarelli_WeeklyDescriptions.docx					2/25/2019
2935Bucciarelli_Assignlyment Rubrics.docx					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 13677

Info

Request: IDS2935 Compassion and the Arts

Description of request: Quest 1/ Trial 2 application for approval

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 3/22/2019 9:54:22 AM

Form version: 2

Responses

Course Prefix and Number

Response:
IDS2935

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:
Compassion and the Arts

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

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:
N/A

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:
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 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 analyze the key elements, biases and influences that shape through. The course emphasizes clear and effective analysis and approaches issues and problems from multiple perspectives.

The Writing Requirement 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: the writing component and a course grade. 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. It is not possible to meet the writing requirement and still earn a minimum grade of a C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

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:

1. Evaluation of how individual understanding of compassion impacts citizenship.
2. Critique of how exemplar works of art have communicated about compassion.
3. Assessment of how compassion has been demonstrated through various historical, social, and cultural lenses.
4. Discussion about the relationship between personal beliefs about compassion and the collective experience of compassion.
5. Evaluation of the ethicality of complex issues regarding compassion.

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:

Quest 1

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

Students will:

1. Identify and explain Historical and cultural examples of compassion.
2. Describe and explain theoretical, philosophical, social, and/or cultural factors that contribute to compassion.
3. Identify and explain works of art that depict or elicit compassion.

SLO's will be Assessed by:

- Active In-Class Participation (through discussions and active-learning experiences)
- Content Accountabilities
- Mini Assignment 4: Annotated Bibliography
- Mini Assignments 5: Paper Outline
- Compassion Research Paper

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.

Students will:

1. Develop and articulate answers in response to the essential questions that consider personal, universal, and culturally informed ideas of compassion.
3. Understand and utilize arts-based communication to convey ideas of compassion.
4. Present ideas about compassion through class discussions, writing, and visual and oral mixed-media presentation.

SLO's will be assessed by:

- Active In-Class Discussions
- Mini Assignment 1: Hack the Harn Museum
- Mini Assignment 2: Art Show/Performance
- Reflective Essay 1
- Compassion Research Paper
- Compassion Group Project

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.

Connect course content with critical reflection on students' intellectual, personal, and professional development at UF and beyond.

Students will:

1. Analyze and evaluate themes of compassion by viewing arts-based cultural works in the community and then write reflections that synthesize course content with personal experience.
2. Create an arts-based compassion project, implement it in the community, and critically evaluate the impact of the project as it relates to the course.
3. Articulate at least one component of compassion that is relevant to the development and experience of an undergraduate student at the University of Florida.

SLO's will be Assessed by:

- Mini Assignment 1:
Hack the Harn Museum
- Mini Assignment 2:
Art Show/Performance
- Mini Assignment 6:
Group Project Proposal
- Compassion Group Project
- Reflective Essay 2

Humanities:

Content: Identify, describe, and explain the history, underlying theory, and methodologies used in the course.

Students will:

1. Define, describe, and explain compassion.
2. Utilize humanities-based methods and humanistic inquiry to deepen understanding of compassion.
3. Identify ways in which cultural values and personal experience influence perceptions of compassion.

SLO's will be assessed by:

- Active In-Class Participation (through discussions and active-learning experiences)
- Content Accountabilities
- Mini Assignment 4:
Annotated Bibliography
- Mini Assignments 5:
Paper Outline
- Compassion Research Paper

Communication: Communicate knowledge, thoughts, and reasoning clearly and effectively.

Students will:

1. Formulate and articulate a personal definition of compassion.
2. Respond to questions about the historical, theoretical, and cultural examples of compassion and articulate meaning in a contemporary context of compassion.
3. Develop and present course-informed ideas about the historical, theoretical, cultural and contextual perspectives of compassion.

SLO's will be assessed by:

- Active In-Class Discussions
- Mini Assignment 3: Speaker Event
- Reflective Essay 1
- Compassion Research Paper

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.

Students will:

1. Analyze and evaluate cultural considerations surrounding concepts of compassion especially regarding issues of identity such as: race, class, religious preference, ethnicity, cultural origin, political affiliation, age, and health.
2. Analyze and evaluate the historical, theoretical, and cultural origins of compassion and develop ideas about the application of compassion in a contemporary context.
3. Develop responses to core questions about compassion as they relate to personal, civic, global, and universal values.

SLO's will be assessed by:

- Active in class participation
- Compassion Group Project
- Reflective Essay 2

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:

- Active In-Class Participation (through discussions and active-learning experiences)
- Content Accountabilities
- Mini Assignment 4: Annotated Bibliography
- Mini Assignments 5: Paper Outline '
- Compassion Research Paper

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:

- Active in class participation
- Compassion Group Project
- Reflective Essay 2

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:

- Active In-Class Discussions
- Mini Assignment 3: Speaker Event
- Reflective Essay 1
- Compassion Research Paper

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:

The arts and humanities will be encountered throughout the course including topics from: Art history and criticism, Music, Theater & Performance Studies, English, Philosophy, Religious Studies, and History.

