**Arts & Compassion**  
HUM 6930, Section 1H71  
Spring 2015  
Meeting Times and Location: Online  
Credit Hours: 3

Instructors: Dylan Klempner and Jill Sonke  
Instructor Office Location: McGuire Theatre and Dance Pavilion, Room 234  
Office Hours: TBA  
Instructor Contact Information:  
E-mail: dklempner@arts.ufl.edu  
Phone: 352.273.1488

**Course Location:** [https://lss.at.ufl.edu/](https://lss.at.ufl.edu/)

**Course Description**

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

Students will write daily entries into a compassion journal and submit weekly photographs. They will also reflect their ideas of compassion through arts-based assignments, including 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)**


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, March 9, 2015 by 11:59pm EST
- Annotated Bibliography of 3 Artists
  - Due Monday, March 16, 2015 by 11:59pm EST
- Compassion Artist Interview (audio or video file; 500 - 750 word paper)
  - Due Monday, April 6, 2015 by 11:59 pm EST
- Arts and Compassion Project and Presentation (300 – 500 words)
  - Idea Draft Due Monday, March 23, 2015 by 11:59 pm EST
  - Final Presentation Due Monday, April 13, 2015 by 11:59 PM EST
- Arts and Compassion Research paper (2000 words).
  - Abstract (500 words) Due Monday, March 30, 2015 by 11:59 PM EST
- Reflective Essay II (750 - 1000 words)
  - Due Friday, April 24, 2015 by 11:59 PM EST
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Media</th>
<th>Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
</table>

**Week 1 Introduction: Defining and Practicing Compassion**
- Define compassion accurately
- Discover at least 6 ways artists depict and practice compassion
- Describe the connections of art and compassion in your personal life

**Week 2 Listen Compassionately**
- 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 6 ways artists can have compassionate arts practices: Evoke, Listen, Resist, Empower, Inspire, Attend

**Week 3 Depict/Evoke Compassion Part I**
- 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
- List and discuss Karen Armstrong's first 5 Steps to a compassionate life

<table>
<thead>
<tr>
<th></th>
<th>The perception of empathic physicality in artwork that evokes compassion</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Read 12 Steps to a Compassionate Life; Karen Armstrong (Preface - Ch. 5)</td>
<td>1. Creative Practice Blog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Charter For Compassion</td>
<td>2. Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read &quot;Hugs Help Protect Against Colds by Boosting Social Support,&quot;</td>
<td>3. Compassion Project Idea Paper Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View S. With Child Richter; painting (1995)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read &quot;Gerhard Richter, Grand Master of Our Time&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View The Cradle Morisot; painting (1872)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View The Child’s Bath Cassatt; painting (1893)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Raising Renee Steven Ascher and Jeanne Jordan</td>
<td></td>
</tr>
</tbody>
</table>

**Week 4 Depict/Evoke Compassion Part II**

- 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

<table>
<thead>
<tr>
<th></th>
<th>Artists who depict others have a responsibility to respect their humanity and care for their wellbeing humanity above their artwork.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Read 12 Steps to a Compassionate Life, Armstrong (Chapters 6-10)</td>
<td>1. Creative Practice Blog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read &quot;Compassionate Love: A framework for research,&quot;</td>
<td>2. Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View Pieta Michelangelo; sculpture (1498 - 1499)</td>
<td>3. Research Paper Abstract Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read &quot;Vietnam Photo Girl Forgives&quot; New York Times, June 29, 2000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View Hard Times Sir Hubert Von Herkomer painting (1885)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Sir Hubert Von Herkomer biography, Phillip V. Allingham</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View Dorthea Lange’s photographs webpage MoMA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Dorthea Lange biography PBS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>View Humans of New York photography by Brandon Stanton</td>
<td></td>
</tr>
</tbody>
</table>

**Week 5 Course Objectives: Symbolize Compassion**

- 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
- 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. | 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 | 1. Creative Practice Blog  
2. Discussion Board  
3. Artist Interview Due |

**Week 6 Resistance as a Form of Compassion**
- Analyze Henry David Thoreau's essay "Civil Disobedience" and describe its to 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. | 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 | 1. Discussion Board  
2. Compassion Project Presentation Due |

**Week 7 Empower Others**
- 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
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.

• 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 Lubbuck; 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

**Week 8 Course Objective: Widening the Circle of Compassion**

- 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.

