

HHUM106: ARTS & HUMANITIES IN PRACTICE

Spring 2018

Tu 3:30 pm – 4:45 pm, HJP 2242

0101: Th 3:30 pm – 4:45 pm, HJP 2242

0102: Th 3:30 pm – 4:45 pm, JMZ 3118

0104: Th 12:30 – 1:45 pm, ANA 0120

ELMS Space: <https://umd.instructure.com/courses/1239305>

Professor: Yvonne Slosarski

Email: yslosars@umd.edu (needs about 24 hours to respond, no responses on Sundays)

Office: ANA 0101

Office Hours: Tu & W 1:00 pm – 2:30 pm

| Teaching Assistants | | |
|----------------------|-------------------------|-----------------|
| Name: | Khalid Long | Meg Eden Kuyatt |
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| Undergraduate Teaching Assistants | | | |
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| Office Hours: | F 2:30pm – 3:30pm | Email for appointment | Th 11am – 12pm |

If you want to meet with any of us outside of our office hours, please email us to request an appointment.

COURSE DESCRIPTION

This course builds on HHUM105 to explore what the Arts and Humanities do and how people do the Arts and Humanities, paying particular attention to how the Arts and Humanities function in the Washington, DC area. We will take a “critical engagement” approach, which consists of four inter-related humanistic modes of encountering the world in the Arts & Humanities: describing, interpreting, judging, and acting. We will critically engage with three prominent facets of humanistic inquiry and action: Creativity, Collective Memory, and Communication. Ultimately, this course seeks to equip students with the skills and resources necessary to practice the Arts and Humanities, including preparing students to design and complete their Keystone Projects.

REQUIRED MATERIALS

ELMS Materials

Materials for this course will be posted to ELMS. Please read/watch/listen to materials listed under each day before class. Materials will be posted well in advance of the class for which they are due, but your

instructors may post additional materials, which they will announce to the class via ELMS. Please make sure that you are receiving notifications of announcements and inbox messages on ELMS because you will be responsible for messages sent to you through ELMS. For help with Notifications and other basic features of ELMS, see [this guide](#).

Paper and Writing Utensils

Written notes are encouraged because [there is some evidence](#) that physically writing notes better promotes comprehension and long-term memory. Even if you take electronic notes, there will be moments when the instructor asks that you put your laptops and tablets away, so please also bring paper and writing utensils to every class period.

Laptop or Tablet (one per group, not every individual person)

There will be many times when at least one person in your group will need a laptop or tablet to complete in-class activities. So, please bring these devices if you have easy access to them. You can also rent laptops and tablets for 4 hours from McKeldin Library: <http://www.lib.umd.edu/tlc/equipment>.

COURSE POLICIES & EXPECTATIONS

If you believe that any of these policies should be amended because of your specific circumstances, please email Yvonne (yslosars@umd.edu) by February 7. Yvonne is willing to work with you to negotiate helpful accommodations.

Citations

You are expected to choose a citation style (MLA, APA, or Chicago) and use it correctly in your assignments, both with in-text citations and within a Works Cited page. In your writing, you are expected to provide citations as evidence for your claims and to credit sources for their information. Thus, if you use information from lectures, discussions, readings, museum exhibits, an event program, etc., please correctly cite these sources using your chosen citation style.

Use of Electronics

Cell phones are not allowed in class at any time. If you must use your cell phone, please secure permission from Yvonne, Khalid, or Meg at the beginning of class. Laptops and tablets are allowed in class for only note-taking and in-class activity purposes. Please refrain from using devices for other purposes in class. If these devices become distractions for either students or instructors, Yvonne reserves the right to rescind access to electronics.

Class Attendance

You are expected to attend every plenary and discussion, as each class is carefully designed to promote learning and engagement with the Arts and Humanities. We will not take attendance in class, but you may not make up in-class activities for any reason (because they are activities that depend on your in-class participation). Instead of making up these activities, three of the lowest grades will be dropped, and you will be offered extra credit opportunities.