This content will be integrated into the course content through close reading and synthesis of multidisciplinary and primary source texts; examination and criticism of exemplar artistic works; analytical and reflective writing; sociopolitical and historical contextualization; critical inquiry through informed oral communication; and cultural participation.

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:

Please see uploaded documents including: Syllabus, Weekly Descriptions, and Assignment Rubrics

Grading Rubrics for Assignments*

**NOTE TO CURRICULUM COMMITTEE: This document includes rubrics for all assignments excluding writing assignments for the writing requirement and course participation – both of which are outlined within the syllabus. This document is only supplementary for the committee and will not be included as part of the syllabus, however these rubrics will be in Canvas within the according assignments for students to access. They will also be used to provide grading feedback*

Mini Assignment 1 – Hack the Harn

CRITERIA	RATINGS					PTS
Evidence that student invested ample time exploring the museum and navigating through the self-guided prompts	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	40
Evidence of thoughtful and critical reflection. All assignment questions answered completely and thoroughly	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Writing is well organized Writing style is fluid and makes logical sense.	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Images are of high quality and formatted into the body of the assignment in an organized way.	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Paper has proper formatting, editing, and references according to APA style	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
TOTAL POINTS						100

Mini Assignment 2 – Art Show/ Performance & Mini Assignment 3 – Speaker Event

CRITERIA	RATINGS					PTS
Evidence of attendance at the show, performance, or speaker event	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	40
Evidence of thoughtful and critical reflection about the event. All assignment questions answered thoroughly	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Written reflection as an introduction, body, and conclusion. Writing style is fluid and makes logical sense.	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Paper has proper formatting, editing, and references according to APA style	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
TOTAL POINTS						100

Mini Assignment 4 – Annotated Bibliography

CRITERIA	RATINGS					PTS
Reference Sources: Relevant and Valid	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Citations: APA Style in references and citations	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Analysis: Student fully read sources and thinking critically/analytically about them in summaries	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Relevance: Sources relate to topic, comprehensive and cohesive collection discovered	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Writing Content: Clear, cohesive written communication. Appropriate paraphrasing	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Mechanics: Very well written and edited	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Paper formatting: Paper has student's name, title, headings, page numbers, etc. APA style	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Assignment Complete: All 10 sources included and material is presented according to assignment guidelines	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
TOTAL POINTS						100

Mini Assignment 5 – Paper Outline

CRITERIA	RATINGS					PTS
Clear Topic: Clear what artwork(s)/artist student is researching and how it relates to compassion	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Literature Review: evidence that student has reviewed the relevant literature	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Analysis: Evidence of thorough and critical thought. Original and compelling research thesis with supporting points and conclusion	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Writing Organization: Logically organized. Has all components required for the assignment	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Mechanics: Very well written and edited	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
APA formatting: Paper has appropriate titles, headings, page numbers, etc. Citations and references are properly formatted	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Reference Sources: Sources are relevant and valid academic resources.	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
TOTAL POINTS						100

Mini Assignment 6 – Compassion Group Project Proposal

CRITERIA	RATINGS					PTS
Relates to compassion: Evidence that group is thinking critically about compassion and synthesizing course material to formulate proposal	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Well-Outlined: Evidence of thinking through the project and clearly outlining the steps of the project	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Executable: and realistic goals given the project deadline	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Writing Content: Clear and cohesive written communication	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Mechanics: Very well written and edited	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Paper Formatting: Paper has appropriate titles, headings, page numbers, etc. Citations and references are properly formatted in APA style when needed.	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
TOTAL POINTS						100

Group Compassion Project

CRITERIA	RATINGS					PTS
Presentation Content: Thorough and clear. Students have thought critically about compassion and have pulled from both academic resources and project experience to substantiate the presentation	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Project Idea: Project idea was well-developed based on synthesis of the course material and learning about compassion in completion of this project	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Project Execution: Project was well planned and executed. Successes and challenges were considered and reported	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	20
Presentation Organization: Very logically organized. Contains introduction, thesis, development of main ideas, and conclusion	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Presentation Mechanics: Effective use of the Pecha Kucha format and presentation software to convey the	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10

project's ideas. Oral presentation is concise and articulate within the presentation framework						
Quality of Media: All images, video, and sound are of high quality	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
Citations: Properly cited and referenced any materials that are not the group's original work and are used in the presentation. Substantiated any academic sources with appropriate referencing	Excellent (A+)	Very Good (A)	Good (B)	Basic Competence (C)	Needs Improvement (D)	10
TOTAL POINTS						100

Compassion and the Arts

Fall 2019

Course: IDS 2935, SECTION NUMBER

Meeting Times: Tuesday, Period 9-10 (4:05pm-6:00pm) and Thursday, Period 9 (4:05-4:55)

Location: Rinker Hall 106

Credit Hours: 3

Instructor: Amy Bucciarelli, MS, ATR-BC, LMHC

Instructor Office Location: Fine Arts Building D. Rm109

Office Hours: Wednesday 1PM-2PM and by appointment.

