

AI 196 Into the Flames: Censorship and the Arts

DePaul University School for New Learning

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Term: Summer 2008
Datess: Monday (June 16), Wednesday (June 18)
Monday (June 23), Wednesday (June 25)
Monday (July 02)
All class meetings must be attended in order to receive credit for this class. There will be **NO** exception !

Time: 6.30 – 9.30 PM
Location: Naperville Campus
Competence Possibilities: AL-1, AL-F, WW
A-1-A, A-3-C, H-5, F-X, other negotiated competences
Credit Hours: Two

Rebecca Schwan holds a B.A. from Dominican University and an M.M. from Northern Illinois University where she is currently pursuing an Ed.D.. She is a musicologist, and has taught and/or is teaching World/Culture courses at Saint Xavier University, Aurora University, Northern Illinois University, and the Chicago Musical College of Roosevelt University. She has also taught ALL THAT JAZZ, Great Classical Musics of Europe and India, Managerial Communication, and Critical Thinking at DePaul University in conjunction with the International Bank of Asia, Hong Kong.

Because of her interest in culture and communication, and her English as a Second Language teaching experience, in the spring of 2000 Ms. Schwan developed and implemented the LanguageLab (an in-house language enhancement program) for a multi-national software development company. Here she is the Organizer of the LanguageLab, and an individual language tutor and editor. At the university and in the corporate world, her interests are in developing curricula and serving as a learning facilitator in situations that promote reverence for life, life-long learning, and pluralism.

Course Description:

During this brief course learners will define censorship and examine concerns that are relevant to this phenomenon. As a foundation for understanding this issue, the status of individuality, requirements of self-government, and “freedom of expression” will be explored. The complicated relationship between the individual and the state will be examined by each learner in a geographic/cultural area of her/his choice. This can be approached from a local or more global viewpoint in each area, depending upon the learner’s required competence.

Specific Learning Objectives will vary according to each learner’s chosen competence for the course. (See General Learning Objectives)

General Learning Objectives:

During this course and upon its successful completion the learner will:

- (1) define censorship and document examples throughout history
- (2) construct a bibliography appropriate for the continued study of censorship
- (3) demonstrate a collection of written works relating to censorship.

Required Contributions by Learners:

- (1) consistent attendance (see page 1)
- (2) a loose leaf notebook with dividers
- (3) a vocabulary list
- (4) bibliography
- (5) individual examples of materials of censorship (to be discussed during Class 1)
- (6) individual or group project centered on censorship (to be presented during Class 5)

Highly Recommended for Learners:

The World Almanac and Book of Facts, 2008; pocket dictionary

Faculty Contributions:

- (1) appropriate readings
- (2) discussions and examples of censorship (supplemented by learner contributions)
- (3) films appropriate for censorship discussions
- (4) bibliography
- (5) schedule of appropriate events

Evaluation of Teaching/Learning:

In order to foster an atmosphere where teaching and learning are mutually supportive, reflection and evaluation of these processes will be encouraged throughout the duration of the class. With this in mind, this course should serve as a foundation for life-long learning.

Con'd.

Tentative Schedule, 2008

Class 1: Introductions, finding a partner/group; explanations and expectations;
Competence discussion; the historical ladder (overview of China's history from
World Almanac)

Assignment for Class 2:

1. Bring a written copy of your competence; stare at it until you understand it !!
2. World Almanac questions
3. Begin Censorship Guide

Class 2: Group work on video guide and historical ladder
Video: *The Mandate of Heaven*

Assignment for Class 3:

Finish Censorship Outline
Decide on topic*

Class 3: Group work on Censorship Outline
Video: *Creating*; group discussion

Assignment for Class 4:

Research: *The Blue Kite*
Your project

Class 4: Film: *The Blue Kite*

Assignment for Class 5:

Your project

Class 5: Presentations
Evaluations

*Your topic must contain:

- (1) Information on censorship of an art (film, music, literature, etc.)
- (2) Actual wording from your chosen competence

Ethics/ Plagiarism Statement: refer to the Student Handbook of DePaul University

Sample Cover Page for Your Presentation

DePaul University, School for New Learning

Into the Flames: Censorship and the Arts
Summer (December) 2008

Your Name (I know mine !!)

Title of Your Paper
Your Competence: a WRITTEN version
Date of Presentation

Points to ponder upon writing your paper:

1. It will be **two** pages long (size 11-12 font double-spaced), plus a reference page.
2. It will be in traditional introduction-body-conclusion format (unless you have another format that would make your paper stronger; if so, please see me.).
3. It will be directly related to the class (Re-read the title of the class !) *
(You may pick your own geographic area, but it must be about Censorship and the Arts !!)
4. It must contain multiple references to your chosen competence. *
5. It will be read (by you) during class 5, and I will receive a written copy when you present.

* Meeting the requirements listed in numbers 3 and 4 will determine whether or not pass the course.

Please contact me via phone or e-mail if you have questions about content, format, competence, etc., (prior to Class 4 !).

Quis custodiet ipsos custodos ?