Late Work

We will deduct 10% for every calendar day that the assignment is late. If an assignment is due at a specific time, handing in the assignment after the time counts as a calendar day. For example, if an assignment is due at 9:30 AM and a student submits it at 11:00 AM, the student will incur a 10% penalty.

Course Communication

Instructors will communicate about the course – including potential weather cancellations – via ELMS. Please make sure that you are receiving notifications of announcements and inbox messages on ELMS because you will be responsible for messages sent to you through ELMS. For help with Notifications and other basic features of ELMS, see [this guide](#).

Questions about Grades and Feedback

Please speak directly with the instructor who graded your assignment, either during office hours or at an alternative appointment that you arrange. If you are not sure who graded your assignment, please email Yvonne (yslosars@umd.edu).

Academic Integrity

The UMD Honor Code prohibits students from cheating, plagiarizing, and forging signatures. Please abide by the UMD Honor Pledge with your assignments and course interactions: *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)*. Students who engage in academic dishonesty will be reported to the Honor Council.

Copyright Notice

Class lectures and other materials are copyrighted. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.

Diversity

We are committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, class, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

ACCOMODATIONS & SUPPORT

General

If you believe that any course policies or assignments should be amended because of your specific circumstances, please email Yvonne (yslosars@umd.edu). Yvonne is willing to work with you to negotiate helpful accommodations, and your best bet is to contact Yvonne before an assignment is due to request accommodations. Accommodations are only valid if they are in an email written or authorized by Yvonne.

Disability Support

Students with a documented disability should inform Yvonne within the add-drop period if academic accommodations will be needed. Students are expected to meet with Yvonne in person to provide her with a copy of the *Accommodations Letter* and to obtain her signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or dissup@umd.edu.

ASSIGNMENTS AND GRADES

Students' course grades are comprised of four major categories: Unit Projects (30%), Class Activities (25%), Keystone Preparation (30%), Event Responses (15%).

Unit Projects (30%)

Unit projects are designed to explore each unit topic and to encourage students to explore their interests so that students may A) understand and practice skills associated with the arts and humanities and B) build toward creating their own keystone project. Students are encouraged to incorporate their interests in each project and projects may (but do not have to) build on each other and relate to the student's keystone project.

Class Activities (25%)

We will engage in many kinds of activities, which are designed to engage students with class material. These activities include, but are not limited to: writing, speaking, group work, and reading quizzes. We may engage in multiple activities in one class period. Students may not make up in-class activities for any reason, not even an excused absence. Instead, students' lowest 3 scores will be dropped, and students will be offered extra credit opportunities.

Keystone Preparation (30%)

In Honors Humanities, we create individual keystones in communities. Your keystone grade, then, is made up of the following components, which seek to A) encourage your keystone design and completion and 2) involve you in communities of practice:

- Keystone proposal (100 points)
- Participating in 2 sophomore workshop sessions (20 points, 10 points each)
- Participating in 1 freshmen workshop session (students will workshop their material and comment on other people's work – if a student is the only freshmen workshoping, that student must attend another workshop to review other freshman work) (20 points)
- Attending and responding to 4 Symposium presentations (20 points, 5 points per response). Symposium attendance is a program requirement, and students are expected to attend for the entire event, but only expected to review 4 individual presentations.

Event Responses (15%)

Attending events and completing assignments associated with events. If you cannot attend the event, you must arrange an alternative assignment with Yvonne at least one week in advance of the event.

Course Grading Scale

For final grades, we will round the percentages. For example, if you have earned a 96.4%, your final grade will be an A, and if you have earned a 96.5%, your final grade will be an A+.

| | | | | | | | | | |
|----|--------|----|--------|----|--------|----|--------|---|-------|
| A+ | 97% + | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% | F | 0-59% |
| A | 93-96% | B | 83-86% | C | 73-76% | D | 63-66% | | |
| A- | 90-92% | B- | 80-82% | C- | 70-72% | D- | 60-62% | | |

TENTATIVE SCHEDULE

This schedule is subject to change. Please refer to the modules & announcements on our ELMS space for the most up-to-date schedule.