Email: *Email instructor **through Canvas** for prompt response to course issues.*

Only as a *back-up*, email: abucciarelli@ufl.edu

Phone: 352-273-1488; *This is a shared line, so **email through Canvas is best.***

COURSE DESCRIPTION

This course explores three essential questions related to the Examined Life:

1. What is the nature of compassion?
2. How does compassion contribute to quality of life? and
3. What role do the arts play in understanding compassion and in people acting compassionately?

Students will explore these questions through the historical, theoretical, and cultural roots of compassion – or how people respond to human suffering through empathetic action. Works of art, music, performing arts, literature, philosophy, religion, and history will help students reflect on the role of compassion within the human experience. Students will develop a critically informed view of how compassion impacts quality of life and citizenship as a UF student, and beyond.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES

This course confers General Education credit for Humanities (H) subject area course and it confers 2000 words toward the Writing Requirement (WR).

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 analyze the key elements, biases and influences that shape through. The course emphasizes clear and effective analysis and approaches issues and problems from multiple perspectives.

The Writing Requirement 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: the writing component and a course grade. **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.** It is not possible to meet

the writing requirement and still earn a minimum grade of a C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

In Compassion and the Arts, these objectives will be met in a variety of ways. Students will investigate the course questions through foundational readings, exemplar works of art (e.g. visual art, music, dance, theater, and creative writing), interactive class discussions, active-learning experiences, written reflections and papers, multi-media presentations, and cultural engagement in the community.

The Quest and General Education objectives will be accomplished through:

1. Evaluation of how individual understanding of compassion impacts citizenship.
2. Critique of how exemplar works of art have communicated about compassion.
3. Assessment of how compassion has been demonstrated through various historical, social, and cultural lenses.
4. Discussion about the relationship between personal beliefs about compassion and the collective experience of compassion.
5. Evaluation of the ethicality of complex issues regarding compassion.

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

STUDENT LEARNING OUTCOMES			
SUBJECT AREA	CONTENT	COMMUNICATION	CRITICAL THINKING
Quest 1	<p><i>Identify, describe, and explain the history, theories, and methodologies used to examine the essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain Historical and cultural examples of compassion. 2. Describe and explain theoretical, philosophical, social, and/or cultural factors that contribute to compassion. 3. Identify and explain works of art that depict or elicit compassion. 	<p><i>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.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop and articulate answers in response to the essential questions that consider personal, universal, and culturally informed ideas of compassion. 3. Understand and utilize arts-based communication to convey ideas of compassion. 4. Present ideas about compassion through class discussions, writing, and visual and oral mixed-media 	<p><i>Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. Connect course content with critical reflection on students' intellectual, personal, and professional development at UF and beyond.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate themes of compassion by viewing arts-based cultural works in the community and then write reflections that synthesize course content with personal experience. 2. Create an arts-based compassion project, implement it in the community, and critically evaluate the impact of the project as it relates to the course. 3. Articulate at least one

		presentation.	component of compassion that is relevant to the development and experience of an undergraduate student at the University of Florida.
	<u>Related Readings</u> Armstrong, Chapters 1-9	<u>Related Readings</u> Armstrong, Chapter 8 Hult, Chapter 6 Turabian text	<u>Related Readings and Media</u> Armstrong, Chapters 10-13 Edson text <i>The Soloist</i> , Movie <i>The Telling Project</i> Documentary
Assessment of Quest SLOs	<ul style="list-style-type: none"> • Active In-Class Participation (through discussions and active-learning experiences) • Content Accountabilities • Mini Assignment 4: Annotated Bibliography • Mini Assignments 5: Paper Outline • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Discussions • Mini Assignment 1: Hack the Harn Museum • Mini Assignment 2: Art Show/Performance • Reflective Essay 1 • Compassion Research Paper • Compassion Group Project 	<ul style="list-style-type: none"> • Mini Assignment 1: Hack the Harn Museum • Mini Assignment 2: Art Show/Performance • Mini Assignment 6: Group Project Proposal • Compassion Group Project • Reflective Essay 2
Humanities	<p><i>Identify, describe, and explain the history, underlying theory, and methodologies used in the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Define, describe, and explain compassion. 2. Utilize humanities-based methods and humanistic inquiry to deepen understanding of compassion. 3. Identify ways in which cultural values and personal experience influence perceptions of compassion. <p><u>Related Readings</u> Armstrong, Chapters 1-9 Hult, Chapter 6</p>	<p><i>Communicate knowledge, thoughts, and reasoning clearly and effectively.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Formulate and articulate a personal definition of compassion. 2. Respond to questions about the historical, theoretical, and cultural examples of compassion and articulate meaning in a contemporary context of compassion. 3. Develop and present course-informed ideas about the historical, theoretical, cultural and contextual perspectives of compassion. <p><u>Related Readings</u> Armstrong, Chapter 8 Turabian text</p>	<p><i>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.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate cultural considerations surrounding concepts of compassion especially regarding issues of identity such as: race, class, religious preference, ethnicity, cultural origin, political affiliation, age, and health. 2. Analyze and evaluate the historical, theoretical, and cultural origins of compassion and develop ideas about the application of compassion in a contemporary context. 3. Develop responses to core questions about compassion as they relate to personal, civic, global, and universal values. <p><u>Related Readings and Media</u> Edson text <i>The Soloist</i>, Movie</p>

