Syllabus for Arts LEAP  
LEAP 1101 Section 007  
Fall Semester 2021  
BF (Social/Behavioral Science Exploration); (No Pre-or Co-Requisite Required)

Instructor: Dr. Joshua Rivkin  
Email: joshua.rivkin@utah.edu

Peer Advisor: Edie Raines: u1313193@utah.edu  
Library Instructor: Darby Fanning: darby.fanning@utah.edu

Class Location: GC 2575  
Course Hours: MoWe / 11:50AM - 01:10PM

Office: Sill Center, Rm 001  
Office Hours: MoWe / 1:30 PM - 2:30PM, by appointment  
Zoom Office: https://utah.zoom.us/j/8647394773 (by appointment)

Course Description:
The guiding question for our class will be this: "How do artists respond to social and political changes and challenges within their communities." To think about this question, we'll begin by exploring pressing social issues within communities, as well as the very idea of what makes a community. We will consider how social and behavioral sciences study and respond to the causes and effects of these issues. At the same times, we'll think about how artists explore concerns that also engage scholars and researchers in psychology, sociology, economics, anthropology, public health, and political science? What are some of the forms and mediums these artists use? What are the strengths and limits of fine arts in responding to these issues? How can students, as practitioners and scholars of the fine arts, use social and behavioral sciences in their own practice? Our approach to these questions and issues will be interdisciplinary. Topics such as inequality, urban spaces, race and justice, outsider experiences, as well as others of the students' choosing, will allow us to think deeply about communities, both locally, nationally, and transnationally. We will also be thinking deeply about how to create our own community through engaging dialogue and collaborative research projects and presentations.

Note: LEAP 1101 fulfills the university’s Social / Behavioral Science Exploration requirement.

Course Goals
- Improve students’ ability to read and interpret social science research and texts  
- Improve students' knowledge of, and ability to read and interpret, works of art  
- Improve students’ ability to communicate ideas clearly in speech and writing
-Improve students' skills as users of library resources, including the ability to conduct research and become more information literate
-Improve students' teamwork and critical thinking skills
-Improve students' awareness of resources around the university and in Salt Lake City
-Develop oral presentation skills

Additionally, as a learning community, we also have the following goals:

A) Intellectual Connections – We'll work to make connections among disciplines, experiences, and perspectives.
B) Reflection/Self-Assessment Connections – We'll work on developing the ability to reflect critically on our own process of thinking, writing, and presenting.
C) Community Connections – We'll develop a sense of belonging to the campus and community.

Course Grading
Class Attendance and Participation 10%
Shorter / Weekly Assignments 25%
Artist Presentation 20%
Group Research Presentation 25%
Library Assignments 5%
Final Reflection Essay 5%

GRADING SCALE
A (100 – 94%) A- (93% - 90%) B+ (89% - 88%) B (87 – 84%)
B- (83%-80%) C+ (79%-78%) C (77%-74%) C- (73%-70%)
D+ (69%-68%)

Note: For final grades, I grade up if your score is .5 or higher. For example, if you have a 93.5%, I would grade you up to an “A”. If your score is .4 of lower, I do not grade up. That means if you have a 93.4%, you receive an “A-”.

Required Texts:
The two main texts are listed below:

There, There – Tommy Orange
Evicted: Poverty and Profit in the American City – Matthew Desmond

Selected essays, articles, videos, and handouts will be posted on Canvas and through the library. You can get either the physical texts or ebooks, though my strong preference is that you get the
physical books. Whatever form you choose, you need to be able to bring the text to class.

Class Participation

Your participation in classroom discussions is essential to your success in this class. Your physical presence isn't enough. You must also be an active member of the classroom community. Attendance is expected and will be taken.

At the same time, in light of the ongoing pandemic, there will be flexibility for students who need to miss class because of COVID related health issues. Any of us might get sick during the semester, or be taking care of someone who is sick, or experience pandemic-related disruptions of other kinds. Please communicate with me if you know that you are sick or will not be able to participate in class for whatever reason. I want to make sure that everyone stays on track and is ready to learn. Do not come to class when you are experiencing symptoms, even if they seem minor to you.

Occasionally, and if necessary due to COVID, classes might be held virtually via Zoom. As with our in-person meetings, attendance is expected and, unless approved in advance, you must have your video on. We'll collaborate as a class to make this possible, if necessary.

Weekly Assignments

Each week, you will have shorter writing and response assignments due for this class. The point of the weekly assignments is to incentivize close reading, to provide a venue for reflection on our texts and the questions they raise, and to thereby promote learning outcomes. The assignments are also a way to build conversation between students and to critically examine arguments and ideas.

