

Arts and Compassion

FALL 2020

Course: HUM 6308, Sections 15366 and 22196

Meeting Times and Location: Online, <https://ufl.instructure.com/courses/403190>

Weeks run Monday 8am-Monday 7:59am the following week

Credit Hours: 3

Instructor: Dr. Kelley Sams

Instructor Office Location: Virtual

Office Hours: by appointment on Zoom

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

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

COURSE DESCRIPTION

"You write in order to change the world ... if you alter, even by a millimeter, the way people look at reality, then you can change it."

— James Baldwin

What is compassion? How do we show compassion as individuals, citizens, and professionals? What role do artists—visual artists, writers, dancers, thespians, singers and musicians—play in helping us better understand compassion, as well as how to give and receive it?

This online course, Art and Compassion will examine the historical and theoretical roots of compassion in philosophy, spirituality, religion, psychology, and science. The course will also explore the practical ways artists use their work to represent, embody, enact, and elicit compassion. Students will explore compassion through exposure to a variety of expressive media including literature, music, visual art, movement, and theater.

COURSE LEARNING OBJECTIVES

- Define and assess how compassion has been demonstrated through various historical, social, and cultural lenses.
- Identify and articulate arts principles and practices as they relate to human compassion.
- Critique works of art and their ability to communicate about and/or elicit compassion.
- Apply principles of compassion to develop and execute an arts project designed to benefit the community.

REQUIRED TEXTS AND OTHER MATERIALS

Armstrong, Karen (2011). *Twelve Steps to a Compassionate Life*. New York, NY: Anchor Publishing.

Hamdy, S., & Nye, C. (2017). *Lissa: A Story about Medical Promise, Friendship, and Revolution* (Vol. 1). University of Toronto Press.

Additional readings and online resources are posted in Course Materials on the course website and listed in the Course Outline table below.

STUDENT EXPECTATIONS

The course is an asynchronous course that requires personal time-management and attention to deadlines. The course is three credits, but only 8-weeks long, so it is intense and fast-paced.

As a student you should expect approximately 16 hours of work per week for this course.

There will be between 1-4 hours of module learning. The rest of the time students should be investing their efforts into the discussions, the creative practice blog, and assignments.

(See next page for Course Schedule)

HUM6930 Arts and Compassion

Course Schedule*

Week	Topic	Readings/Media	Assignment	Due Dates
Week 1				
1 Oct 19-26	Defining Compassion	Read Course Text: Preface and First Step in <i>Twelve Steps to a Compassionate Life</i> (Armstrong, 2011, p 3-64). Watch The Danger of a Single Story, (18 minutes) Chimamanda Ngozi Adichie, TED Talk Watch In Sickness and in Wealth (57 min)- Make sure to have your UF VPN connected to access this video! Read Brinck, I. (2018). Empathy, engagement, entrainment: the interaction dynamics of aesthetic experience. Cognitive processing, 19(2), 201-213. Watch the trailer for Black Stains (2 min)	1. Discussion 1 (video discussion via Flipgrid) 2. Content Competency 1 3. Reflective Essay I	10/22, 10/26 10/26 10/26
Week 2				
2 Oct 26- Nov 2	Listening Compassionately	Read course text: Steps 2-4 in <i>Twelve Steps to a Compassionate Life</i> (Armstrong, 2010, p. 65-104) Read course text: Forward and Part 1 of <i>Lissa</i> (Hamdy & Nye, 2017, p. 11-57) Explore <i>Lissa</i> Part 1 online Read "I Am Still Listening: An interview with Joy Harjo"	1. Discussion 2 2. Content Competency 2 3. Creative Practice 1	10/29, 11/2 11/2 11/2