			<i>The Telling Project</i> Documentary
Assessment of Humanities SLOs	<ul style="list-style-type: none"> • Active In-Class Participation (through discussions and active-learning experiences) • Content Accountabilities • Mini Assignment 4: Annotated Bibliography • Mini Assignments 5: Paper Outline • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Discussions • Mini Assignment 3: Speaker Event • Reflective Essay 1 • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Participation • Compassion Group Project • Reflective Essay 2

The Writing Requirement of 2000 words will be accomplished through:

1. Reflective Essay 1 (500-700 words)
2. Reflective Essay 2 (500-700 words)
3. Compassion Research Paper (1000-1200 words)

In order to receive credit for the 2000 words students must:

1. Turn in all written course work counting towards the 2000 words in order to receive credit for those words.
2. The instructor 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, mechanics, and APA style (see Writing Rubric below)
3. Students must achieve a satisfactory or better on their writing assignments to receive the writing credit for this course.

FOR CURRICULUM COMMITTEE – What happens if a student turns in papers that are “Satisfactory” according to the rubric, but turns them in late, so as to have a grade in the “unsatisfactory” range?

WRITING RUBRIC			
	EXCELLENT (A+ to A)	SATISFACTORY (A- to B-)	UNSATISFACTORY (C+ - E)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide well-informed discussion with thorough understanding of sources.	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 sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERANCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement clear progression of ideas.	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack

		require readers to work to follow progression of ideas.	transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. Documents provide clear and thorough discussion of ideas and adequate discussion but with strong support for arguments.	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. Documents display a precise use of vocabulary and even use of sentence structure or a writing style that has excellent word choice and tone appropriate to the context, genre, and discipline.	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will 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.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. Papers are well edited for spelling, punctuation, and grammar.	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
APA FORMATTING	Papers have correct APA style throughout including but not limited to: title, student-author's information, running head and headers, page numbers, leveled section headings, paragraph structure, appropriate font size and line spacing, appropriate paraphrasing of sources, in-text citations formatted correctly, extremely limited number, if any, direct quotes, a References page, and proper APA formatting and organization of references.	Papers have evidence of APA style throughout. Most, but not all of the paper is formatted correctly including but not limited to: title, student-author's information, running head and headers, page numbers, leveled section headings, paragraph structure, appropriate font size and line spacing. References were used to substantiate the paper and there is at least some evidence of source paraphrasing, in-text citations, and a limited number of direct quotes. The formatting of these items	Papers shows little to no APA style formatting. Maybe a few elements, but not all of the paper is formatted correctly. The paper is missing most or all of these elements including but not limited to: title, student-author's information, running head and headers, page numbers. The paper is poorly organized without: leveled section headings, paragraph structure, appropriate font size and line spacing. The paper indicates few sources or poorly paraphrases sources. In-text citations are not formatted correctly and there is a

		might be close to correct, but not totally correct. The paper has a References page, and evidence of APA formatting and organization of references, but might not be completely correct.	significant number of direct quotes. A References page is completely missing or has many errors including incorrect APA formatting and poor organization of references.
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REQUIRED READINGS AND COURSE CONTENT

Armstrong, K. (2010). *Twelve steps to a compassionate life*. New York, NY: Anchor Books.

Edson, M. (1999). *Wit: A play*. New York, NY: Farrer, Straus, & Giroux.

Foster, G. (Producer) & Wright, J. (Director). (2009). *The soloist* [Motion Picture]. United States: Dreamworks.

Purdue Online Writing Lab (n.d.). *APA formatting and style guide*. Retrieved from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Turabian, K. (2010). *Student's guide to writing college papers* (4th ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). Chicago: Illinois, University of Chicago Press.

Additional required readings and online resources are posted in Course Materials on the course website in Canvas. These required readings will be posted at least one week in advance of the date on which they will be covered. *Class resources, announcements, updates, and assignments will also be made available through Canvas, so please check this site frequently:* <https://elearning.ufl.edu>

RECOMMENDED MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: DC: American Psychological Association.

