

CUNY Common Core

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	KINGSBOROUGH COMMUNITY COLLEGE
Course Number	Art 30
Course Title	Art and Activism
Department(s)	Art
Discipline	Art History
Subject Area	<i>World Cultures and Global Issues</i>
Credits	3
Contact Hours	3
Pre-requisites	None
Mode of Instruction	Select only one: <input checked="" type="checkbox"/> <i>In-person</i>
Course Attribute	Select from the following: <input checked="" type="checkbox"/> <i>Writing Intensive</i> Other (specify): <input checked="" type="checkbox"/> <i>Civic Engagement</i>
Catalogue Description	An introduction to the role of art in society, especially with regard to how modern and contemporary artists have employed art to challenge the status quo and stimulate social activism, change and protest.
Syllabus	See attached.
Waivers for 4-credit Math and Science Courses All Common Core courses must be 3 credits and 3 hours. Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
If you would like to request a waiver please check here:	N/A
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	N/A
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	N/A

Indicate the status of this course being nominated:

current course revision of current course √ *a new course being proposed*

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

English Composition
Mathematical and Quantitative Reasoning
Life and Physical Sciences

Flexible

√ *World Cultures and Global Issues*
US Experience in its Diversity
Creative Expression

Individual and Society
Scientific World

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

N/A	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
N/A	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
N/A	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
N/A	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
N/A	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

N/A	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
N/A	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
N/A	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
N/A	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
N/A	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
N/A	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
N/A	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
N/A	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
N/A	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
N/A	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

Students will gather and interpret information about art and activism through a required field assignment to a major New York City museum, gallery or art space containing artworks relevant to the subject, which will be the basis for three short (3-page) formal writing assignments, worth 20% of the final grade.	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
Critical thinking in the form of visual analysis and understanding how an artwork can operate on a socio-political level will take place through in-class discussions of relevant artworks, homework assignments, the formal papers, and the two exams. Students will also be required to compare and contrast different artworks on a variety of themes.	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
Well-reasoned written and oral arguments will occur through the in-class discussions or relevant artworks and artists, homework assignments, the formal papers, and the two exams. Students will be required to use course readings and their own research to develop arguments and discussions about art and activism.	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

<p>Art and Activism will cover global issues of the role of art and artists in society and politics. Considering the diversity of the student body at Kingsborough, this course will introduce students to global activism and protest especially as it has developed in Africa, Asia, Europe, Latin America, the United Kingdom and the United States. These issues will be explored through class lectures and discussions, homework and readings, paper assignments, and exams.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<p>Art and Activism will explore cultural diversity by analyzing both Western and non-Western activist art, in particular the production of Ai Weiwei (China), Banksy (UK), El Anatsui (Africa), Mendieta (Cuba/US), Rivera (Mexico), Salcedo (Columbia), Xu Bing (China), Yoko Ono (Japan/US), among others. These artists, their works, and the socio-political context related to both will be explored through class lectures and discussions, homework and readings, paper assignments, and exams.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>Students will explore activist art from a variety of different societies including Africa, Asia, Europe, Latin America, and the United Kingdom, as well as from the United States.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>Students will examine the development of art through a socio-political and activist lens from the 19th century to the present. Although emphasis will be given to global art and artists since 1945, the history of social activist and protest art will be traced through the modern era.</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
<p>Art and Activism will cover nine main topics: the anti-war and peace movements; the labor movement; the Art of the Cold War era; Anti-Government movements and Post-Colonialism; the Civil Rights movement; the Feminist movement; Environmental Activism; Gay Identity and Queer Art; and contemporary protest art. Students will be required to choose an artwork to write about for their formal paper whose work fits within one of the above-mentioned nine themes.</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<p>While students will not be required to read or write in any language other than English, they will learn important non-English vocabulary used to discuss both the artworks and the artists under analysis. Students will be exposed to terms used by the artists discussed in the course, such as the Hebrew word "shibboleth" and the Spanish word "silueta."</p>	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

<p>B. U.S. Experience in its Diversity</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>N/A</p>	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
<p>N/A</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<p>N/A</p>	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
N/A	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
N/A	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
N/A	<ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations.
N/A	<ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
N/A	<ul style="list-style-type: none"> Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

N/A	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
N/A	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
N/A	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
N/A	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
N/A	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
N/A	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
N/A	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

N/A	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
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N/A	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
N/A	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
N/A	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
N/A	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
N/A	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
N/A	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
N/A	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
N/A	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
N/A	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
N/A	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
N/A	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
N/A	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
N/A	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Fall 2015 – Kingsborough Community College

Art 30: Art and Activism

Code: 0X LEC XXXX, 3 Hours, 3 Credits

Dr. Caterina Pierre

Art 03000 Course Description – **Art 30: Art and Activism** (3 crs., 3 hrs): An introduction to the role of art in society, especially with regard to how modern and contemporary artists have employed art to challenge the status quo and stimulate social activism, change and protest.