		Watch A Poem to get Rid of Fear by Joy Harjo (2 minutes, 44 seconds) Watch Deaf Jam (1 hour 10 minutes) on Kanopy (you'll need your UF VPN turned on to watch this)		
Week 3				
3 Nov 2-9	Observing Compassionately	Read course text: Steps 5-8 in <i>Twelve Steps to a Compassionate Life</i> (Armstrong, 2010, p. 105-142) Read course text: Part 2 of <i>Lissa</i> (Hamdy & Nye, 2017, p. 60-143) Explore <i>Lissa</i> Part 2 online Watch The True Meaning of Pictures (71 minutes) on Kanopy (make sure to have your UF VPN turned on!) Explore Shelby Lee Adam's photography Read The Baggage that Lives with You Forever by Nana Kofi Acquah Explore Nana Kofi Acquah's photography	1. Discussion 3 2. Content Competency 3 3. Compassion & Art Project Proposal	11/5, 11/9 11/9 11/9
Week 4				
4 Nov 9-16	Depicting & Evoking Compassion	Read course text: Steps 9-12 and A Last Word in <i>Twelve Steps to a Compassionate Life</i> (Armstrong, 2010, p. 143-193) Read course text: Part 3 of <i>Lissa</i> (Hamdy & Nye, 2017, p. 146-234) Read <i>Lissa</i> Part 3 online Watch Atheism 2.0 TED Talk by Alain de Botton (19 minutes) Read Mr. Cogito Reads the Newspaper (poem) by Zbigniew	1. Discussion 4 2. Content Competency 4 3. Creative Practice 2	11/12, 11/16 11/16 11/16

		Herbert Read The Arithmetic of Compassion by James Johnson Read Juxtapoz Magazine's interview with Addam Yekutieli Explore Addam Yekutieli/Know Hope		
Week 5				
5 Nov 16-23	Compassionate Resistance	Read course text: p. 237-280 of <i>Lissa</i> (Hamdy & Nye, 2017) Watch Arundhati Roy: The Ministry of Utmost Happiness (1 hour 10 minutes) Read Arundhati Roy: Translation as a Way of Resistance and Self-Affirmation in Postcolonial Writing by Kanavillil Rajagopalan Watch How can Art Shape America's Conversation about Freedom TED Talk, Dread Scott Explore Dread Scott's website Watch Women Art Revolution (83 min) on Kanopy (remember your UF VPN!)	1. Discussion 5 2. Content Competency 5 3. Compassion Artwork Critique	11/19, 11/23 11/23 11/23
Week 6				
6 Nov 23-30	Symbolism & Compassion	Read and videos: <i>Lissa</i> Behind the Scenes Watch VOA In Germany, Graffiti Activists Turn Nazi Symbols Into Humorous Art (2 min) Read Artist Sera Boeno Discusses Symbols of Femininity in Art Watch TED Talk Paul Rucker: The Symbols of Systematic Racism Explore the website and art of Paul Rucker	1. Discussion 6 2. Content Competency 6	11/24 11/24

		Read Interview with Coco Fusco and Guillermo Gomez-Pena in BOMB <i>(Note, the deadline is Tuesday this week to allow people more time during the Thanksgiving holiday.)</i>		
Week 7				
7 Nov 30- Dec 7	Compassionate Futures	Read The Future Is Black and Female: Afrofuturism and Comic Books Listen to <i>This American Life</i> We are the Future (58 min) Read Improving our World through Art as Compassion: Women Artists as Witness Read Does Reading Fiction Make us Better People? Read Helen Garrett's Imagination and Art Read Enslaved People Lived Here. These Museums Want You to Know. Watch TED Talk by Thelma Golden: How Art Gives Shape to Cultural Change (12 min) Watch TED Talk by Sarah Bay-Cheng: Theatre is the Future (11 min)	1. Discussion 7 2. Content Competency 7 3. Creative Practice 3	12/3, 12/7 12/7 12/7
Week 8				
8 Dec 7-9	Course Synthesis	Watch Art 21 Compassion, PBS (60:00)	1. Discussion 8 2. Compassion & Art Project Presentation 3. Reflective Essay II	12/9 12/9 12/9

