

ARTS AND COMPASSION

HUM 6308, Section 08B9

Fall 2017

Meeting Times and Location: Online

Credit Hours: 3

Instructors: Dylan Klempner

Instructor Office Location: UF Health Facilities Administration Building

Office Hours: TBA

Instructor Contact Information:

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COURSE LOCATION: <https://lss.at.ufl.edu/>

COURSE DESCRIPTIONS

What does compassion mean to you? Has your life been touched by the compassion of others? How do you show compassion? What role do artists—painters, writers, dancers, singers and musicians—play in helping us better understand compassion, as well as how to give and receive it?

The online course, Art and Compassion will examine the historical and theoretical roots of compassion in philosophy, spirituality, religion, psychology, medicine, and science, including recent scientific research pertaining to the biology of compassion. The course will also explore the practical ways artists use their work to represent, embody, and enact compassion by considering this character trait in a variety of expressive media including literature, visual art, and movement.

Students will participate in weekly discussions about ideas related to arts and compassion and write personal essays in which they reflect on their own concepts of compassion. They will write a research paper that explores the ways artists incorporate ideas of compassion into their work and apply ideas of compassion through arts-based assignments, including weekly blog posts and a final "compassion project."

COURSE LEARNING OBJECTIVES

- Identify and articulate arts principles and practices as they relate to human compassion
- Describe art research and practice in writing
- Analyze and use sound research methods and production practices in a focused body of work that includes elements of human compassion
- Apply principles of compassionate artistic expression by creating a professional art project designed to benefit of others

REQUIRED TEXTS AND OTHER MATERIALS (for texts: author, title, year, publisher)

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

Barnet, Sylvan (2014). *A Short Guide to Writing About Art*. Pearson Publishing.

Young, Ed (2011). *The House Baba Built: An Artist's Childhood in China*. Little, Brown Books for Young Readers.

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

DATES FOR ONGOING ASSIGNMENTS:

- Creative Practice Blog Posts
 - Posts due weekly on Mondays by 11:59PM EST
- Discussion Board Posts
 - Discussion Topic due Mondays by 11:59 PM EST

CRITICAL DATES FOR MAJOR ASSIGNMENTS

- Reflective Essay I (750 - 1000 words)
 - Due Monday, October 23, 2017 by 11:59pm EST
- Annotated Bibliography of 2 Artists
 - Due Monday, October 30, 2017 by 11:59pm EST
- Arts and Compassion Project and Presentation
 - Idea Draft (300 – 500 words) Due Monday, November 6, 2017 by 11:59 pm EST
 - Final Presentation Due Monday, November 27, 2017 by 11:59 PM EST
- Arts and Compassion Research paper
 - Paper Outline (minimum two pages) Due Monday, November 13, 2017 by 11:59 PM EST
 - Final Draft (2000 words) Due Monday, December 4, 2017 by 11:59 PM EST
- Reflective Essay II (750 - 1000 words)
 - Due Friday, December 8, 2017 by 11:59 PM EST

HUM6930 Arts and Compassion Course Outline

Week	Topic	Readings/Media	Assignment	Due Dates
Week 1 Introduction: Defining and Practicing Compassion				
<ul style="list-style-type: none"> Define compassion accurately Discover at least 5 ways artists depict and practice compassion Describe the connections of art and compassion in your personal life 				
1	Overview of compassion. Consider it's definition and cultural significance.	<ul style="list-style-type: none"> Read "The Compassionate Mind" Read Guide to writing about Art History Read Sappala, "The Compassionate Mind.." Listen NPR's TED Radio Hour: <i>Nicer</i> Read The Good Samaritan parable View artwork depicting the Good Samaritan parable. View/Listen Beyoncé video "I was here" 	1. Creative Practice Blog 2. Discussion Board 3. Reflective Essay I Due	1. 10/23 2. 10/23 3. 10/23
Week 2 Listen Compassionately				
<ul style="list-style-type: none"> Identify listening as a compassionate art form Describe the ways artists represent work that involves listening (storytelling, performance, etc.) Analyze and discuss scientific research on empathy and compassion Discuss the 5 ways artists can have compassionate arts practices: Evoke, Listen, Resist, Empower, Inspire, Attend 				
2	The neurological foundation of empathy Deep listening as an art practice Viewer's creative role in experiencing art.	<ul style="list-style-type: none"> Read "When Someone Deeply Listens to You," John Fox Read "The Neuroscience of Empathy" Read Nouwen taken from Compassion, pp Read "Just Listen," Rachel Naomi Remen, M.D Watch The Neurons that Shaped Civilization Ramachandran; TEDtalk View Lascaux Cave Art Watch "The Beholder's Response" Dr. Eric Kandel Read Theory of Mind: Why Art Evokes Empathy View Art by Chuck Close View Listening is an Act of Love Read POV interview Dave Isay 	1. Creative Practice Blog 2. Discussion Board 3. Annotated Bibliography of 2 Artists DUE	1. 10/30 2. 10/30 3. 10/30
Week 3 Depict/Evoke Compassion Part I				
<ul style="list-style-type: none"> Compare the cultural historical roles of artists as agents of compassion Identify and describe the ways artists can depict and evoke emotions and ideas connected with compassion 				