GROUP PROJECT MATERIALS

In the last half of the semester, students will work on a group Compassion Project. It is recommended that students budget \$10.00 per person for this project. It is not required to spend this money, but students might want to purchase things such as art supplies, paper supplies, or other small items for the project. Students will be paired in groups of 3-5 students and can combine the money together as a contribution to the group effort. *If for any reason this budget is not feasible for a student, please notify the instructor early in the semester and the student and instructor will work together to make sure this is not a prohibitive factor for the assignment.*

COURSE HOMEPAGE

The course homepage in Canvas (<https://elearning.ufl.edu>) is central to the class. You will access required readings, multi-media, and assignments through the homepage and turn in all assignments to Canvas. It will be updated regularly with announcements and syllabus changes.

It is also where you should email your instructor with questions or for support. *Students are responsible for checking Canvas at least every 24 hours for updates.*

COURSE SCHEDULE

All course readings and media for the designated week should be completed before coming to the Tuesday class that week, with the exception of Week 1 when the readings should be done before the Thursday class of that week. Assignments are due by Sunday at 11:59pm on the week they are assigned.

Week	Topic	Readings/Media	Assignment
1	Introduction to Course and Compassion	<ul style="list-style-type: none"> Read and View all materials in Week 1 Module Hult, Ch 6 (see Canvas) 	1. Syllabus/ Canvas Navigation Quiz Due as a Content Accountability
2	Religious and Historical Roots of Compassion – Divine examples	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 1-2 Read and View all materials in Week 2 Module 	1. Reflective Essay 1 Due 2. (Content Accountability)*
3	Religious and Historical Roots of Compassion -Universal Examples	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 3-5 Read and View all materials in Week 3 Module 	1. Annotated Bibliography Due
4	Philosophical Roots of Compassion	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 6-9 Read and View all materials in Week 4 Module 	1. (Content Accountability)*
5	Biological & Psychological Roots of Compassion	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 10-13 Read and View all materials in Week 5 Module 	1. Paper Outline Due
6	Philosophical, Historical, and Literary Examples of Compassion	<ul style="list-style-type: none"> Read and View all materials in Week 6 Module 	
7	Twelve Steps to a Compassionate Life	<ul style="list-style-type: none"> Read and View all materials in Week 7 Module 	1. Paper Due
8	Listening and Seeing Compassionately through the Arts	<ul style="list-style-type: none"> Whit, read first half Read and View all materials in Week 8 Module 	1. (Content Accountability)*
9	Relieving Suffering through the Arts	<ul style="list-style-type: none"> Whit, finish second half Read and View all materials in Week 9 Module 	1. At least 2 of Mini-Assignments 1-3 Due 2. Form groups for Group Project
10	Compassionate Action through the Arts	<ul style="list-style-type: none"> Watch the Soloist (full-length movie) Read and View all materials in Week 10 Module 	1. Mini-Assignment 5 – Group Project Proposal Due
11	Compassionate Resistance through the Arts	<ul style="list-style-type: none"> Read and View all materials in Week 11 Module 	
12	Empowering others to Act Compassionately through the Arts	<ul style="list-style-type: none"> Watch the Telling Project (Documentary) Read and View all materials in Week 12 Module 	

13	The Artists Responsibility in Compassion	<ul style="list-style-type: none"> Read and View all materials in Week 13 Module 	1. (Content Accountability)*
14	Gratitude and Compassion	<ul style="list-style-type: none"> Read and View all materials in Week 14 Module 	1. All of Mini-Assignments 1-3 Due
15	Final Compassion Project Presentations	<ul style="list-style-type: none"> Read and View all materials in Week 15 Module 	Compassion Group Project Due
16	Course Review and Conclusions	<ul style="list-style-type: none"> Read and View all materials in Week 16 Module 	Instructor Evaluations
Finals Week			Reflective Essay 2 Due

Syllabus is subject to change at the instructor's discretion. Please always refer to the Canvas course website for the most up-to-date assignments and due dates.

***NOTE TO THE CURRICULUM COMMITTEE:** Content Accountabilities are administered like pop-quizzes, therefore, they will be taken out of the syllabus listing for the student version.

ASSIGNMENT DESCRIPTIONS

- Attendance (10% of total grade)** – Attendance is required for this course. See section below for the full attendance policy.
- Active In-Class Participation (5% of total grade)** – This course is an interactive and participatory course, so students are expected to come to class having read the course learning materials prior to class and be prepared to engage in discussion and active-learning experiences. Students who receive an “A” for participation will:
 - Consistently come to class well-prepared,
 - Initiate discussions relevant to class topics,
 - Actively and regularly contribute to the discussion,
 - Offer in-depth analysis of the course material,
 - Take initiative to investigate and share relevant material that is not explicitly assigned, and
 - Model good classroom citizenship including listening without interrupting, responding to others respectfully and appropriately, and promoting classmates to participate.

A portion of your participation grade will also reflect your ability to engage in teamwork. This course is an active-learning class which requires engaged dialogue, small group work, and hands-on-exercises to facilitate the learning process.