Major Assignments

Tentative

Artist Presentation – There, There

One of the important skills we'll work on in this course is the ability to close read a range of texts, everything from scholarly articles to visual art to documentaries. For this short, individual presentation, you will present on the work of an artist whose work connects to the themes and ideas in There, There. Your presentation should offer a brief biographical summary of the artist (or collective) before analyzing a single work or project. At the end you must share how you think looking at this work closely changes or expands your understanding of the ideas in There,
There. As part of your research, you must include at least one review from a reliable source of the artist’s work in your presentation. You are welcome to bring in other outside sources, but what’s most important here is how you engage with the single work or performance. I'll provide a list of possible artists, though others can be covered but must approved in advance.

You will prepare either an Adobe Spark or Power Point or other visual presentation to be shared during our class. The presentation will be 5 min. A short, written response will be part of the grade for this as well as other shorter preparatory assignments.

Group Research Project

A significant part of each LEAP class is the opportunity to collaborate with your classmates on an in-depth research project. These projects will be a chance to explore, through scholarly research, a social issue through the lens of the arts. The choice of what to research and present on is up to each group but it must be narrow in focus and informed by our class themes and ideas related to community.

Each group will begin by thinking about some of our course themes in the context of different fields of social science including psychology, sociology, political science, economics, etc. The first step will be to use library resources to gather sources and begin to narrow your topic. One of the primary focuses will be on exploring a conversation (or conflict) within a field of scholarly research. The research and writing on your topic will lead to searching for, and then continuing research, on artists or artistic movements that respond or expand our understanding of the topic.

In addition to scholarly research, the project must also include research and analysis of an artist and several of their works that respond in direct or indirect ways to your topic. To compliment the research, you will create a digital exhibition that showcases works of art and then lead the class on a 'tour' of this exhibition. A more detailed assignment will be shared in Week 5.

Groups will be 2-3 students, depending on the size of the class. The group presentation will have several parts including preparatory and reflective work. Each group will turn in a project proposal as well as an annotated bibliography with at least 5 scholarly sources.

Reflection Assignment for LEAP Assessment (Final Reflection Essay)

In this essay of guided questions, you will reflect on the course themes and ideas within your own life and experience, making connections across ideas and concepts. In this first person “I” essay you do not have to conduct new research but should draw on the work you've done for
your other assignments as well as reflections on the teamwork and collaborative aspects of the course. This essay will require insight on your part. You are encouraged to “dig deep,” to examine your attitudes and actions, the significant challenges you may have faced and what you might do differently if you could. In addition to your own thoughts, attitudes and experiences, feel free to cite any of the reading or research you have done for this class.

Library

Each of the LEAP classes has an embedded librarian that will help share library resources, guide students through the research process, and be a resource for this and all of your other classes. Over the course of the semester there will be 4 library sessions. It is essential that you attend these sessions as they will allow you to successfully complete the research for the papers and presentations.

There will be several information literacy assignments including a pre- and post-assessment.

---

University & Course Policies

**Academic Honesty:** All work submitted for this class must be your own and written for this class. All work must be original for this class and not a recycling or revision of a project or essay from a previous / current class or assignment.

Anyone caught cheating during a test will have the test confiscated, a zero will be given to the work, and the student's action will be reported to the Dean. Students are responsible for knowing and understanding the University's Code of Conduct as it pertains to plagiarism: http://www.admin.utah.edu/ppmanual/8/8-10.html. When you draw upon any source (class notes, an article, a website, a textbook, etc.), you must cite that source whether you are quoting from it directly or only paraphrasing it. The basic idea here is that you can draw on someone else's idea(s), but you cannot claim someone else's idea(s) as your own. Evidence of plagiarism will be assigned a zero, and the student's action will be reported to the Dean.

**Accommodations:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Learning Styles: Your wellbeing and success in this course are important to me. I recognize that there are *multiple* ways to learn and that this multiplicity should be acknowledged in the design and structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my online office hours or, if necessary, at another arranged time. Every student is entitled to a meaningful and stimulating learning experience.

Email Policy: I am available by email to answer course-related questions. You can request a meeting for any reason, either in person or virtually. Just email me and let me know. Please give me at least 24 hours to respond to your message. Please use the greeting “Dear Dr. Rivkin” when emailing me.

