

Quest III Conflict and Memorial (22-224-001 Spring 2023)

Explore Culture, Intercultural Knowledge and Competence, Ethnic Studies (3 credits)

Time/ Location: T/TH 11:30 AM - 1:00 PM Halsey 57

Instructor: Emmet Sandberg

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Office hours: T/TH 10:20 - 11:20 AM AC 328
M/W/F by appointment

UW Oshkosh Land Acknowledgement Statement:

We acknowledge the original inhabitants of this area, the Menominee and the Ho-Chunk nations. This land encompasses the three campuses of the University of Wisconsin-Oshkosh in the Lake Winnebago region. Please take a moment to honor these ancestral grounds and celebrate the resilience and strength that all Indigenous people have shown worldwide.

The answers you get depend on the questions you ask.
--Thomas Kuhn

Course Description:

Humans have been engaged in Art making for thousands of years, making art to construct, cultivate, and investigate cultural practices. In ***Quest III Conflict and Memorial***, we will investigate the nuance, fluidity, and exchange of cultural practices through an exploration of Art, with a focus on memorial and commemoration. We will examine how artists, as individuals and members of cultural groups, utilize Art and memorial to develop experiences that enable them to augment forms of memory and commemoration, bridge cultural differences, and forge new cultural connections.

Students will examine art/memorials and reference that knowledge in Community Engagement experiences as they expand their knowledge and understanding of the ways monuments and memorials function for individuals, groups, and communities.

Prerequisites: USP *Quest I* and *Quest II*.

Quest III Conflict and Memorial is a ***University Studies Program Explore Culture Category*** course that will focus on the ***Intercultural Knowledge and Competence Signature Question-***

How do people understand and bridge cultural differences?

Intercultural Knowledge and Competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people, the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; a wide range of world views, beliefs, practices, and values. Your exploration in this course will cultivate knowledge, skills, and attitudes including cultural self-awareness, knowledge of cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity, and openness. For further explanation, see [AAC&U Value rubric on Intercultural Knowledge and Competence](#).

Use of electronics PROHIBITED in class:

The use of electronic devices (laptops, tablets, cell phones) in the classroom is disruptive and may be a

distraction to you and students near you. If you find it necessary to use a device please excuse yourself from the classroom for the duration of use. As an alternative to using a laptop/tablet, consider supplementing written notes by using printed copies of readings and *Activities* for note taking.

Why? Article- [Survey: Nearly Half of Students Distracted by Technology](#), Nick Hazelrigg

“Of the undergraduate students surveyed, 49 percent said the use of technology for reasons not related to class, or “off-task” use, was distracting to them. However, students generally said they’ve used technology for off-task purposes regardless. ‘Students actually know and realize that the use of technology has a negative impact on people around them when used for off-task purposes like browsing the web...”

-Study referenced in article [A Mixed Blessing? Students’ and Instructors’ Perspectives about Off-Task Technology Use in the Academic Classroom](#)

“...students’ grades were clearly affected by [laptop and cellphone use]. Students really are hurting themselves by ignoring me -- this isn’t just my ego.” -[The Myth of Multitasking](#), Emma Whitford

Course Administration:

- Primary mode of communication for course information will be **Canvas > Announcements**, located on the course *Home* page on *Canvas*
- Course syllabus can be found in the **Canvas > Syllabus** module, located on the course *Home* (homepage) on *Canvas*
- The *Course Schedule* will be located in the **Canvas > Course Schedule** module
- Due dates will be posted on the schedule in the **Canvas > Course Schedule** module
- *Out Class Discussion Posts* will be accessed through **Canvas > Discussions**
- **Technical support** information and links can be found in the **Canvas > UW Oshkosh Resources** module
- **Student support** information and links can be found in the **Canvas > UW Oshkosh Resources** module
- I will respond to emails as soon as possible or within 24 hours M-F; emails received Sat/Sun will be answered by end of day Monday or sooner

Course specific Learning Outcomes:

Students will-

- Analyze and describe the components (Form, Subject, Content) of Art and Memorials.
- Analyze and describe how they interpret the components to experience Art and Memorials.
- Define visual literacy
- Develop and demonstrate a procedure for experiencing Art and Memorials.
- Analyze and describe artists’ creative expression and decision-making process applied to the design of Art and Memorials.
- Recognize strategies artists employ to bridge cultural differences to create Art and Memorials.