- Content Accountabilities (Pop-Quizzes; 5% of total grade)** – Students will show knowledge of the readings and materials assigned for the week through pop-style content accountabilities. There will be five total content accountabilities throughout the semester. For each content accountability, students will answer five questions (2 pts each) that evaluate the student’s review and comprehension of the assigned materials. Content

accountabilities are unannounced, so students should be come prepared for class each week.

4. **Mini Assignments (15% of total grade)** – Students will complete homework assignments that will help engage with the course learning at a deeper level. Some of the mini-assignments will prepare students for their major assignments. Others will engage them in experiential learning outside of the classroom by participating in community events and then engaging in critical reflection about the themes of compassion.
 1. Mini Assignment 1: Hack the Harn – Students will do a self-guided tour through the Harn museum that requires them to look at different works of art relating to compassion. They will do a combination of sketching, written reflection and photo collage for their assignment submission (see Canvas assignment for full details and grading rubric).
 2. Mini Assignment 2: Art Show/ Performance – Students will be given a list of approved UF and Gainesville community art show and performances taking place during the course semester that relate to themes of compassion. Students can attend their event of choice and will write a reflection about that cultural experience within the context of compassion (see Canvas assignment for full details and grading rubric).
 3. Mini Assignment 3: Speaker Event - Students will be given a list of approved UF and Gainesville community speaker events taking place during the course semester that relate to themes of compassion. Students can attend their event of choice and will write a reflection about that cultural experience within the context of compassion (see Canvas assignment for full details and grading rubric).
 4. Mini Assignment 4: Annotated Bibliography for Compassion Research Paper – Students will collect a minimum of ten valid and reliable academic sources related to a topic they are interested in exploring for their Compassion Research Paper. They will list the reference source in APA style *and* write a paragraph summary of the reference source. They will repeat that process for *each* of the ten sources (see Canvas assignment for full details and grading rubric).
 5. Mini Assignment 5: Compassion Paper Outline – Students will construct an outline for their Compassion paper. The outline will include introductory points, a thesis statement, body sections and topics, and conclusion points (see Canvas assignment for full details and grading rubric).
 6. Mini Assignment 6: Group Project Proposal – Students will be split into groups of 3-5 people for the Compassion Group Project. Together students will come up with a proposed plan for the Compassion Group Project and present a project proposed arts-based activity, execution timeline, evaluation method, and anticipated outcome from the project (see Canvas assignment for full details and grading rubric).
5. **Reflective Essays (20% of total grade)** – Students will complete two short essays (500-700 words each) that require reflection on personal life experiences related to compassion. Students will write one reflective essay at the start of the course and one at the end of the course, having integrated the course learning, in order to measure growth of thought and intellectual development across the course experience. Because these essays count towards the total word requirement for the Writing Requirement portion of this course, it is important that the essays include original, sophisticated ideas with

thoughtful analysis. They essays must have well-crafted paragraphs, a well-crafted introduction, thesis, body, and conclusion, well-supported claims, and appropriate and effective voice, and APA style formatting.

6. **Compassion Research Paper (20% of total grade)** – Students will write a 1,000 to 1,2000-word research paper examining themes of compassion. Students will deeply and critically examine the works, life, and experiences of an artist, cultural movement, single piece of artwork, or symbols/stories that depict or exemplify ideas of compassion. They will need to make a case for why this is an embodiment of compassion based on theory and practice. They will substantiate their claims with relevant resources. They will also need to discuss implications of this work for communities, society, or humanity. In this paper, art is defined broadly, so students can choose to look at artist, musicians, thespians, dancers, creative writers, or other creative practitioners as approved by the instructor. Because these essays count towards the total word requirement for the Writing Requirement portion of this course, it is important that the essays include original, sophisticated ideas with thoughtful analysis. They essays must have well-crafted paragraphs, a well-crafted introduction, thesis, body, and conclusion, well-supported claims, and appropriate and effective voice, and APA style formatting.
7. **Compassion Project & Presentation (worth 25% of grade)** – Students will work in small groups (3-5 people) to propose and execute a compassionate project during the course of the semester. Students will use the ideas and principles from the course to execute an arts-based compassion exploration, initiative, project, or event. Then, students will use a Pecha Kucha-style presentation (20 slides, 20 seconds each for a total of 6 minutes) to present the inspiration for their idea, the project itself, and the learning outcomes from the project. Group participation and accountability will be evaluated as part of the grade.

EVALUATION OF GRADES

Assignment	Total Points**	Percentage of Final Grade
Attendance	100	10%
Participation	100	5%
Content Accountability (5)	10 each	5%
Mini-Assignments (6)	100 each	15%
Reflective Essays (2)	100 each	20%
Compassion Research Paper	100	20%
Compassion Group Project	100	25%
	TOTAL	100%

***Most assignments are graded on a 100-point scale but are weighted in Canvas to the appropriate grade percentage.*

GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A	94-100%	4.0
A-	90.0-93.9%	3.67

B+	86.0-89.9%	3.33
B	83.0-85.9%	3.00
B-	80.0-82.9%	2.67
C+	76.0-79.9%	2.33
C	73.0-75.9%	2.00
C-	70.0-72.9%	1.67
D+	69.0-71.9%	1.33
D	65.0-68.9%	1.00
D-	62.0-64.9%	.67
E, I, NG, S-U, WF		0.00

A minimum grade of a C in the course is required for General Education credit. More information about UF grading policies can be found on the website:

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

CLASS ATTENDANCE AND MAKE-UP POLICY

Class attendance is required and expected. Students will be allotted one unexcused absence or two unexcused tardies after which, points will be deducted from the Attendance grade. After that students will lose 5 points per subsequent absence and 2.5 points per subsequent tardy.

