

CASS 1011

Miller Arts Scholars Discussion (1 Credit Hour), Spring 2025

Meeting Times: Wednesdays, 2-2:50 PM

Place: Culbreth, Room 217

Prerequisite: CASS 1010, Instructor Permission Required

Instructor of Record: Michael Rasbury, Director

Additional Leadership: Katie Haines, MAS President



CONTACT

Appointments can be scheduled by email at mr2xk@virginia.edu.

COURSE DESCRIPTION

CASS 1011 is a discussion course for sharing ideas, building community, programmatic development, cross-disciplinary exploration, and meeting professional artists.

COURSE GOAL

This course seeks to stimulate cross disciplinary discussion and connections between the disciplines represented by our students in Miller Arts Scholars. This semester is largely student driven and opens the door for us to consider how individual practices can interact with, serve, and thrive within the ecology of the arts community.

In particular we will:

- Conduct student and guest artist led discussions covering topics of immediate concern to emerging artists.
- Meet and discuss with working artists in the local community and beyond.
- Explore cross-disciplinary collaboration and discussion.
- Conduct personal reflection.

OUTCOMES

Upon successful completion of this course, a student will be able to:

- Envision new connections between the respective artistic disciplines.
- Potentially expand professional network with new connections to community artists.
- Better articulate our thoughts about artistic topics and/or process.
- Develop action items towards improving our arts programs and communities on grounds.

GRADING

Collaboration/Discussion

20%

The quality of discussion and collaboration is impacted by the unique viewpoints, diverse thoughts, and level of engagement contributed by each member of a group. Therefore, your level of engagement with our discussions and collaborations during each of our meetings will be graded. Your participation grade for each class meeting is worth 100 points and is based the two categories of promptness and engagement/focus (see rubric at website.) These will be averaged and weighted for a possible 100 points in this category. Unexcused absences will receive zero points.

Journaling

50%

By midnight on each date on the calendar of due dates below, upload journal responses and questions to the course Canvas site. Before each guest visit, research their body of work to create three questions or thoughts relating to the coming visit. Uploaded documents must be named using the convention "lastfirst_j#.pdf" (ex. rasburymichael_j1.pdf). Good journals should be a minimum of 200-300 words and submitted in pdf format. See rubrics at our website.

Each journal/questions set is worth 100 points. These 8 journal grades will be averaged and weighted for a total possible 100 points in this category. Missing sets of questions and/or journal responses receive zero points.

Here are the 8 sets of journals/questions with due dates:

Due Date	Journal	Journal Response	3 Thoughts/Questions/Examples concerning...
January 31	1	Reflections of last two discussions	Career Center's visit
February 7	2	Career Center visit	Coming group work

February 21	3	Reflections of last two group work meetings	Marcy Linton
February 28	4	Marcy Linton's visit	Group work thoughts/questions
March 7	5	Reflections on last two work weeks	Jesse Ball
March 28	6	Jesse Ball's visit	Group work thoughts/questions
April 11	7	Reflections on last two work weeks	Group work thoughts/questions
April 18	8	Reflections on final group presentations	Thoughts for moving documents forward
April 23		Action Document Contribution Journal	N/A
April 25		Final Reflective Report (if not applying for Arts Award, see below)	

Action Document Contribution Journal 15%

This semester we will be working in smaller groups to create "action" documents to use for enacting improvements in the arts at the University of Virginia. Each member of a particular group should be assigned one group defined goal with objectives to research and ultimately craft language for incorporation into the final document. Each section of final documents should identify the author. Each document should include the names of all contributors as a list in the beginning of the document. This journal should include reflections on this overall process including teamwork (ongoing activities, conflicts, resolutions, etc.), processes regarding the evolution from the initial team goals to final outcomes, and detail of how you personally contributed to this process. Uploaded documents must be named using convention "lastfirst_contribution.pdf" This work journal should be minimum of 400-500 words, single space and is worth 100 points.

Final Reflective Report 15%

Participants in the course who do not also apply for rising third and fourth-year arts awards this semester must submit a final report reflecting on their participation in the Arts, the Arts Scholars Program, and the University for the academic year. This information is vital to the development of the program and should be a maximum of two, double spaced, pages using a 12-point font. The uploaded document should be named using the convention "lastfirst_report.docx" (ex. rasburymichael_report.pdf.) Well-written and informative final reports will be worth 100 points. Those who applied for rising third or fourth-year arts awards can send their existing document from the application process.

Late Work Policy

- Less than 24 hours late: Maximum of 90% of the grade can be earned.
- Less than 48 hours late: Maximum of 75% of the grade can be earned.
- More than 48 hours late: Automatic 0 on the assignment.