Grade Items

Activities	20 @ 3 each	60
Discussion	10 @ 2 each	20
Written Response	1 @ 5	5
Project	1 @ 15	15

Possible Points

Grading Scale:

A 93 - 105	A- 90 - < 93	B+ 87 - < 90
B 83 - < 87	B- 80 - < 83	C+ 77 - < 80
C 73 - < 77	C- 70 - < 73	D+ 67 - < 70
D 63 - < 67	D- 60 - < 63	F < 60

Activities

Activities will explore course materials through short answer responses. We will discuss activity questions in class. *Activities* must be submitted to Canvas [**Canvas > Assignments > Activities > Activity ***]. Late

Activities will be penalized .5 point for each 24-hour period immediately following the submission due date/time.

Discussions

Discussions are an efficient and effective means of concisely articulating and sharing your thoughts and ideas on the course content/materials and learning about the thoughts and ideas of your peers. A substantive discussion will contain a thoughtful question or comment on the topic that may consist of a couple sentences. Discussions should demonstrate that you have explored the course content/material (text/readings, lectures, videos, in class discussions) and attempted to connect it to your lived experience. Although feedback (“I agree with so and so”, etc.), is encouraged, comments of that nature are not substantive enough to receive points for discussions.

Discussions will be held primarily in class but may happen out of class in Canvas. I suggest reading your comments out loud before posting and err on the side of caution when you feel strongly about ideas presented in discussion. The purpose of discussion is not to “win” but to demonstrate your understanding of ideas and concepts explored through course content. Please be respectful of each other during discussions.

In Class Discussions will not be scheduled (consider them to be like a “pop quiz”). To receive credit for **In Class Discussions**, you will submit a brief discussion reflection before leaving class. There will be no makeup opportunity for **In Class Discussions** missed due to unexcused absences. **In Class Discussions** missed due to a documented excused absence may be made up with submission of a short *Written Response* (make arrangements with instructor).

Out Class Discussions will be scheduled with start/end dates/times. **Out Class Discussions** will be accessed in Canvas [**Canvas > Discussions > Discussion ***]. **Out Class Discussions** submitted late will be penalized .5 points for each 24-hour period immediately following the discussion class period.

Written Response

Written Response is a short essay synthesizing your exploration of course content and the course Signature Question. Reference course content such as lectures, class discussions, featured artists, course readings, and/or co-curricular activities. You will be provided with a writing prompt and submit your *Written Response* to Canvas [**Canvas > Assignments > Written Responses > Response**].

Projects

Projects will synthesize knowledge and skills acquired through *Activities*, *Discussions*, and *Written Responses*. *Projects* will include Community Engagement interactions with community partners, visiting artists/lecturers, and co-curricular events. [**Canvas > Assignments > Projects > Project ***].

Academic Honesty

Please follow the standards stated in the UWO student handbook. ANY instance of academic dishonesty will be reported to appropriate university officials and will result in an F for the course.

Early Alert:

Early Alert is a program that provides you with an *Early Grade Report* from faculty. *Early Grade Reports* will indicate academic performance issues and provide resources to help you improve. You will receive an email during the 5th week of classes.

Class Conduct:

We will be creating an atmosphere of mutual respect for effective learning. Arrive on time, be prepared to work, and make the decision to be engaged both mentally and physically.

Late submissions

Late work will be accepted with unexcused late submissions receiving a penalty of .5 points for each class period past submission date.

Curricular Engagement:

Attendance is necessary for acquisition of knowledge and skills gained through successful completion of this course. Unexcused absences, excessive tardiness, or excessive disengagement* will impact your performance on tasks (i.e. *Activity*, *Discussion*, *Project*) worked on during the affected class period. If you miss a class, it is your responsibility to provide documentation in order for the absence to be excused (for

reference, see *Discussions* above). It is your responsibility to contact a classmate in order to find out what was presented in class and come prepared to the next meeting.

* Extended disappearance from classroom, chronic texting, general lack of enthusiasm...

Steel yourself... At times, the content we explore (and possibly the feelings elicited by art and artists) may be emotionally or psychologically difficult to process. I will make every effort to prepare you in advance, but please feel free to remove yourself from the discussion if you feel overwhelmed. The University prioritizes your wellbeing and provides a number of resources (see UW Oshkosh Resources).