In general, reasons for an excused absence from or failure to participate in class include serious illnesses or hospitalization, serious family emergencies, special curricular requirements (e.g. judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) are also excused. Students should submit appropriate documentation for an absence due to any of these reasons within one week of the absence.

Excessive tardiness or leaving early from class will affect your grade. You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block. Two tardies (entering over 10 minutes late or leaving 10 or more minutes early will count as one absence as described above.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence in a reasonable amount of time before or after the event will be given a reasonable period of time to make up the late work. Students should work with the instructor to draft a timeline for deadline submissions.

If students miss a class for some (unexcused) reason, they should obtain any material or assignments from another class member *and* email the instructor. Please note class PowerPoint presentations will not be distributed or made available on e-Learning. Requirements for class attendance and make-up content accountabilities, assignments, and other work in this course are consistent with university policies that can be found at:

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

LATE ASSIGNMENTS

Late assignments will be accepted for Mini Assignments, Reflective Essays the Compassion Research Paper, and the Compassion Group Project for up to a week after assignments are due. A deduction of 5% of the total assignment points will be deducted per 24-hour period late. After a week, late assignments will not be accepted without a University-approved reason. In-class participation and Content Accountabilities cannot be made up unless the student has a University-approved reason. No late work is accepted for unexcused absences.

RESUME HERE! AND CHECK ALL SECTIONS TO EMILY'S SYLLABUS

CLASS DEMEANOR

As a University of Florida Gator we want to treat other Gators with respect and create a classroom climate that is an effective learning environment for everyone. This means arriving to class on time, being prepared for class and to learn, and behaving in a manner that is respectful to the instructor and to fellow students. To ensure a positive environment, please do not: make complaints publicly (in front of other students); attack the instructor verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF Code of Conduct can impact a student's class participation grade or result in referral to the UF Judicial Office. A positive class experience can be made or broken by the approach the students take to the challenges of this course. Students that support each other, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

Since we will be talking about sensitive issues that relate to race, religion, identity, illness, and ethics in this course, it is possible that students might hold opinions or experiences different than other students. Please respect each other's opinions and unique experiences within the discussions. In learning environments, it is ok to have rich discussions where people agree to disagree, but it should be done respectfully with an academic frame in mind. Conversations that do not contribute productively to the course discussion should be avoided. Throughout this course it will be especially important for each of us to:

- Display respect for all members of the classroom,
- Pay attention to and participate in all class sessions and activities,
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom, and
- Avoid unnecessary disruption during class time (e.g. having private conversations, surfing the internet, checking emails, doing work for other classes, making/receiving calls, texting, eating in class, etc.)

Students are expected to behave according to the UF student code of conduct in their classes <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

STUDENTS REQUIRING ACCOMODATIONS

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. It is ideal to present this paperwork in the first week of the course.

U MATTER WE CARE

Your wellbeing is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

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-conduct-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 instructor in this class.

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/>.

WRITING STUDIO

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Since this course is a Writing Requirement course, it is highly recommended that students utilize the Writing Studio. Please plan to visit the writing studio *at least* one-week in advance of paper deadlines with an outline or paper draft for assistance. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in Turlington 2215 for one-on-one consultations and workshops.

Weekly Content Descriptions*

**NOTE TO CURRICULUM COMMITTEE: This document includes a more thorough description of weekly content than appropriate for the syllabus. This information will be available for students in some form within Canvas including the works of art listed below. This document is only supplementary for the committee and will not be included as part of the syllabus.*

Week 1 - Introduction to Course and Compassion: Introduce the concept of compassion. Introduce the Charter for Compassion. Have students define compassion for themselves based on their personal experiences to-date. Discuss how people have used compassion throughout history. Introduce course navigation through Canvas and course expectations and assignments.

Week 2 - Religious and Historical Roots of Compassion, Divine Examples: An introduction to compassion through historical and religious perspectives. Author Armstrong (2011) uses the Golden Rule - to frame the commonalities of religious traditions that relate to compassion. We can look the historical past to see examples of how teachers, leaders, and prophets solved challenging social problems through non-violence and compassion. She uses a systems approach as a lens in which to view how family, friends, community, and country are connected to our values about compassion. In this week, students will be introduced to divine examples of compassion from stories, historical figures, and artworks pulled from Christianity, Islam, and Judaism

Week 3 - Religious and Historical Roots of Compassion, Universal Examples: Armstrong (2011) looks at self-knowledge, self-love, empathy, and mindfulness as critical components of compassion. Students will explore these things from philosophies, methodologies, practices, and artworks pulled from Buddhism, Taoism, Hinduism, and Mysticism. Contemporary practice like Mindfulness-Based Stress Reduction (MBSR) and Yoga will also be examined.