Introduction to Course and Critical Engagement

| Day/Date | Topics/Event | Complete before class |
|----------|---|--|
| Th 1/25 | Introduction to the course | |
| Tu 1/30 | Conceptualizing critical engagement | Read <i>Washington City Paper</i> "Best of 2017" reviews: "Best Indie Book Store" "Best African-American Barbershop" |
| Th 2/01 | Practice critical engagement with an artifact | View Mural & Read Artist's Bio: "Homeless Lives Matter" Read MuralsDC's Mission Statement and Process |

Unit 1: Creativity

Event: *Chicago* in New York City, 2/24 Saturday at 6:45AM

Event Response (due 2/27 at 9:30AM on ELMS): Students describe 3 elements associated with *Chicago* that they may consider incorporating into their unit projects. Students explain 1) how each element is associated with *Chicago* and 2) why they are interested in each element. This response may not exceed 1,000 words.

Project Prompt (due 3/6 at 9:30AM on ELMS):

- A) Using a form of creative expression of your choice, create an artifact that incorporates some element associated with *Chicago* (ex. performance, crime, 1920s, Chicago, gender, prison). You are encouraged to make creative associations that are not necessarily literal (ex. the feel of a certain scene).
- B) In an "artist statement" of no more than 500 words, please answer these three questions:
 1. Why can we consider the form of expression you chose creative?
 2. Why is your artifact creative?
 3. How does your artifact incorporate an element of *Chicago*?

| Day/Date | Topics/Event | Complete before class |
|-------------------|---|---|
| Tu 2/06 | Conceptualizing creativity I | Watch Chuck Brown, "Wind Me Up" and think about why this artifact might be considered "creative." |
| Th 2/08 | Conceptualizing creativity II | Bring to class an object, person, or concept that you would characterize as creative, and be ready to explain what makes it creative. |
| Tu 2/13 | Poetry I | |
| Th 2/15 | Poetry II | |
| Tu 2/20 Khalid | Contextualizing <i>Chicago</i> | |
| Th 2/22 | Preparing to critically and creatively engage with <i>Chicago</i> | |
| *Sa 2/24 | NYC Trip to see <i>Chicago</i> | |
| Tu 2/27 | Forms of creative expression in <i>Chicago</i> | Submit <i>Chicago</i> response on ELMS by 9:30 AM |
| Th 3/1 | Forms of creative expression workshop | |

Unit 2: Collective Memory

Event: National Museum of the American Indian, 3/11 Sunday at 12:00PM

Event Response (due 3/13 at 9:30AM on ELMS): Visit these exhibits at NMAI: Nation to Nation (pay attention to the Wampum belts) and The Great Inka Road: Engineering an Empire. Choose two artifacts, one from each exhibit. Describe each artifact. Then, drawing on course material and the information at the museum, interpret it as an artifact of collective memory. For each artifact, describe it and then interpret it as an artifact of collective memory, judge it as an artifact of collective memory, and recommend an action based on the artifact. This response may not exceed 1,000 words.

Project Prompt (due 4/3 at 9:30AM on ELMS):

- A) Choose a specific group.
- B) Using a form of your choice, create an artifact that commemorates an important aspect or moment for this group (ex. a floor plan for an exhibit, a commemorative poster, a recipe).
- C) In a statement of no more than 1,500 words, please answer these prompts:
 1. Please describe the group you have chosen.
 2. Which aspect or moment associated with this group does your artifact commemorate?
 3. Why is this aspect or moment important for this group?