UW Oshkosh Resources:

Everything You Need to Succeed. Your personal and academic wellbeing and success are important to us. The university provides a number of resources to support students.

- [UW Oshkosh Resources](#)
- UW Oshkosh Titans Return Recovery Plan [COVID 19 Response](#) and information
- [Titans Return for Students](#)
- [Titan Care Resources for Students](#)
- [Polk Library](#)
- [Undergraduate Advising Resource Center](#)
- [The Center for Academic Resources \(CAR\)](#)
- [Writing Center](#)
- [Reading and Study Skills Center](#)
- [The Accessibility Center](#)
- [Counseling Center](#)
- [Just Beneath the Surface](#)
- [Health Promotion and Wellness \(Campus Victim Advocate\)](#)
- [Student Health Center](#)
- [The Cabinet \(Food Pantry\)](#)
- [Academic Support of Inclusive Excellence](#)
- [LGBTQ+ Resource Center](#)
- [American Indian Student Services](#)
- [Veterans Resource Center](#)
- [Women's Center](#)
- [Title IX](#)

More detailed information regarding these UW Oshkosh resources can be found in the *Resources* module on Canvas.

Technology Resources:

- [Information Technology- Getting Started for Students](#)
- [Ask for IT Help](#) For IT support, email helpdesk@uwosh.edu
- [Google Chrome](#)
- [Adobe Acrobat Reader DC](#) May be helpful with some materials used in this course.
- [UWO Canvas Student Introduction](#) Canvas course basics by UWO Canvas experts.

For **24/7 Canvas help**, click the "Help" icon at the bottom of the global navigation menu on the left-hand side and select "Chat with Canvas Support (Student)."

UWO Essential Learning Outcomes:

[UW Oshkosh Essential Learning Outcomes](#) underpin general education on this campus. They are what every UW Oshkosh graduate will have competency in for life.

Knowledge of Human Cultures and the Physical and Natural World

- Through study in fine and performing arts, humanities, mathematics and science, and social science focused by engagement with big questions, both contemporary and enduring

Skills, Both Intellectual and Practical

- Identification and objective evaluation of theories and assumptions
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Technology and information literacy
- Teamwork, leadership and problem solving practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards for performance

Responsibility, as Individuals and Members of Communities

- Knowledge of Sustainability and Its Applications
- Civic Learning—local and global
- Intercultural Knowledge and Competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities

Learning: Integrated, Synthesized and Advanced

- Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems

University Studies Program

The [University Studies Program](#) (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. USP is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world and in-depth study in a specific area of interest. In USP, students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings. (AAC&U; http://www.aacu.org/leap/What_is_liberal_education.cfm)

Through University Studies Program courses, students will-

- Reflect upon what it means to be an educated person.
- Clarify the expectations that UW Oshkosh has of you and clarify your expectations of UW Oshkosh.
- Examine the role of the student and the instructor at the university, and gain exposure to different learning opportunities on campus.
- Articulate your understanding of what constitutes a liberal education, and demonstrate this understanding through a personal education plan.
- Develop and demonstrate verbal and written communication skills.
- Develop and demonstrate the ability to read texts critically and analyze college level texts.
- Cultivate a more complex understanding of human behavior.
- Explore and cultivate your role as a member of a global community and your responsibility to participate in that community in a way that takes into account sustainability.
- Demonstrate understanding of peoples and cultures that are similar and different from your own.

Quest Courses

Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education program at UW Oshkosh, visit the [University Studies Program](#) website.

Signature Questions

Quest Courses explore three signature questions central to a UW Oshkosh education:

Intercultural Knowledge and Competence- How do people understand and bridge cultural differences?

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

Civic Learning- How do people understand and engage in community life?

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Sustainability- How do people understand and create a more sustainable world?

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being. Sustainability is about working towards a future in which all human beings can enjoy decent quality of life— good health, economic security, membership in strong and inclusive communities, the list goes on— while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems— problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions.

