ASU
ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste __current__ course information from Class Search/Course Catalog.

College/School	Herberger Institute for Design and the Arts	Department/School	

Prefix:	**HDA**	Number:	**170**	Title:	Design and Arts Corps 1	Units:	1-6

Course description:

Is this a cross-listed course?	No	If yes, please identify course(s):	

Is this a shared course?	No	If so, list all academic units offering this course:	

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of __each__ department that offers the course is required for __each__ designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics?   No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Humanities, Arts and Design–HU   **Mandatory Review:** (Choose one)

Note- a __separate__ proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017   For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Stephani Etheridge Woodson	E-mail	swoodson@asu.edu	Phone	4808613438

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Stephani Etheridge Woodson	Date:	9/7/17

Chair/Director (Signature): *[signature]*

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

<u>**Rationale and Objectives**</u>

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA
HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either* 1, 2 or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

YES	NO			Identify Documentation Submitted
☒	☐	**1.**	Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Annotated HDA 170 Syllabus
☐	☒	**2.**	Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
☒	☐	**3.**	Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Annotated HDA 170 Syllabus
☒	☐	**4.**	In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Annotated HDA 170 Syllabus
☐	☒	**a.**	Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
☒	☐	**b.**	Concerns aesthetic systems and values, especially in literature, arts, and design.	Annotated HDA 170 Syllabus
☒	☐	**c.**	Emphasizes aesthetic experience and creative process in literature, arts, and design.	Annotated HDA 170 Syllabus
☐	☒	**d.**	Concerns the analysis of literature and the development of literary traditions.	
			**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**	
			• Courses devoted primarily to developing skill in the use of a language.	
			• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
			• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
HDA	170	Design and Arts Corps 1	

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	DAC courses are designed to engage students in a process of experiential learning and reflection focused on the process of artists' ethical engagement in the interest of participatory democracy and community cultural development. Fundamentally the community-based process is an exchange in which artists partner with communities in a mutually beneficial, educational, and satisfying relationship. Public Practice of the Design & Arts can be a powerful tool for growing understandings of human interactions, the power of story/event/image to create transportive space and the responsibility of choice in both the creative process and lived experience. A system of communication, art, allows us to step outside of lived experience and consider the totality – the overall shape of a life – and the diverse ways individuals (and communities) make meaning.	Course Objectives Assignments: Learning Goals Paper Field Work Self Evaluation Project Evaluation Participation: Civic Engagement Value Rubric work
3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	In DAC classes, students work through participatory democracy and community cultural development focused education. Arts and Design work comes together with community goals, needs, and histories to understand and amplify community-driven artistic and design traditions	Course Objectives Assignments: Field Work

4. b. Concerns aesthetic systems and values, especially in literature, arts, and design.	DAC classes facilitate a process with students where they de-center dominant understandings of product-based art making and engage in the ethics, values, and power of process in partnership with product.	Course Objectives Assignments: Field Work
4. c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	DAC courses train students in the process by which a community-engaged partnership generates a product through mutually beneficial, reciprocal collaboration	Course Objectives Project Evaluation

HDA 170
Design and Arts Corps 1
1-6 Credit Hours
(Dependent upon number of community engagement hours)
Highlighted portions of the syllabus correspond to Humanities Proposal

Instructor:
Email:
Office Hours: by appointment (email is the best way to set up an appointment)

Course Description:
This is a project-based course and a companion to the Herberger Institute for Design and the Arts Design Arts Corps. The course teaches skills in community cultural development, collaboration, and project planning, management, and evaluation in community contexts. Through this course students participate in contextual learning and reflection to enhance, expand, and deepen Design and Arts Corps experiences. This course uses online and in person meetings to compliment class and community work.