4. What makes your artifact an act of collective memory? Please provide three thoroughly explained reasons that draw on course material.
5. What is one creative aspect of your artifact or the process by which you created it?

| Day/Date | Topics | Complete before class |
|--|-----------------------------------|--|
| Tu 3/6 | Conceptualizing collective memory | Creativity Project Due (on ELMS) |
| Th 3/8 | Preparing to visit the NMAI | Readings TBD by Dr. Ralph Bauer |
| *Su 3/11 | NMAI Visit at 12:00PM | |
| Tu 3/13 Guest Speaker: Dr. Ralph Bauer | Collective Memory at the NMAI | Submit NMAI response on ELMS by 9:30 AM Review posted questions on Discussion Board for discussion with Dr. Bauer |
| Th 3/15 | Crafting Collective Memory | Look at the website for the Americans exhibit and note 5 different forms of commemoration. |
| Tu 3/20 & Th 3/22 | No Class – Spring Break | |
| Tu 3/27 | Collective Memory & Food I | |
| Th 3/29 | Collective Memory & Food II | |

Unit 3: Communication

Event: Before 4/26, attend an event with your group and group leader

Event Response (due by 12:30 PM 4/26 on ELMS): Describe the event you attended and identify one primary message of the event. Explain whether that message came from the creator(s), audience(s), context(s), mode(s), or some combination of these elements. Judge the communication of this message, making your evaluative criteria clear. Based on your judgment, recommend action for a future event. This response may not exceed 1,000 words.

Project Prompt (due 5/1 by 9:30AM on ELMS):

- A) Choose an audience with whom you'd like to share one of your previous unit projects (Creativity or Collective Memory). Then, communicate your project with your audience, using a mode that makes sense for sharing your project with this specific audience.
- B) In no more than 2,000 words, please respond to the following prompts:
 1. Please describe the project and its primary message.
 2. Please describe the characteristics of your specific audience.
 3. Please describe the mode.

4. Why does this mode makes sense for communicating your project and its primary message to this audience? Please provide three thoroughly explained reasons that draw on course material.

| Day/Date | Topics/Event | Complete before class |
|----------|--|---|
| Tu 4/3 | Conceptualizing communication | Collective Memory Project Due on ELMS by 9:30 AM |
| Th 4/5 | Communicating an issue to an audience | <i>The texts to encounter for this class will be from local media outlets that explore a pressing political issue in the DMV-area. I hesitate to choose it now because things keep shifting (and I'd choose it in consultation with UTAs and GTAs about 3 weeks before this class), but an example is DC's Fair Elections Act.</i> Reporting from The Washington Post and WAMU |
| Tu 4/10 | Literary performances and open mics as communication | |
| Th 4/12 | Open Mic | |
| Tu 4/17 | Making and evaluating arguments | Read Andrea A. Lunsford et al., "Everything's an Argument" |
| Th 4/19 | Evaluating arguments as an audience | |
| *Sa 4/21 | Symposium | |
| Tu 4/24 | Co-creating meaning | Submit Symposium reviews ELMS by 9:30 AM |
| Th 4/26 | Evaluating meaning creation | Submit Event Response on ELMS by 12:30 PM |

Unit 4: Your Keystone Project

Keystone Proposal (due: 5/10 by 11:59 PM on ELMS):

- A) Create and submit a prototype for some aspect of your project.
- B) In no more than 2,000 words, please respond to the following prompts:
 1. Please describe the project's main purpose.
 2. Please explain why you want to pursue this project.
 3. Please describe the project's primary audience(s).
 4. Please explain why this project makes sense for your primary audience(s).
 5. Please describe the project's mode(s).

6. Please explain why your mode(s) makes sense for this project and for your primary audience(s).
7. Please explain how your project critically engages with the Arts and Humanities, referencing course material.
8. Please explain how your prototype advances your project.
9. Please prescribe next steps for your project.

| Day/Date | Topics/Event | Complete before class |
|-----------------|---|--|
| Tu 5/1 | Keystones: Conceptualizing and Creating I | Communication Project Due (on ELMS) |
| Th 5/3 | Keystone Workshop | Prepare to tell your classmates what you are planning to do for your Keystone proposal |
| Tu 5/8 | Keystones: Conceptualizing and Creating II | |
| Th 5/10 | Optional working session on Keystone Proposal | Keystone Proposal due on ELMS by 11:59 PM |