** The course schedule is subject to change at the discretion of the instructor*

ASSIGNMENT DESCRIPTIONS

1. **Content Competency Quizzes** (24% of total grade): There will be a syllabus quiz and an academic writing quiz at the start of the semester. The remainder of the quizzes will be Content Competency quizzes. The quizzes are designed for students to assess student understanding of the readings and materials assigned for the week. Each content competency will include five questions that evaluate the student's comprehension of the assigned materials. Unless otherwise indicated, the quizzes are open-note quizzes and are not timed. Students have one attempt to complete the quiz.
2. **Creative Practice Blog** (20% of total grade): Students will make original creative art work (visual art, dance, digital art, theater, music, or creative writing) in response to weekly prompts. The blog will document the creative process, the final creative product, and include a brief reflection. The Creative Practice Blog will be hosted on Adobe Spark. See Canvas for assignment details.
3. **Discussion Board** (14% of total grade): Students will participate in eight online discussions (one week in duration each, with minimum of two posts per week) using the Discussion Board on the course website. Students will be asked to complete a task or reflection related to compassion via Discussion with their classmates. See Canvas assignment for details.
4. **Mini-Assignments** (28% of total grade)
 - a. **Reflective Essay I:** Students will reflect on their personal history, culture, and context to describe the ideas related to compassion that have impacted their personal lives. Explorations will include: How have you come to define and experience compassion as an important human character trait? What concepts and principles from culture, art, spirituality, and religion have informed your current understanding of compassion? And, how do you see compassion as important (or not important) to citizenship in today's context? See Canvas assignment for details.
 - b. **Compassion Artwork Critique:** Students will choose a single piece of art (which can be visual art, creative writing, dance, music, theater, etc.). The artwork should be tied to either a particular artist, an arts movement, or a cultural movement that demonstrates aspects of compassion or incites compassionate action for the viewer. Students will be given a template to guide the exploration and critique process. Students will use course learning, historical and cultural context, personal interpretation, and critical analysis to examine the work of art through the lens of compassion. See Canvas assignment for details.
 - c. **Compassion Project Proposal:** Students will submit a proposal for their final Compassion Project and Presentation. The proposal will clearly link concepts of compassion to arts engagement for community members. The scope of the project will be able to be executed in 3 weeks or less. See Canvas assignment for details.
 - d. **Reflective Essay II:** Students will reflect on their ideas about compassion at the start of the course and notice how their ideas and perceptions may (or may not) have changed throughout the course and why. Students will reflect on discoveries made through the course content, assignments, and experiences. Students will also note how this course might impact their academic and professional work moving forward. See Canvas assignment for details.
5. **Major Assignment** (14% of total grade)
 - a. **Arts and Compassion Project and Presentation** (200 points):

- i. Students will design and undertake their own compassionate art-based project using ideas and principles from the course. Students will choose the context and artistic media that best suits their vision of a compassionate art practice. Students will execute this project in their community.
- ii. The presentation of their work will include an overview of the preparation, process, project, and outcomes of their project. It will include a conceptual analysis of their targeted audience, rationale for the choice of artistic media/processes and articulation of the facilitation process. It will also include a critical analysis of the project impact. Presentations will be video-recorded Pecha Kuchas. See Canvas assignment for details.

EVALUATIONS AND GRADES

Assignment	Points	Total Points	Percentage of Final Grade
Content Competency Quizzes (7)	50 each	350	24%
Discussion Board Posts (8)	25 each	200	14%
Creative Practice Blog (3)	100 each	300	20%
Mini Assignments (4)	100 each	400	28%
Arts & Compassion Project & Presentation	200	200	14%
	TOTAL	1450	100%

GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A	93-100%	4.0
A-	90.0-92.9%	3.67
B+	87.0-89.9%	3.33
B	83.0-86.9%	3.00
B-	80.0-82.9%	2.67
C+	77.0-79.9%	2.33
C	73.0-76.9%	2.00
C-	70.0-72.9%	1.67
D+	67.0-69.9%	1.33
D	65.0-66.9%	1.00
E, I, NG, S-U, WF	Below 65%	0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.