Course Objectives: (Humanities criteria 1, 3, 4.b, 4.c)
The goals of this course are as follows:
- To prepare students to ethically and responsibly engage in community cultural development work
- To present a realistic picture of the complexities of being a community based artist and designer
- To help students develop critical analysis and problem solving skills
- To foster personal reflection and value exploration
- To cultivate and clarify students' personal creative practice
- To prepare students to design, facilitate, evaluate, and reflect on community projects
- To train in and practice solidarity-based techniques for engaging community partners
- To help students examine their own belief system about the role of the arts and design in contemporary society

Course Policies:
Attendance Policy: This is a combined studio, online, and community course, which means learning occurs in all three parts, and attendance is mandatory in all three spaces. Please do not be absent except in cases of REAL necessity. It is a critical sign of respect when engaging in community partnership work to be present, on time, and prepared for the task at hand. You must be present you must be on time for all required meetings, events, class sessions, and online communication deadlines. You are permitted **one unexcused absence** throughout the semester from either a class session or a community event or meeting. Fifteen (15) points will be deducted from

your final grade for **each** absence beyond the allotted one. Should you need to be absent due to serious illness, religious observance, university sanctioned event, or some other reason that may warrant an excused absence, please communicate with the instructor as soon as possible. **Excused absence due to illness requires a doctor's note. Please review the university policies on absences due to [religious observances](#) or [university sanctioned activities](#).**

Punctuality: Being on time is equally important. You are late if you enter the space after the work has begun. For each **four times you are tardy** fifteen (15) points will be deducted from your final grade.

Risk: As a student in this class, you are committing to working in collaboration with students, faculty, staff, and community members from within and outside of HIDA who may have beliefs and values that are very similar or very different than yours. Creating and maintaining a supportive and respectful environment is vital. Please respect the risks that everyone is taking at all intersections of this project and the varying degrees of comfort levels in the room. For yourself, you know what your physical and emotional limits are at any given moment. You are asked to challenge yourself, but will never be compelled to do any activity that makes you uncomfortable. Please make decisions in your own best interest. With this said, if you choose not to participate, an alternative assignment may be provided.

Technology: Please use technology appropriately in all class sessions and community meetings, events, workshops, rehearsals, etc. **Make sure your cell phone is silenced and put away during all community work unless it has a specific purpose associated with the task at hand.**

Clothing: Please wear clothing that is appropriate for the community contexts in which you find yourself, keeping in mind that you are representing Herberger and your school in all community encounters as a member of this class. The instructor will communicate any specific guidelines about clothing when appropriate.

Learning Accommodations:
To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (https://eoss.asu.edu/drc ; Phone: (480) 965-1234) at the start of the semester. This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me no later than the end of the first week of the semester so that your needs can be addressed effectively.

Academic Integrity Policy:
This course has a zero-tolerance policy regarding plagiarism in assignments. I define plagiarism using ASU Student Life's definition of the term: "Plagiarism" means using another's words, ideas, materials or work without properly

acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.

To avoid charges of plagiarism, remember to cite all sources, including the content within the course website. Be warned that all your work will be checked by anti-plagiarism software. Students caught plagiarizing may fail the course and receive a permanent mark of XE (Academic Dishonesty) on their transcript.

For more information, please see the ASU Student Academic Integrity Policy: https://provost.asu.edu/academic-integrity

If you wish to withdraw from this course, it is your responsibility to do so by September 7th 2016. Course registration changes are processed through MyASU: http://my.asu.edu.

ABOR Code of Conduct Policy:

ABOR Resolution: In the wake of the incidents at Penn State, The Arizona Board of Regents reaffirms its commitment to safety on our campuses. Our policies prohibit intimidation, harassment, threats, and acts of violence. All incidents and allegations of violent or threatening conduct must be immediately reported to law enforcement. We are resolved that there will be zero tolerance of abusive and violent conduct at Arizona's Universities.

Prohibited conduct:

1. All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty, and plagiarism.
2. Endangering, threatening, or causing physical harm to any member of the university community or to oneself, causing reasonable apprehension of such harm or engaging in conduct or communications that a reasonable person would interpret as a serious expression of intent to harm.

Assignments:

1. (Humanities criteria 1)
    Learning Goals Paper. In the first full week of class you will turn in a brief essay with your Learning Goals and Learning Needs / Style. This can be structured as a formal essay, a letter, a blog post – whatever you feel most comfortable with. It should clearly outline your top FIVE learning goals (what you want to walk away with, not performance goals). Think through what you want to learn as a participant in a DAC project, and what you have the opportunity to learn from community partners, from fellow students, from the project itself, and from the reading and training materials.

    Due Date:
    Point Value: 5

2. (Humanities criteria 1, 3, 4.b, 4.c)
    Field Work Form. As your DAC project is the center point of your course experience, maintain an account of your DAC work through the online fieldwork form each week. DAC work is a hands-on, real life project centered on participatory democracy work, including community engaged arts and

design work. Instructor will facilitate the coordination of the work you will do throughout the semester in collaboration with relevant faculty, staff, and community members.

