

PATHWAYS TO THE HUMANITIES

XIDS 2100 UWG College of Arts and Humanities

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Class TTH 2-3:15 Paff 307

Course Description

This course introduces students interested in the Arts or Humanities to each of the sub-disciplines in the College of Arts and Humanities. The course aims to explore how one conducts research and inquiry within each discipline and how these disciplines can work together to form a new understanding of a timely issue.

UWG Common Syllabus Language

This link provides information about student rights and responsibilities, the American with Disability Act and the UWG Honor Code as well as other items of interest for students. It can be found at:

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

Thematic Focus of this Section of XIDS 2100: Self-Concept and Identity

- **Theme:** Self-Concept and Identity
- **Goal:** To explore how the idea of the self is reflected in the arts and humanities.
- **Method:** During this course, students will analyze texts and images that focus on how human beings conceptualize the individual. Through examining texts from disciplines in the humanities students will compare and contrast the variety of ways the idea of the self is constructed historically and culturally.
- **Pedagogy:** As this is an interdisciplinary course, the instructor will often serve as a guide introducing students to material that is outside of their area of expertise. Students and the instructors will be students to the text. During the semester there will be panel discussions where experts in each discipline attend and discuss a question on the self and identity as related to their discipline.

Area C Learning Outcomes

- Humanities, Fine Arts, and Ethics
- Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.
- Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

Guiding Questions

- What role does narrative play in the understanding of the self? Do the stories we tell about ourselves define us?
- How does language work to shape how we view individuals, particularly ourselves and others?
- How does a portrait or photo convey an idea of self? What is the relationship between a portrait and the subject of that the self?
- How did the idea of self-develop historically? Is the idea of a self dependent upon culture?
- Is it possible to know yourself? Is it possible to know others?

Student Responsibilities

- **Please be on time for class and plan to stay for the entire period.**
- Please turn off your cell phone for the duration of the class.
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues.
- Read the assigned material and be prepared to participate.
- You are responsible for all the material presented in class. If you miss class, please make sure you get the notes from a classmate.
- **Changes in the syllabus or schedule will be announced in class -- make sure you note these changes.**
- **Keep copies of all your written work and file your returned quizzes in a safe place.**
- If you have scheduling conflicts with the plays or have a documented absence that prevents you from completing an assignment, please make arrangements with me as soon as possible for completing your work. If you have any special needs or if there is anything I can do to assist you in succeeding in this course do not hesitate to let me know.
- Uphold the Academic Honor code as stated in the Undergraduate Catalogue.

Grading

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| • Content Based Exams (2) | 20% |
| • Post Panel Writing Assignment (2) | 20% |
| • Student Panel Engagement (1) | 20% |
| • Field Assignments (5) | 10% |
| • Paper Field Assignments (1) | 10% |
| • Attendance & Participation | 20% |

Assignment Details

Content Based Exams: There will be **two exams** that covers assigned readings, films and images as well as the material covered in class.

Post-Panel Writings: During the semester there will be two faculty led discussion panels that take place during class. After each panel, student will complete a writing assignment on each

based on the ideas presented during the presentations. **Two papers -- approximately 600 words each.** Details for each assignment will be posted on Course Den.

Student Panel: Near the end of the semester, students will participate in a student panel. This panel is modeled after the Faculty Panels presented during the semester. Each panel will discuss a question related to Self Concept and Identity. Each student will prepare a short (4-5) minute speech in answer to the question that must be posted to Course Den before the day of the presentation. The panelist will also answer questions from their peers on the topic discussed.

Field Assignments: One of the most important features of XIDS 2100 is its inclusion of visits to arts events during the semester. Students will provide proof of attendance for **five (5)** events (proof of attendance can be a sign in sheet at a university sponsored event, a photograph of the student at the event, or a ticket and brief paragraph describing the experience). A COAH Events Calendar will be posted on Course Den.

Field Assignments Paper: Student will compare and contrast two of the events they selected to visit for the class. The paper will describe the students' experience of the events and provide the “take always” from the experience. The paper should follow all of the guidelines presented in English Composition.

Attendance and Participation: This class is discussion based; therefore it is critical that students prepare for class and come ready to discuss the material. Students will be evaluated on their verbal contributions to the class. Two (2) absences are permitted without penalty with the exception of panel discussion days. All other absences must be excused by a doctor’s note or a letter denoting the student’s participation in a UWG sponsored event.

Class Schedule

Readings are posted on Course Den and are due on the day they are listed on the schedule. This schedule is subject to change.