Quest III

The final course in the *Quest* series, **Quest III** courses are unlike almost any other on campus because they engage every student with the campus or the wider community and present Signature Questions through the use of community-based learning. In *Quest III*, students are encouraged to become contributors to their community by taking courses that not only give them disciplinary knowledge, but also hands-on experience with community partners throughout Oshkosh. These community partners enjoy a reciprocal relationship with our students: while the students gain from the activities they engage in, the community partner gains from having students assist them in their various missions. This experience allows the student to apply their classroom learning to a real world, practical experience and return to the classroom with a higher proficiency.

Community-based Learning

Community-based (or service) learning is a high-impact practice that introduces students to civic action, community partners, alumni mentors, and real-world challenges. Students will examine how artists explore conflict through creative activity and investigate the purpose of memorials. Students will reference that knowledge through research and development projects that will include engagement with the campus and wider communities. Students will expand their knowledge and understanding of the function of memorials practices. **Community experiences** will be guided by the following principles:

Reciprocity-partnerships are meaningful for students and their communities.

Reflection-students engage in intentional, systematic contextualization of the Community Experiences.

Respect-community experiences demonstrate value for the voices of community partners and students.

Results-outcomes are shared publicly with the campus and the community.

Quest III Community Experience Expectations

Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that maybe relevant to the Community Experience in this course are described in the online [Quest III Handbook](#).

UW Oshkosh Veterans Resource Center (VRC)

Our community partner is the UW Oshkosh Veterans Resource Center. The VRC is dedicated to providing support for our University's active-duty veterans, guard members, reservists and dependents of veterans. The VRC's goal is to empower our veterans, service members and military dependents with the tools necessary for achieving their academic goals. The VRC provides a central location to explore the benefits and resources available while connecting with other veterans, friends and family. The VRC offers the following services:

- Education Benefits Information
- Student Services Information
- Community Events and Resources Information
- Computer lab with printer and scanner
- CAC capabilities
- Place to connect with other veterans
- Meeting place for the UW Oshkosh Student Veterans Association

Ethnic Studies

Definition (UWO Ethnic Studies Working Group, 2020)

Ethnic studies courses are meant to highlight people in the US who have historically been overlooked. Experiences that have been devalued in the formal educational structures of the US are reflective of those who have been perpetually marginalized and/or oppressed. Therefore, Ethnic studies courses need to address these populations who are categorized in the US based on their race or ethnicity such as but not limited to: African and Black Americans; Asian Americans, Hmong, and Pacific Islanders; Indigenous Peoples; Hispanic/Latina/o/x; and Middle Eastern peoples. Ethnic studies courses should also address how these histories are interwoven into the fabric of contemporary society through issues such as social change, current experiences, social justice, current situations, structural inequality, culture, and intercultural realities, and perhaps reflection on diasporic change.

Accessibility Accommodations:

It is the policy and practice of UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact the Accessibility Center at (920) 424-3100 or accessibilitycenter@uwosh.edu. For more information, visit the [Accessibility Center](#) website.

Diversity, Equity & Inclusion:

Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

Title IX:

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex (gender and gender identity) in educational programs including recruitment, admissions, financial aid, classroom instruction, on campus housing, employment, and other areas. Title IX also protects pregnant and parenting students, and prohibits sexual harassment including sexual violence. To report complaints of sexual harassment or discrimination based on gender, contact the Office of Equal Opportunity and Access at (920) 424-1166 or (920) 424-2021. To report complaints of sexual assault, students can also contact the Dean of Students Office at 424-3100 or University Police at 424-1212.

Pronouns/Names:

My personal pronouns are he/him/his. If you feel comfortable, please feel free (but not required), to disclose to me your personal pronouns. I will do my best to use them. Also, please note that in all the courses I teach you can always submit written work using gender-neutral pronouns (they, them, theirs, ze, hir, hers, etc.). Please respect your peers' personal pronouns in our online discussions.

Bias Incident Reports:

The campus community is committed to fostering an inclusive environment where every member of our community is respected and valued. If you witness or experience an incident of bias, you are invited to file a bias incident report so that the situation can be addressed. If you choose to share your name, a UW Oshkosh staff member will follow up with you within one business day. Bias incident reports can be filed here: <https://uwosh.edu/police/bias-incident-report/>

Titans Return

If you would like information about COVID-19 or the University's response to the pandemic, you can [visit the Titans Return website](#). Questions also can be emailed to covidinfo@uwosh.edu.

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>