More information about UF grading policies can be found on the website:

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

COURSE PROCEDURES AND POLICIES

1. **Course Engagement:** Students must log-in and engage online during the first week of class. It is expected that students will interact with the course materials at least three times during each week of the eight-week course. The class is fast-paced. Missing a week makes it nearly impossible to catch up. Students must not assume that they will be dropped from the class if they fail to participate in the first week or if they stop

participating mid-course. For more information link here:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

2. **Class Participation/Demeanor:** It is expected that students will complete all course learning materials and all course assignments. Enthusiastic participation will lead to course success. Consistent interactions with the instructor and other students within the course are integral to learning. It is expected all interactions are undertaken with a level of professionalism that demonstrates competencies for a University of Florida graduate student, and a rising professional in the field of arts in health or aligned field.
3. **Assignment Submission:**
 - a. **Assignment Due Dates and Times:** All assignments, unless otherwise noted, are due at 7:59AM EST on the due date. All due dates and communications for this course assume Eastern Standard Time. *If you are in a different time zone and would like to discuss adjusted deadline times, please email the instructor on the first day of class to arrange. Exceptions will be made at the discretion of the instructor.*
 - b. **Naming Your Documents:** When naming your assignment documents, the following format *must always be used:* AssignmentName_YourlastnameFirstinitial. For example, if I was submitting my Research Paper, I would name the assignment: ResearchPaper_BucciarelliA.
 - c. **Titling Your Documents:** It is expected that all Word or PDF documents submitted as assignments will have a title, the students name, page numbers, and the date at minimum.
 - d. **Formatting Style for Documents:** All work submitted, including discussion board posts and major assignments, must use APA formatting, including document formatting, in-text citations, and reference lists. Be sure to properly cite all sources that are paraphrased or quoted. Students should use direct quotations very sparingly, if at all.
 - i. See the *Publication Manual of the American Psychological Association, 7th edition* or review the online APA Style Guide at the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/2/10/>.
 - ii. **Formatting from other sources, especially automatic formatting software or Google Scholar, may not be reliable and students will be held accountable as reflected in their grade for assignments.**
 - e. **Late Assignment Submission Policy:** Requirements for 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>.
 - i. Assignments will be accepted no later than five days after the due date except in extenuating circumstances with prior approval by the instructor. It is particularly important that students post Discussions on-time so that they benefit from the community of their cohort and vice versa.
 - ii. Points will be reduced from late assignments at a rate of 5% per day, starting at the posted deadline on the day of the due date.
 - iii. If you fall behind in work, it's always a good idea to email your instructor as soon as possible to see how you can work together to get on track.
 - iv. As stated below under "Technical assistance", any requests for late assignment submission due to technical issues MUST be accompanied by ticket number and record received from the UF Helpdesk when the problem was reported to them (<http://helpdesk.ufl.edu>). The ticket number will document the time and date of the problem. You are required to e-mail your

- instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- v. If your late assignment is due to a personal crisis you should immediately contact the Dean of Students Office (<https://dso.ufl.edu/about/contact/>) who can offer you support and work with your instructor to potentially excuse late assignments. For more information link here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>
 - f. **Grading Feedback from Instructor:** Assignments will have a rubric that the instructor will use to evaluate students' grades.
 - i. Rubrics for assignments can be found directly under the assignment instructions. For Discussions, students must click on the three dots at the top right of the Discussion instructions and click "Show Rubric".
 - ii. **The Instructor will potentially leave grading feedback in four places:** Rubrics, Submission Comments, Quiz question feedback, or Annotated feedback in the text of the document submitted. *Students are responsible for checking all of these places to benefit from instructor feedback.*
4. **Course Communications:** *It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect participation in the course.* Please do not let any questions or concerns go unattended. In these short 8-week semesters, delaying important communications by even a week can be detrimental to successful completion in the course. It is the instructor's intention to respond to all e-mail communication within 24 hours during weekdays and 48 hours on the weekend. ***It is important to email the instructor through the Canvas feature as the instructor prioritizes these emails.***
- a. **Netiquette/Communication Courtesy:** Written communication and electronic interaction are central to online learning. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other communication structures. Students are expected to understand the common principles of netiquette. Additionally, please check spelling, grammar and formatting as is consistent with graduate-level correspondence.
 - b. **Canvas Notifications:** It is **strongly recommended** that students set their Canvas notifications to alert them by email to the following course communications from the Instructor: Announcements, Submission Comments, and Conversations (emails). Students can do this by clicking on their Avatar on the left navigation bar > Click Notifications > and make sure that the checkmark icon is toggled green under "Email Address" for Announcements, Submission Comments, and Conversations. *Students will be responsible for timely responses (within 24 hours) to these Instructor communications even if they don't set their notifications.*
5. **General Course Questions:** Before asking general questions of the instructors, be sure to check the syllabus, the course Canvas website, and Graduate Central, as your instructor will direct you to these sources. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately using the email function in Canvas.
6. **Technical Assistance:** If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please contact the Help Desk at helpdesk@ufl.edu, 352-392-4357–select option 2, and/or <http://helpdesk.ufl.edu>. If a technical problem effects an assignment deadline, you must provide the instructor with the ticket number and record provided to you by the UF Help

Desk documenting your request for assistance. Only when extenuating circumstances are present or if the help desk could not resolve a timely request for assistance will an extension of a deadline be considered. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or make-up.

UF POLICIES AND PROCEDURES

- 1. Academic Honesty:** 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 (<http://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.
- 2. Students with Disabilities:** 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 as it can sometimes take up to 3 weeks or more to be seen by the DRC.* Accommodations are *not* retro-active and begin once the letter of accommodation has been submitted to the course instructor.
- 3. Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.
- 4. Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. 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.
- 5. Course Complaints:** Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.
- 6. Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

UF RESOURCES

- 1. Distance Learning Support:** <http://www.distance.ufl.edu/getting-help>

2. Health and Wellness Resources:

- a. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
<http://www.umatter.ufl.edu>
- b. Counseling and Wellness Center: <https://counseling.ufl.edu>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- c. Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- d. University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

3. Academic Resources:

- a. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu; <http://helpdesk.ufl.edu>.
- b. Career Connection Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu>.
- c. Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- d. Teaching Center, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu>
- e. Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio>

CENTER FOR ARTS IN MEDICINE RESOURCES

1. **Graduate Central**: Includes guide for new students, tips on navigating Canvas, Registration and Course Requirements, Practicum and Capstone Guides, and many other helpful Resources. Access through Canvas at <https://ufl.instructure.com/courses/357343>
2. **UF Center for Arts in Medicine Graduate Advisor**: Reach out for support **before** there is a problem. The graduate advisor is a second resource for course-related issues beyond your instructor. Also, the graduate advisor is able to help with course sequencing, enrollment, and other logistics related to the graduate program as a whole. Sometimes advising is only the first stop as a resource. UF Center Graduate Advisor: Ellie Sommers, 352-273-1488 or esommer@arts.ufl.edu
3. **UF Arts in Medicine Library Guide and Research Resources**: A first stop for Arts in Medicine research and access to our dedicated librarian, Cindy Craig, who can help you with your research <http://guides.uflib.ufl.edu/aim>
4. **UF Center for Arts in Medicine Arts in Health Database**:
<https://arts.ufl.edu/academics/center-for-arts-in-medicine/research-database/>
5. **UF Center for Arts in Medicine website**: <https://arts.ufl.edu/academics/center-for-arts-in-medicine/>