<ul style="list-style-type: none"> List and discuss Karen Armstrong's first 5 Steps to a compassionate life 				
3	The perception of empathic physicality in artwork that evokes compassion	<ul style="list-style-type: none"> Read 12 Steps to a Compassionate Life; Karen Armstrong (Preface - Ch. 5) Watch Charter For Compassion Read "Hugs Help Protect Against Colds by Boosting Social Support," View S. With Child Richter; painting (1995) Read "Gerhard Richter, Grand Master of Our Time" View The Cradle Morisot; painting (1872) View The Child's Bath Cassatt; painting (1893) Watch Raising Renee Steven Ascher and Jeanne Jordan Read "At Home With Beverly McIver: Painting on a New Canvas," Penelope Green (New York Times) 	1. Creative Practice Blog 2. Discussion Board 3. Compassion Project Idea Paper Due	1. 11/6 2. 11/6 3. 11/6
Week 4 Depict/Evoke Compassion Part II				
<ul style="list-style-type: none"> List 5 steps to a compassionate life according to Karen Armstrong List at 5 key features of Compassionate Love according to Lynn G. Underwood Recognize artists' responsibilities to their subjects when making art that depicts/evokes compassion 				
4	Artists who depict others have a responsibility to respect their humanity and care for their wellbeing humanity above their artwork.	<ul style="list-style-type: none"> Read 12 Steps to a Compassionate Life, Armstrong (Chapters 6-10) Read "Compassionate Love: A framework for research," View Pieta Michelangelo; sculpture (1498 - 1499) Read "Vietnam Photo Girl Forgives" New York Times, June 29, 2000 View Hard Times Sir Hubert Von Herkomer painting (1885) Read Sir Hubert Von Herkomer biography, Phillip V. Allingham View Dorthea Lange's photographs webpage MoMA Read Dorthea Lange biography PBS View Humans of New York photography by Brandon Stanton 	1. Creative Practice Blog 2. Discussion Board 3. Research Paper Outline Due	1. 11/13 2. 11/13 3. 11/13
Week 5 Symbolize Compassion				
<ul style="list-style-type: none"> Describe at least 3 examples of art from different cultural traditions that symbolizes and/or mythologizes ideas and behaviors related to compassion Synthesize both iconic and modern representations art and compassion 				