Due Date: Ongoing
Point Value: 15

3. (Humanities criteria 1, 3, 4.c)
Final Project Evaluation. Each student will complete appropriate evaluation and assessment protocols for the DAC work at the end of the semester. Further details on the design and execution of the evaluation will be provided.

Due Date:
Point Value: 15

4. (Humanities criteria 1)
Final Self-Evaluation Image Gallery. At the end of the semester, students will complete and turn in a final image gallery with robust captions looking back on your experiences in the class, your success in meeting your learning goals, and what you think your next steps are as an artist/designer in community cultural development practice.

Due Date:
Point Value: 15

5. (Humanities criteria 1)
Participation: Students will function as members of a learning and practice community, contributing to preliminary research, budgeting, lesson plans, hands on work, session evaluation and project evaluation. Participation points will be granted based on the following:
    a. **Punctuality and Attendance.** As stated previously, being here and present is key to success, building trust as a group and with your community partners and establishing a safe environment for risk.
    b. **Confidentiality.** Things that come up in the group will remain confidential and within the group. Anything that is revealed in our class will stay in our class.
    c. **Willingness to take Risks.** We will share what we can and take risks when we feel safe to do so. While you always have the option to step out of an activity, and your priority should be to take care of yourself, I hope that you will be willing to challenge yourself and take risks within our community.
    d. **"I" Statements.** When talking about social issues and experiences, it is easy for us to speak in generalizations, on behalf of ourselves as well as others and groups of people. In this class, we will all make an effort to speak using "I" instead of the words "you," "we" or "they" to encourage a safe space for dialogue.

e. **Encouragement and Respect.** We are all part of a community of learners, and a part of that is being supportive of our classmates and the risks we take, individually and together.
f. **Step up, Step Back.** If you find yourself always leading the conversation or the work, step back and let someone else take the lead. If you find you are sitting back and listening most of the time, step up and contribute. In the end we hope to find a balance where we all share and learn from one another.
g. **Civic Engagement Value Rubric.** Included below for your reference. Students in 170 are expected to learn competency in Diversity of Communities and Cultures.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

Due Date: Ongoing
Point Value: 100

Required Texts:
Readings from books and articles will be posted on Blackboard, but will include readings from the following texts:

Knight, Keith and Mat Schwarzman, et.al. *Beginner's Guide to Community-Based Arts: Ten Graphic Stories about Artists, Educators & Activists across the US.* New Village Press, 2005.

Assignments and Point Values

This worksheet can be used to keep track of your grade throughout the semester. If, at any point you have questions or concerns about your grade, please feel free to contact the instructor.

Due Date	Assignment	Point Value	Points Earned
	Learning Goals Paper	5	
	Weekly Fieldwork Form	15	
	Final Project Evaluation	15	
	Final Self Evaluation Image Gallery	15	
Ongoing	Participation (including peer evaluation)	100	
	TOTAL	150	