Pathways Flexible Core – World Cultures and Global Issues (Group A)

Student Learning Outcomes for students taking Art History at KCC:

1. **Inquiry and Analysis:** Students will demonstrate an ability to write and speak in class about artworks in terms of their formal qualities, as well as in terms of the artwork's contextual and historical background.
2. **Critical and Creative Thinking:** Students will be able to articulate the formal and stylistic similarities and differences between artworks over various periods and styles of art and apply various interpretations and analyses across historical periods.
3. **Written Communication:** Students will demonstrate their knowledge of artworks through a variety of types of writing, including analytic exercises, reflective writing, visual analyses, exam question responses, and research papers.
4. **Oral Communication:** Students will be able to discuss works of art verbally, using acquired art-specific vocabulary, during classroom discussions and, where possible, in-class presentations.
5. **Informational and Technological Literacy:** Students will demonstrate their knowledge and use of digital materials and resources, using databases such as JSTOR and ARTSTOR, online collaboration through learning management systems such as Blackboard, and through their use of e-books, museum websites, and other art-specific online resources.
6. **Intercultural Knowledge:** Students will be able to explain connections between Western art and works of art from outside the European tradition (e.g., Africa, Asia, the Middle East, etc.) across various time periods.
7. **Teamwork and Problem Solving:** Students with different skill levels will be able to assist each other in learning art historical material and methods through group projects or in-class group assignments, and by providing peer feedback.
8. **Civic Knowledge and Ethical Reasoning:** Students will demonstrate an understanding of how art simultaneously reflects and shapes world history, politics, religion and culture through their study of art history, the role of museums in communities, how art contributes to the formation of identities, issues of cultural patrimony, and other contemporary and developing issues in art.

“Everything is Art. Everything is Politics.” –Ai Weiwei

Class Weekly Schedule: Tuesdays, 12:40-2:50 p.m., and Thursdays, 1:50 to 2:50 p.m., in room S-238

Office hours: Tuesdays and Thursdays from 3:00 p.m. to 5:00 p.m. or by appointment, in room S-255.

Contact Information:

E-mail: caterina.pierre@kbcc.cuny.edu and/or caterinapierre@gmail.com
 Phone/Voice Mail: 1-718-368-4622 (or from a campus phone, just dial 4622)
 Course Management System: Blackboard 9.1

Mailbox: Room S-155 (Art Department Office)

Required textbook: Mesch, Claudia. *Art and Politics: A Small History of Art for Social Change Since 1945*. (London and New York: I.B. Tauris/Macmillan, 2013).

- ◇ All students MUST have access to the textbook AND Blackboard to complete the assignments each week.
- ◇ There is a hardcopy of the book and all of the readings on reserve in the library.
- ◇ You will also be responsible for reading any and all additional handouts and homework to be downloaded from Blackboard. I do not give handouts; you are responsible for printing your own materials from Blackboard and/or the course website.
- ◇ Additional materials to help you will be found on the Blackboard page for this course.

Requirements for the Course:

In-Class Discussions and Presentation of Readings, worth 20% of final grade

At-Home Writing Assignments on Artworks and Readings, worth 20% of final grade

Midterm Examination, worth 20% of the final grade
 Will be given on x/x, **no make-ups, no exceptions.**

Field Assignment (Term Paper), worth 20% of final grade
 This is a paper project in three parts, first drafts of each part due on x/x, x/x, and x/x; final draft of completed paper, all parts combined, will be due **on the last day of class (x/x). Five (5) points extra credit will be given to anyone who submits the final draft on or before x/x.**

Late work will be downgraded one letter grade (10 points) for each day that it is late; no work will be accepted if it is more than one week late.

Final examination, worth 20% of final grade
 Final examination date **to be announced**; any make-ups will be downgraded one full letter and will consist of essay questions. Make-ups are given in the spring semester and are scheduled by the Testing Office.

REQUIRED Class Participation: students must be involved in ALL writing assignments and class discussions. You must be in attendance to participate. Therefore: 3 absences/6 late arrivals = lowers grade one letter; more than this will be considered a withdrawal from the class.