<ul style="list-style-type: none"> • Present artists whose practices demonstrate compassionate artistic engagement 				
5	Consider the ways artists representing cultures and religions across the globe create meaningful symbols to convey ideas and suggest behaviors related to compassion.	<ul style="list-style-type: none"> • Read 12 Steps to a Compassionate Life, Armstrong (ch 11-end) • Read Homer's Iliad Book XXIV • View Priam "Pleading with Achilles" Gavin Hamilton; (?engraved 1775) • Read Love and Compassion in Islam Sheelah Treflé Hidden • Read Compassion and the Heart of Jewish Spirituality Rabbi Shai Held • Read The House Baba Built: Ed Young (2011) • View Images of Avalokiteshvara, Buddhist deity of Compassion • Read Compassion and the Individual Tenzin Gyatso; The Fourteenth Dalai Lama • Watch We Can Be Buddhas Robert Thurman, TED Talk 	<ol style="list-style-type: none"> 1. Creative Practice Blog 2. Discussion Board 	<ol style="list-style-type: none"> 1. 11/21 2. 11/21
Week 6 Compassionate Civil Disobedience				
<ul style="list-style-type: none"> • Analyze Henry David Thoreau's essay "Civil Disobedience" and describe its significance in societies around the world • List at least 6 principles of non-violent resistance and describe how some artists use or reference them in their artwork • Identify and discuss the ways artists use resistance to injustice as a form of compassion 				
6	Artists depict, represent, and enact resistance to injustice as a form of compassion.	<ul style="list-style-type: none"> • Henry David Thoreau's essay "Civil Disobedience" • Read "What Martin Luther King Jr Can Teach Us About Nonviolence" • Listen to "Strange Fruit," Billie Holiday • Read "Strange Fruit Billie Holiday," David Margolick (ch 1) • Read "Show-Stopper:" David Nasaw; New York Times (5/21/2000) • View Ron Finley: A Guerilla Gardener in South Central LA, TED Talk • Read "The Clan of One-Breasted Women," Terry Tempest Williams • View Art 2:1 Compassion PBS 	<ol style="list-style-type: none"> 1. Final Creative Practice Blog 2. Discussion Board <p>2. Compassion Project Presentation Due</p>	<ol style="list-style-type: none"> 1. 11/27 2. 11/27 3. 11/27
Week 7 Empower Others				
<ul style="list-style-type: none"> • Describe the ways artists help give voice to and empower individuals and communities. • Identify and compare artists who empower their subjects across centuries • Apply principles of compassionate artistic expression by creating a professional art project designed to benefit of others 				

7	<p>Many contemporary artists work cooperatively and in collaboration with non-artists in community settings. Their artwork is designed to benefit people in practical ways, addressing needs that are defined by the people themselves, not an outside arts collective or organization.</p>	<ul style="list-style-type: none"> • View Care of the Sick Domenico di Bartolo oil painting (1441-1442) • Read "Art and Medicine in Renaissance Siena," Sally Metzler; • Watch Rita Charon • View The Clubfooted Boy Jusepe de Ribera; oil painting (1642) • Read "de Ribera, Jusepe: The boy with the Club Foot (1642)," Tom Lubuck; the Independent • Read "Ribera, Jusepe de: Biography," Web Gallery of Art • View GIMP Project (Links to an external site.), Heidi Latsky; video (4:00) • View Towards A Promised Land Wendy Ewald; photographs/website • Read "Portraits and Dreams," Wendy Ewald; from Drawing Us In (pp. 42-50) • Read "In Houston, Art Is Where the Home Is," Michael Kimmelman; New York Times (12/17/06) • Read Rick Lowe: Project Rowe Houses at 20, Rick Lowe Creative Time Reports (10/7/13) • Watch AIM Presents: Tiny Bed Series UF Health Shands Arts in Medicine; videos 	<p>1. Discussion Board 2. Research Paper Due</p>	<p>1. 12/4 2. 12/4</p>
<p>Week 8: Widening the Circle of Compassion</p> <ul style="list-style-type: none"> • Demonstrate through writing an understanding of the concepts and activities that characterize compassionate art practices • Synthesize ideas and concepts from the course related to arts and compassion • identify and describe any intentions for further study or artistic practices. 				
8			<p>1. Reflective Essay II DUE</p>	<p>1. 12/8</p>

ASSIGNMENTS (8 assignments: Please refer to the Assignment Guide in Canvas for assignment details and guidelines.)