Week 4 - Philosophical Roots of Compassion: Armstrong (2011) discusses the practical approaches to compassion including action, asking questions, choice in language, listening, and lifelong learning. These ideas have roots in philosophy texts and works of art that look at things like the three Socratic Questions, Aeschylus' empathizing through the enemy, Existentialism - that meaning is created through the individual as opposed to spiritual origins, and Utilitarianism – that the best action is the one that creates good for the most people.

Week 5 - Biological & Psychological Roots of Compassion: Armstrong's (2011) book concludes with a deeper look at how knowledge, conscious recognition, and empathetic understanding can lead to compassion. With these topics we turn to more science and social-based theories to understand how humans interact and respond to one another. The theories and artworks that will be reviewed include ideas related to Darwin's theory of evolution, the "4F's" (feeding, fighting, feeling, and reproducing),

Cannon's neurocognitive fight or flight response, Maslow's Hierarchy of Needs, Kleinman's Social Suffering theory, and Frankel's ideas of Self-Transcendence.

Week 6 - Philosophical, Historical, and Literary Examples of Compassion: Examine eminent examples of compassion through individual people of fact or fiction including: The Good Samaritan, Archetype of the Mother, Archetype of the Hero, Mother Theresa, The Dalai Lama, Gandhi, Martin Luther King, and Nelson Mandela.

Week 7 - Twelve Steps to a Compassionate Life: Practical application of the twelve steps to a compassionate life will be explored. Students will engage in hands-on activities documenting, seeing, listening and acting as functions of compassion.

Week 8 - Listening and Seeing Compassionately through the Arts: Identifies a variety of artistic media that are exploring themes of compassion. Concepts of art criticism and humanistic inquiry will be used to evaluate why these art forms are successful (or not) at conveying compassion. Some of the works that will be examined include: *Wit* the play, Story Corps, *Listening* poem by Rumi, *Book of Questions* assorted poems by Nerudo portraits by Chuck Close, Humans of New York photojournalism projects, *Listening to the World* audio interview with Mary Oliver and selected music examples.

Week 9 - Relieving Suffering through the Arts: Explores more deeply how compassion is essential in relieving suffering. This particular week will focus primarily on health-related suffering as that is something that is, unfortunately, a common experience among all humans. Specific examples delivered through the arts will be presented including: *Wit*, UF Health Tiny Bed Concert Series, TEDtalk *Don't Mean to Dwell on This Dying Thing*, *My Periodic Table* and *My Own Life* by Oliver Sacks

Week 10 - Compassionate Action through the Arts: Explores both individual action and collective compassionate action that can make meaningful change. Examination of the feature film, *The Soloist*, will explore how compassion can be effective, but also how compassion can be ineffective if it well-intentioned, but not accepted or desired. Themes of action will also be exemplified through the Wynwood Walls Project and the Venezuelan Orchestra.

Week 11 - Compassionate Resistance through the Arts: Looks at how the arts have been a vehicle for compassionate resistance. Some artists that will be examined include: Bob Dylan, Martin Luther King, Thoreau, Billie Holiday, Childish Gambino, and Banksy.

Week 12 - Empowering others to Act Compassionately through the Arts: Looks at how we move beyond individual compassion, but motivate people to engage in larger movements of compassion. Works that will be presented and explored include: *The Telling Project* a documentary about theater for Veterans, Maya Lin sculptor of various memorials, and popular multi-media campaigns such as the Ice Bucket Challenge and Organ Donation supported by the Brazilian soccer team.

Week 13 - The Artists Responsibility in Compassion: Examines the ethical obligations of artists to have compassion toward their subjects and their viewers. Will examine critical issues such as the responsibility of photojournalists like Dorthea Lang and Nick Ut to help their subjects after photographing them. Also, will discuss the responsibility of the artist to care for the audience. For example, after a reading of *Why Won't She Leave* a play about domestic violence, what role does a writer or director have to make sure the audience isn't traumatized/re-traumatized by the work of art?

Week 14 – Gratitude and Compassion: Discusses how gratitude and compassion are linked as values and how one can enhance the other. Will explore some final works of art including: Selected poems by Rumi, excerpts from *Gratitude* by Oliver Sacks, writings from the Buddha, and excerpts from the documentary *Nature. Beauty. Gratitude*. Which features selected works by Schwartz a time-lapse nature photographer.

Week 15 – Course Review and Reflection on Compassion: Students will present their Final Group Projects in the class. Discussions will focus on summarizing and synthesizing course learning from the semester. Students will be invited to sign the Charter for Compassion.