Week 1		TUE 1/8	Introductions and Syllabus Reading: “The FBI said I was My Parents’ Stolen Baby”
		THR 1/10	“Nanette”
Week 2	Theatre	TUE 1/15	Theatre: A Disciplinary Perspective
	Theatre	THR 1/17	<i>Hamilton: Who Tells Your Story</i>
Week 3	Theatre	TUE 1/22	Reading: Excerpt -- <i>Six Characters in Search of an Author</i>
	Music	THR 1/24	Music: A Disciplinary Perspective
Week 4	Music	TUE 1/29	Reading: Identity Through the Eyes of Music: Music and Identity in a Globalized World”
	Music	THR 1/31	Reading: “The Lullaby Project” & “More Music; More Empathy”
Week 2	Art	TUE 2/5	Art: A Disciplinary Perspective
	Art	THR 2/7	Clip: “Art and Identity/Modern Art & Ideas”
Week 3	Art	TUE 2/12	James Berger: <i>Ways of Seeing</i> - Quiz

		THR 2/14	Faculty Panel Arts and The Self
Week 7		TUE 2/19	Exam One
	History	TUE 2/21	History: A Disciplinary Perspective Ted Talk: Big History by David Christian Panel Paper Due: An Interdisciplinary Perspective
Week 8	History	TUE 2/26	Reading: "Stereotypes in the Curriculum" and "Race and Citizenship"
	History	THR 2/28	Reading: "When the Idea of Home was Key to American Identity." Clip: John Ned Katz "The Invention of Heterosexuality."
Week 9	English	TUE 3/5	English: A Disciplinary Perspective
	English	THR 3/7	Readings from <i>Citizen: An American Lyric</i> "Sometimes I is supposed to hold what is not there until it is" "Another friend tells you you have to learn not to absorb the world" "In a line in a drugstore it's finally your turn"
Week 10	English	TUE 3/12	Readings from <i>The Girl Who Went Away</i> : Margaret
	Philosophy	THR 3/14	Philosophy: A Disciplinary Perspective Reading In class: "Of Identity and Diversity"
	Spring Break	3/19-3/22	
Week 11	Philosophy	TUE 3/26	Clip: John Locke on Personal Identity & Star Trek
	Philosophy	THR 3/27	Identity and the Other
Week 12	Foreign Language	TUE 4/2	Foreign Languages and Literature A Disciplinary Perspective Reading "How do people define their national identity"
	Foreign Language	THR 4/4	In Class: "The Reader"
Week 13	Foreign Language	TUE 4/9	"The Reader
	Foreign Language	THR 4/11	Clips "Camille Claudel" and Clips "Como Agua para Chocolate"
Week 14		TUE 4/16	Faculty Panel Discussion: The Humanities and the Self
		THR 4/18	Student Panels
Week 15		TUE 4/23	Student Panels
		THR 4/25	Student Panels
Week 16		TUE 4/29	Review for Final Exam
		May XX	Final Exam

Course Content Outline

Week 1 Course Introduction & COAH SURVEY
Disciplinary approaches
Interdisciplinary approaches

Defining The Self and Identity

Reading: “The FBI said I was My Parent’s Stolen Baby”

Clips: “Nanette” Hannah Gadsby on Netflix

Week 2&3

Art

Artistic Perspectives

Careers for Arts Majors

“Art and Identity/Modern Art and Ideas,” MoMa

Identity and the Self Portrait: James Berger’s *Ways of Seeing*

Week 3&4

Music

Reading: Music as a Discipline: “More Music, More Empathy”

Careers in Music

Musical Genre and Identity

Readings

Nwakego Kristine Chukwuma’s “Identity Through the Eyes of Music: Music”
and Weill Music Institute: Lullaby Project

Week 5&6

Theatre

Seeing the world through a theatrical lens

Careers in the Theatre

Reading: *Hamilton*: Who tells your story?

Story & Performance:

Week 7&8

Panel Discussion: Self Concept, Identity and the Arts

Midterm

Week 8&9

History

An historical perspective

Careers for Historians

“Stereotypes in the Curriculum” teachinghistory.org.

Richard White’s “When the Idea of Home Was Key to American Identity

Week 9&10

English/Literature

Creation and Deconstruction: An Introduction

Careers in English

Readings from *Citizen: An American Lyric* by Claudia Rankine

“Sometimes I is supposed to hold what is not there until it is”

“Another friend tells you you have to learn not to absorb the world”

“In a line in a drugstore it’s finally your turn”

Readings from *The Girls Who Went Away: The Hidden History of Women Who
Surrendered Children for Adoption in the Decades Before Roe v. Wade* by Anne
Fessler: “Margaret”

Week 10&11 Philosophy and Religion

Careers for Philosophers

Reading: John Locke's "Of Identity and Diversity (Abridged)" edited by Jack Lynch

Clip: Michael Della Rocca's "History: Locke on Personal Identity"
"Repentance" Star Trek: Voyager

Week 11&12 Foreign Language and Literature

In class Film: *The Reader*.

"How do people define their national identity?

By speaking the language, study says." *Washington Post*

Week 12& 13 **Panel Discussion: Self Concept, Identity and the Humanities:**

Week 14&15 Student Panel Discussions

Week 16 Final Exam