Reflections 102, Humanities and English *Unmapped*: Encountering the Other

A Creative Work -- Joint Humanities/English Assignment

*“To approach the Other in conversation is to welcome his expression, in which at each instant he overflows the idea a thought would carry away from it. It is therefore to receive from the Other beyond the capacity of the I, which means exactly: to have the idea of infinity. But it also means: to be taught.”
―****Emmanuel Levinas,***[***Totality and Infinity: An Essay on Exteriority***](https://www.goodreads.com/work/quotes/4025)

This assignment will count for 30% of your English grade and 30% of your Humanities grade. It consists of the following components:

1. A creative piece (one grade for both courses)
2. One written “artist’s statement” in two parts, starting with English (min. 400 words) (graded for English only) and continuing with Humanities (min. 400 words) (graded for Humanities only)

The creative pieces will be shared in a “showcase” on YouTube.

**The Creative work (one piece for both English and Humanities)**

This should be a piece that explores the concepts that we have been exploring in the two courses and reflects on at least one of the texts read in the English course, up to the due date. The definition of a creative piece is broad in this context: It can be a tangible object or image, something written, a live performance, an event, action or performance that is filmed or recorded and then shared in class, etc.

**Examples**: You have a lot of latitude -- If you are good at drawing, then draw; if you are a musician, feel free to play or compose; but if you are not an artist you can create a collage of images, take some photos, write a creative text (diary entry, letter, psychologist’s report ...), make a maquette of a scene, create a pop-up page depicting a scene, make a mask or a sculpture.

*Effort, inspiration and –most importantly—thoughtful consideration of the concepts and texts we have been discussing, and how they relate to you and to the world outside the school walls, are what count!*

**The written portion of the assignment, in two parts**

\*We suggest trying a catchy title to your work, and also paying some attention to the finished look/feel of the final product.

**English:** A 500-700 word **“artist’s statement”** that discusses how a text or texts relates to or inspired the work you created. Please discuss why you chose to express yourself the way you did in your creative work. This statement should make **specific reference to** passages, techniques, imagery or symbols that have informed your understanding of a text and its ideas. If you can, please include a discussion of any personal connection to the text(s) that inspired the work, and any way in which the work reflects a relationship between the text and the world outside of the classroom.

**Humanities:** A 400-600 word continuation of the statement that explains the reasoning behind the project, the development of the project, and if you consider it to be successfully completed or a step in the evolution of your thinking as an artist. What does the project symbolise and how is the concept and content linked to the form? Who is the audience and what are the (multiple) meanings that the audience can draw from, in interpreting your work? Here you should outline some (but not all) of: the history of the work, your overall vision, the writers and intellectuals we have studied that have been a source of inspiration, and how a certain technique is central to the work.

**YouTube Showcase:** Students will be able to present their work on a YouTube channel made for the purpose, to which all students will be given a password. (The YouTube channel will be deleted after the term ends.) Videos can be uploaded at any time, with a deadline of May 29th. We will determine as a group whether we will have a zoom viewing party in lieu of our class vernissage.

**Student videos:** You have 30 sec. – 2 min. to present the creative piece as you would to a classmate or teacher, drawing on your artist’s statement to tell us **what** the piece is, **why** you decided to represent your ideas in this way, something about your **process** (very briefly), and what in the course (and in your life, if you wish) was the **inspiration** for the work.