GRADING SCALE:

A+ = 100, A = 94-99, A- = 90-93, B+ = 89, B = 84-88, B- = 80-83, C+ = 79, C = 74-78, C- = 70-73, D+ = 69, D = 64-68, D- = 60-63, F = 59 or less

Schedule (created with Katie Haines, Miller Art Scholars President)

1/15	Meeting 1	Introduction <ol style="list-style-type: none"> Welcome and Introductions Moving forward Our Topics or Your Topics? Goals versus Objectives
1/22	Meeting 2	Discussion: The Arts: Career or Hobby? <ol style="list-style-type: none"> Five Minute Check In Reconciling Passions with Pursuits Keeping Art from Becoming “Work” Distinctions between Career versus Hobby
1/29	Meeting 3	Discussion: The Impact of AI in the Arts <ol style="list-style-type: none"> Five Minute Check In How will AI impact your discipline? Issues, Innovations, and Ethics <p><i>Journal 1 Due</i></p>
2/5	Meeting 4	Guest 1: Kate Melton/John Rojas, UVA Career Center <i>Applications Due, February 7, 5PM</i> <i>Spring Minigrant Applications Due, February 7, 5PM</i> <i>Journal 2 Due</i>
2/12	Meeting 5	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Break into groups Brainstorm to develop overarching goals Capture in live document most important goals, ideally as many goals as people in the group.
2/19	Meeting 6	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Break into groups Brainstorm to develop objectives for each goal Capture in live document objectives to accomplish goals Assign each goal to individuals in group <p><i>Journal 3 Due</i></p>
2/26	Meeting 7	Guest 2: Marcy Linton, Drama <i>Journal 4 Due</i>
3/5	Meeting 8	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Each group will have ten minutes to share the main idea with the class. Each member of the group will identify their assigned goal and explain the objectives to be met to achieve the goal. Discussion, questions, suggestions <p><i>Journal 5 Due</i> <i>Arts Award Intent Letter Due, March 7, 5PM</i> <i>Current Arts Awards Outcome Reports Due, March 17, 5PM</i></p>
3/19	Meeting 9	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Break into groups While with group, work individually constructing a written narrative based on objectives for achieving goal (What steps are required to meet each objective? What person, people, or group will be required? Are there potential costs or other barriers to overcome? Who can help with these barriers, etc.?)
3/26	Meeting 10	Guest 3: Jesse Ball, Creative Writing <i>Journal 6 Due</i> <i>Arts Award Proposals Due, March 28, 5PM</i>
4/2	Meeting 11	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Continue individual work with group on constructing narratives. Create a list of key people or groups to present initiative to. Consider getting students and faculty to sign document in support
4/9	Meeting 12	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. <ol style="list-style-type: none"> Combine individual work into master live document Review, proof, and finalize document for presentation to class.

		3. Finalize list of key people or groups to present document to <i>Journal 7 Due</i>
4/16	Meeting 13	Action Documents: Spaces, Arts Funds, Resources, Previous Initiatives, Etc. 1. Each group will provide a ten-minute overview of their initiative and document to class. 2. Discussion, questions, and suggestions. <i>Journal 8 Due</i>
4/23	Meeting 14	Final Discussion 1. Present final documents. 2. Review of semester and commitment for moving documents forward
4/27	SHOWCASE	Helms, 4-8PM with 6PM Showtime.

ATTENDANCE POLICY

Arts Scholars must be present at each discussion period. Excused absence is permitted if the instructor is contacted before the absence and provided with an official written notification after the absence. Excused absences include unforeseen emergency, extreme sickness, etc. All other absences are unexcused.

GENERATIVE AI POLICY

Students may use generative AI tools to explore their growing possibilities and potential as valuable additions to your toolkit. You should document the specific AI tools you use and keep a record of the prompts submitted should they be requested. Avoid uploading any copyrighted content to these tools, as doing so may violate intellectual property laws. Misusing these tools or failing to disclose their use will be treated as a breach of the honor code.

ARTS SCHOLARS RESPONSIBILITIES

Participants of the Miller Arts Scholars program are expected to meet certain requirements during their first year of participation to be eligible for third and fourth-year research support. During their second year of study in the College (first year of Miller Arts Scholars participation), students must attend the weekly Miller Arts Scholars Seminar (CASS 1010, Wednesdays, 2-2:50) where they are personally introduced to a cross-section of our faculty. Participants are also expected to attend our spring discussion meetings, Miller Arts Scholars Discussion (CASS 1011). After that, participants are expected to attend one seminar or discussion course each year. Our scholars should prove measurable engagement with the arts at the University and within their discipline throughout their academic career. Participants will attend outcome presentations and/or performances by fellow third and fourth-year Miller Arts Scholars each April. Additionally, Arts Scholars are required to enroll in a minimum of four, credit-bearing art courses within their respective nominating department between their second and fourth year of study. In Studio Art and Drama, one of these courses should be at 3000 level or above. In Dance, two of these courses should be at the 3000 level or above selected from two distinct areas: Movement Practice, Creative Process, Critical or Somatic Studies. In Music, two of these courses should be at the 3000 level or above, including at least one MUSI course. Applicants must have also remained in the College and have a minimum GPA of 3.4 in all arts classes and 3.2 at the University. Participants should major or minor in the College to remain in the program. Each participant is required to read and understand our evolving [program design/description document](#), found on the about page at our website.

IMPORTANT DATES TO NOTE

January 27, Last Day for Adding New Courses

January 27, Last Day to Elect the AU (Audit) Option, and Last Day to Change to or from "Credit/No Credit" Option.

January 28, Last Day to Drop a Class.

Students needing special accommodations are encouraged to discuss the need with the professor as soon as possible.

The syllabus and/or each rubric is subject to change at any time, without prior notice, and it is the responsibility of the student to keep informed of changes, new material, or missed content.