Respect and Inclusion: I aim to create a community that is inclusive and collaborative. I require each student is polite and respectful of each other, even when confronted with conflicting points of view. Our conversations, especially around highly charged subjects like race and gender, may not always be easy; it is my expectation that each member of our community, including myself, will listen and respond to each other with patience and care and respect. My hope is these difficult conversations deepen our understandings of multiple perspectives – whatever our backgrounds or experiences.
COVID-19 Campus Guidelines  (As of Aug 16, 2021)

You can remain current with the University’s policies on COVID-19 here:  https://coronavirus.utah.edu/

As of August 12, there are no requirements for proof of COVID-19 vaccination for students and faculty, and no requirements for masks and face coverings on UU campus. The University will consider vaccination requirement when the vaccine receives full FDA authorization, although if it is required, there will be personal, religious and health exemptions, as with current vaccine requirements.

University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:
- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing

Vaccinations: Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
  - Many in the campus community already have gotten vaccinated:
    - More than 80% of U. employees
    - Over 70% of U. students
  - Visit https://alert.utah.edu/covid/vaccine or https://www.vaccines.gov/ to schedule your vaccination. Free vaccinations are available on campus.

Masking:
- CDC guidelines now call for everyone to wear face masks indoors.

- Check the CDC website periodically for masking updates— https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fullyvaccinated-guidance.html

- Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

Testing (if unvaccinated)
If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
  - Asymptomatic testing centers are open:
    - Online scheduling
- Saliva test (no nasal swabs)
- Free to all students returning to campus (required for students in University housing)
- Visit alert.utah.edu/covid/testing

**Remember: Students must self-report if they test positive for COVID-19 via this website:**
https://coronavirus.utah.edu/

**Mental Health Resources:**
Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. Connect with mental health resources here:
https://studentaffairs.utah.edu/mental-health-resources/index.php  Note that these services are available to all students – undergraduate, graduate, and professional.
WEEK 1 –
M: August 23
Course Introduction, Review of Major Assignments
Community Building and Start of Class Reflection.

W: August 25
Discussion of "Close Read" - NYT Interactive Art Section
Collaboration - Mini Close Read Presentation

WEEK 2 –
M: August 30
Mini Close Read Presentations - 2-3 min

W: September 1
Prologue and Tony (I) There, There, pg 3 - 26

WEEK 3 –
M: September 6 (No Class)
W: September 8
Reading: There, There, p 26 - 78, (Part 1)
Quoting from texts

WEEK 4 –
M: September 13
Reading: There, There, 79 – 117
What is “Predatory Reading”? 

W: September 15
Reading: There, There 117 – 155
Qualitative and Quantitative - Social Science Research

WEEK 5 –
M: September 20
Reading: There, There, 155 – 225
Artist Presentation - Assigned

W: September 22
Reading: There, There, 252 - end
Presentation Advice and Collaboration
WEEK 6 –
M: September 27
Tentative: Library Session #1 – Welcome to the Maze - Library Introduction / Searching
Library Pre-Assessment
W: September 29
Turn in Slides - There, There - Artist Presentations

WEEK 7 –
M: October 4
There, There - Artist Presentations
W: October 6
There, There - Artist Presentations

WEEK 8 –
M: October 11 (No Class - Fall Break)
W: October 13 (No Class - Fall Break)

WEEK 9 –
M: October 18
Reading: Evicted, Prologue
Watch: "Race: Power of an Illusion -- Housing"
https://vimeo.com/133506632

W: October 21
Reading: Evicted, p 21- 79
Reading: Race for Profit (excerpt); Color of Law (excerpt)

WEEK 10 –
M: October 25
Reading: Evicted Chapter 7 & 8; p 80-107
W: October 27
Reading: Evicted Ch 10 & 11
Library Session #2

WEEK 11 –
M: November 1
Reading: Reading: Evicted Ch 23 & 24
W: November 3
Evicted – Epilogue
Owned: A Tale of Two Americas – The Dark History Behind the US Housing Economy
WEEK 12 – NOVEMBER 9
M: November 8
Group Presentation Collaboration Time
W: November 10
Library Session #3 – Research and Citation (APA)
Presentation Proposal Due

WEEK 13 – NOVEMBER 16
M: November 15
Group Meetings (Tentative)
W: November 17
Library Session #4 – Presentation Research
Annotated Bibliography Due

WEEK 14 –
M: November 22
Style Wars
W: November 24
Group Meetings

WEEK 15 –
M: November 30
Group Presentations
W: December 1
Group Presentations

WEEK 16 – NOVEMBER 30
M: December 6
Reflection - Planning for Spring
W: December 8
Reflection - Planning for Spring
Course Reflection - Final Reflection Essay – Due December 2