<table>
<thead>
<tr>
<th>7</th>
<th>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.</th>
<th>1. Final Creative Practice Blog 2. Discussion Board 3. Research Paper Due 1. 4/20 2. 4/20 3. 4/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>1. Reflective Essay II DUE 1. 4/24 2. 4/24</td>
</tr>
</tbody>
</table>

Assignments (8 assignments: Please refer to the Assignment Guide in Canvas for assignment details and guidelines.)
1. **Creative Practice Blog** (6 posts, 5 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, 5 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** (10 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** (10 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. **Arts and Compassion Research Paper** (10 points): Choose an artist or art 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.

6. **Arts and Compassion Project and Presentation** (10 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.

7. **Arts and Compassion Artist Interview** (10 points): Students will locate and interview an artist or collection of artists whose work reflects or expands ideas discussed during the course.

8. **Annotated Bibliography of 3 Artists** (10 points). Identify 3 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 15 sources.

**Evaluations and Grades**

50% of the final grade comes from the major assignments
- Arts & Compassion Research Paper (20 points total)
  - Abstract (5 points)
- Final Draft (10 points)
- Arts & Compassion Arts-Based Project (20 points total)
  - Written Proposal (5 points)
  - Final Presentation (10 points)
- Personal Essays (10 points total)
  - Essay I (5 points)
  - Essay II (5 points)
- Arts & Compassion Artist Interview (10 points)

35% of the final grade comes from Discussion Board Postings (7 posts, 5 points each)
15% of the final grade comes Creative Practice Blog Postings (6 posts, 2.5 points each)

**Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalency</th>
<th>GPA Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-94%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>89-91%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>85-88%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>75-78%</td>
<td>2.00</td>
</tr>
<tr>
<td>C- *</td>
<td>72-74%</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>69-71%</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>65-68%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>62-64%</td>
<td>.67</td>
</tr>
<tr>
<td>E, I, NG, S-U, WF</td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

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. UF grading policy website:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa

**Course Procedures and Policies**

**Naming Your Documents**

When naming your assignment document, it will be helpful if you name them by the title of the assignment, i.e. IndResPres_yourlastnamefirstinitial, for me this would be IndResPres_Klempner. If you abbreviate in this manner, it makes finding the assignment and accounting for it an easy and efficient task.
**Formatting Documents**

All work submitted include discussion board posts and major assignments must use APA formatting. We recommend that you use the online APA Style Guide at the Purdue Online Writing Lab (OWL). [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)

Please use APA formatting for document formatting, in text citations, and reference lists. Be sure to properly cite all sources that you quote or paraphrase.

**Completing and Submitting an Assignment**

Assignments will be completed and submitted online. To work on an assignment:

Open the appropriate site.
In the menu bar, click Assignments.
Click the name of the assignment to open it.
To work on the assignment, follow the instructions from your instructor or project leader. You may need to type within the text box, or add an attachment, or both.
To add an attachment, click Browse to find and select the file on your computer (maximum 5 attachments by this method), or click or select files from workspace or site; see Options for adding attachments.
To see how your assignment will look to your instructor or project leader, click Preview.
To save your assignment to complete later, click Save Draft at the bottom of the screen. When you want to reopen it, you'll find it listed in the assignment list with a status of "In progress".

**Note:** While your assignment is saved as a draft, your instructor cannot see it. For your instructor to see it, you must submit the assignment.
When you have finished, click Submit at the bottom of the screen.
**Note:** Don't click Submit until you're certain you're finished with an assignment. Once you click Submit, you'll no longer be able to access the assignment (e.g., to add more text or attachments) unless your instructor returns it to you.

You will receive an email message confirming your submission. If you do not receive a confirmation, check to see if you've successfully submitted the assignment.

**Late Assignment Submission Policy**

Major assignments will be accepted no later than six days after the due date. Points will be reduced from late assignments at a rate of 5% per day. This policy does not apply to Discussion Board, Health Issues Blog or Creative Practice Blog. Late work will not be accepted on the Discussion Board, Health Issues Blog, or Creative Practice Blog without communication prior to the due date. Instructors will not accept work submitted later than six days following the deadline except in extenuating circumstances and with prior approval by the instructor.
Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. Every reading, assignment, and interaction 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 and blog forums at least three times per week.

Communication

It is the student’s responsibility to communicate with the instructor promptly concerning any circumstances that might effect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor’s intention to respond to all e-mail communication within 48 hours, excluding weekends. Written communication and electronic interaction are central to online learning. Please see the Online Etiquette section of the assignment guide for expectations for written and electronic interactions.

Students with disabilities

Students requesting accommodation must first register with the Dean of Students Office at http://www.dso.ufl.edu/drc/. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honesty

All students sign the following statement upon registration at the University of Florida: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx.

University Counseling Services

UF Counseling and Wellness
3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
352-392-1575; www.counsel.ufl.edu