1. **Creative Practice Blog** (6 posts, 100 points each): Students will engage in a creative practice in response to multidisciplinary weekly prompts throughout the semester and will document the process through an online Creative Practice blog.
2. **Discussion Board** (7 posts, 100 points each): Students will substantively participate in six online discussions (one week in duration each) using the Discussion Board on the course website. A topic or discussion question, often relating directly to required reading, observation or creative process, will be posted and each student will post an initial response in essay form and also respond to other posts. By the end of the week, the discussion facilitator will submit one succinct post articulating a collective viewpoint, or lack thereof with reasoning, in response to the prompt.
3. **Reflective Essay I** (100 points): Students will look back on their personal history and describe the ideas related to compassion that have impacted their personal lives. 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?
4. **Reflective Essay II** (100 points): Students will reflect on their ideas about compassion at the start of the course and uncover discoveries they made along the way. Consider assignments and individual courses of study. In addition, identify and describe any intentions for further study or artistic practices. Include a discussion of
5. **Annotated Bibliography of 2 Artists** (100 points). Identify 2 artists (currently living and working or not) whose work exemplifies arts and compassion. Provide an annotated bibliography for each artist that contains at least 5 sources. Include a descriptive sentence or two for each source. You should have a total of 10 sources.
6. **Outline for Arts and Compassion Research Paper** (100 points): An outline for the Arts and Compassion Research Paper.
7. **Arts and Compassion Research Paper** (100 points): Choose an artist or arts movement that reflects arts and compassion according to ideas discussed in this course. In your exploration, cite interviews and critical analyses that contextualize, expand and add meaning to the artists you consider. Also draw on your own interpretations and analysis of the artwork to form a clear thesis or argument.
8. **Arts and Compassion Proposal, Project, and Presentation** (100 points): Students will design and undertake their own compassionate art project using ideas and principles from the course. Students choose the context and artistic media that best suits their vision of a compassionate art practice. The presentation of their work will include an overview of their project undertaken during the semester. It will include the results of conceptual analysis of their subject and choice of artistic media and articulation of a personal process. Presentations may utilize website, video, PowerPoint, or another approved format.

EVALUATIONS AND GRADES

50% of the final grade comes from the major assignments

- Arts & Compassion Research Paper (300 points total)
 - Annotated bibliography (100 points)

- Outline (100 points)
- Final Draft (100 points)
- Arts & Compassion Arts-Based Project (200 points total)
 - Written Proposal (100 points)
 - Final Presentation (100 points)
- Personal Essays (200 points total)
 - Essay I (100 points)
 - Essay II (100 points)

35% of the final grade comes from Discussion Board Postings (7 posts, 7 points each)

15% of the final grade comes Creative Practice Blog Postings (6 posts, 7 points each)

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		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 their website:

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

COURSE PROCEDURES AND POLICIES

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. **Class Participation/Demeanor:** Participation in all aspects of this course is essential to your success. Completion of every aspect of your individual contract as well as interaction with the instructor and other students within the course is integral to your learning, and full participation is required. It is expected that you will log on to the course website and contribute to discussions a minimum of three – four times per week. It is also expected that, in this culminating course, all interaction is undertaken with a level of professionalism that demonstrates understanding of the professional competencies of the field.
3. **Course Communications:** It is the student’s responsibility to communicate with the instructor promptly concerning any circumstances that might affect his or her participation in the course. Please do not let any questions or concerns go unattended. It is the instructor’s intention to respond to all e-mail communication within 48 hours. If urgent
 - 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.
4. **General Course Questions:** There are two ways in which you can ask general questions of the instructors. If you have a general question related to an assignment, course material, or course policy that may be relevant to other class members, you may post it under Course Questions on the Discussion Board. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructors privately using the Mail function in Canvas.
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. **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 <https://lss.at.ufl.edu/help.shtml>. If a technical problem affects 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.
 - a. Other resources are available at <http://www.distance.ufl.edu/getting-help> for:
 - i. Counseling and Wellness resources

- ii. Disability resources
- iii. Resources for handling student concerns and complaints
- iv. Library Help Desk support

7. Assignment Submission:

- a. Assignment Due Dates and Times: All assignments, unless otherwise noted, are due at 11:59pm on the due date. Please note that no late submissions will be accepted on the discussion board.
 - b. Naming Your Documents: When naming your assignment documents, the following format must always be used: AssignmentName_Yourlastname.
 - c. Formatting 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 you quote or paraphrase. See the online APA Style Guide at the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/2/10/>
 - d. 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>. Major assignments will be accepted no later than five days after the due date. Points will be reduced from late assignments at a rate of 5% per day, starting at 12:00 am on the day after the due date. This policy does not apply to Discussion Board-late posts will not be accepted on the Discussion Board. The instructor will not accept any work submitted later than five days following the deadline except in extenuating circumstances and with prior approval by the instructor. As stated above in technical assistance, any requests for late assignment submission due to technical issues MUST be accompanied by ticket number and record received from LSS when the problem was reported to them. 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.
- 8. Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.
- 9. 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.
- 10. Campus Resources for Health and Wellness:**
- 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.

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

11. Academic Resources:

- a. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- b. Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.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.