GRADING SCALE
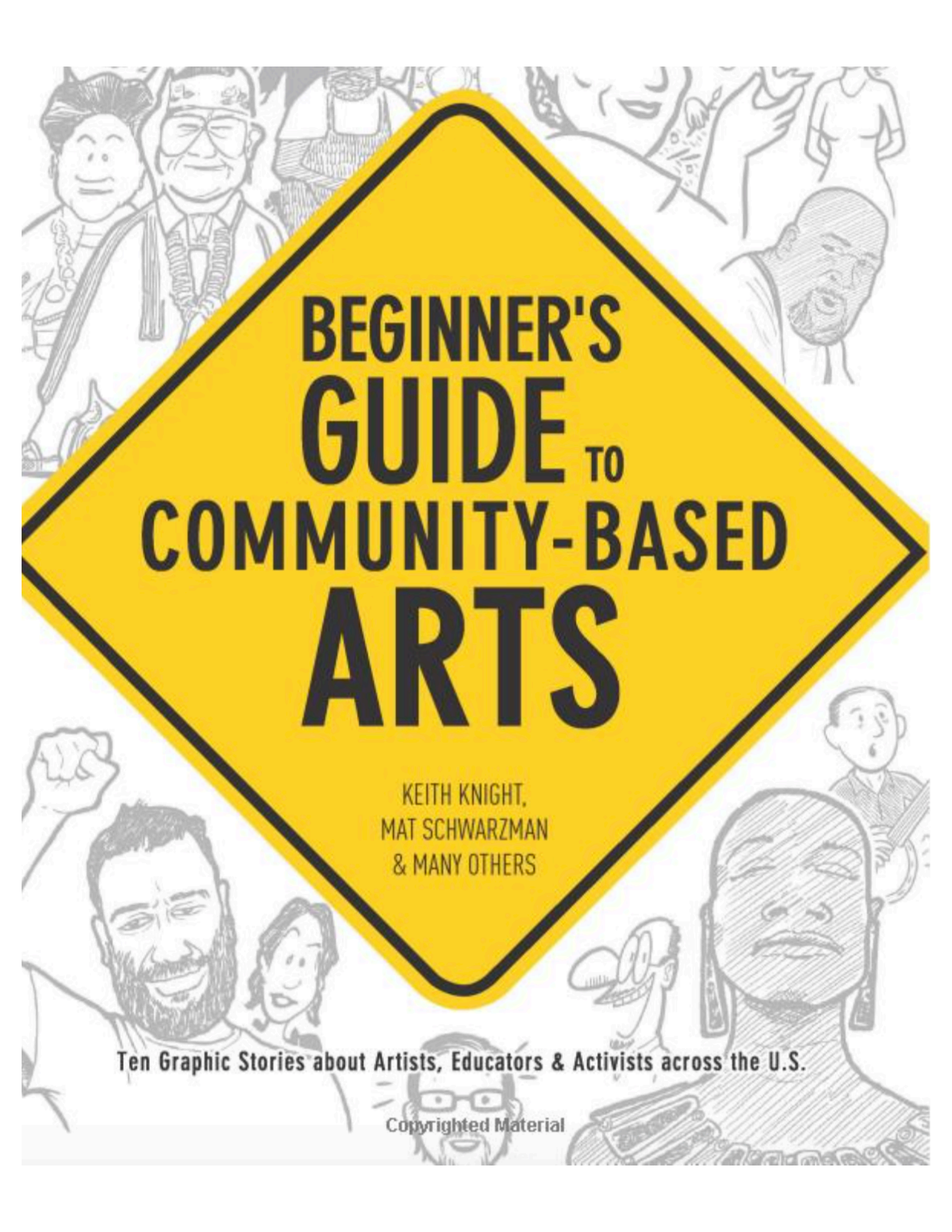
97-100 % = A+	76-79.9 % = B-
92-96.9 % = A	72-75.9 % = C+
88-91.9 % = A-	68-71.9 % = C
84-87.9 % = B+	60-67.9 % = D
80-83.9 % = B	0-59.9 % = E

Course Schedule:
Please Note - Instructor reserves the right to adapt the course schedule and course
to meet the needs and pace of the class.

Date	In person/Online	Assignments	Activity
Week One	Online/in person		Introductions Go over Syllabus DAC Training #1
Week Two	Online/in person	DUE: Student Learning Goals Paper	DAC Training #2
Week Three	Online/in field	DUE: DAC Field Form	**Begin DAC work**
Week Four	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Five	In person/in field	DUE: DAC Field Form	Continue DAC work DAC Training #3
Week Six	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Seven	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Eight	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Nine	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Ten	In person/in field	DUE: DAC Field Form	DAC Training #4 Continue DAC work
Week Eleven	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Twelve	Online/in field	DUE: DAC Field Form	Continue DAC work
Week Thirteen	Online/in field	DUE: DAC Field Form	Continue DAC work

Week Fourteen	In person/in field	DUE: DAC Field Form	Continue DAC work DAC Training #5
Week Fifteen	Online/in field	DUE: DAC Field Form	**End DAC Work**
Week Sixteen	Online/in person	DUE: Final Self Evaluation DUE: Project Evaluation	Final Presentations of work, final reflection

BEGINNER'S GUIDE TO COMMUNITY-BASED ARTS

KEITH KNIGHT,
MAT SCHWARZMAN
& MANY OTHERS

Ten Graphic Stories about Artists, Educators & Activists across the U.S.

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Stephani Etheridge Woodson

Theatre for Youth Third space

PERFORMANCE, DEMOCRACY,
AND COMMUNITY CULTURAL DEVELOPMENT

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