FYI: 3 absences/6 late arrivals = lowers grade one letter; more than 5 absences/10 late arrivals will be considered as an unofficial withdrawal from the class.

Please note: any student who **misses or fails two major assignments** after the final exam will receive a grade of "F" for the course.

Other Important information:

Statement on Plagiarism: Plagiarism is the taking of someone else's words and using them in your own work as if they were your own. In extreme cases, plagiarism can result in the dismissal of the offending student from the college. Please see the Kingsborough website on plagiarism for more information and ways to avoid committing plagiarism.

http://www.kingsborough.edu/faculty_staff/Pages/issue_of_plagiarism.aspx

Statement on Civility: Kingsborough Community College acknowledges that respect for self and others are the foundation of academic excellence. Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. In this classroom, any acts of harassment and/or discrimination based on race, gender, sexual orientation, religion or ability will not be tolerated.

Statement on Writing Intensive courses: This course meets the college's writing intensive graduation requirement. During the semester you will write informally to express course content in your own words, and you will write a formal paper in drafts with feedback from the professor. Your work on writing, informal and formal, will comprise at least 80% of the final grade for this course and you should expect to revise some 8-10 pages of formal writing.

Statement on Civic Engagement courses: This course meets the college's civic engagement graduation requirement. Civic Engagement at Kingsborough Community College is defined as acting on our mutual responsibility to care for each other in the college, in our communities, and on our planet. Kingsborough accepts as a fundamental principle that education requires both an acceptance of social responsibility and active participation in meeting the challenges of a modern society. This responsibility is borne out through political activity, community service, engagement in leadership roles, advocacy and becoming informed on issues which relate to social change.

Class Schedule and Reading Assignments:

Week # 1:

Lecture: Art and Activism: Introduction

Assignment: Read Mesch, Introduction (this is your textbook), and Shikes, "Goya" from *The Indignant Eye* (available on Blackboard).

Week # 2:

Lecture: Anti-War and Peace Movements in Modern Art

Assignment: Read Hofmann, "Picasso's *Guernica* in its Historical Context" (available on Blackboard).

If you have not done so already, GO to the museum and choose a work of art for your paper!

Week # 3:

Lecture: Anti-War and Peace Movements in Contemporary Art

Assignment: Read Mesch, Chapter 3.

Paper Part I draft due on x/xx! (No e-mailed papers please.)

Week # 4:

Lecture: Art and Labor Movements

Assignment: Read Yanker, "The Political Poster: A Worldwide Phenomenon" (available on Blackboard).

Week # 5:

Lecture: Art during the Cold War

Assignment: Read Mesch, Chapter 1.

Study for next week's Midterm!

Week # 6:

Lecture: Anti-Globalization

Assignment: Read Mesch, Chapter 7.

Midterm on x/x: Will cover lectures and assignments from weeks 1 – 5

Week # 7:

Lecture: Art and Post-Colonial Identity

Assignment: Read Mesch, Chapter 2.

Paper Part II draft due on x/x! (No e-mailed papers please.)

Week # 8:

Lecture: Art and Environmental Activism

Assignment: Read Mesch, Chapter 6.

Week # 9:

Lecture: Art and the Civil Rights Movement

Assignment: Re-read Mesch, Chapter 2 and Choi, "Documentary Activism: Photography and the Civil Rights Movement" from *Witness: Art and Civil Rights in the Sixties* (available on Blackboard).

***November X is the last day to officially drop courses for a grade of "W" (no grade penalty)**

Week # 10:

Lecture: Art and the Feminist Movement

Assignment: Read Mesch, Chapter 4, and Nochlin, "Starting from Scratch: The Beginnings of Feminist Art" from *The Power of Feminist Art* (available on Blackboard).

Paper Part III draft due on x/x! (No-e-mailed papers please.)

Week # 11:

Lecture: **Gay Identity and Queer Art**

Assignment: Read Mesch, Chapter 5.

Early submissions of corrected and completed term papers will receive five (5) extra credit points if submitted this week.

Week # 12:

Lecture: **Protest Art in the 21st Century**

Assignment: Read selections from Shove and Potter, *Bansky: You are an Acceptable Level of Threat* (available on Blackboard).

Final versions of paper due on x/x! (No e-mailed or late papers please.)

Week # 13: Finals Week:

The Final Exam (date, TBA) will cover the material from the entire semester, w/ emphasis on lectures 6 - 12

Some things to keep in mind:

-You **must attend class, access Blackboard, read the assignments, do all writing and online assignments, and study for exams to pass this course!** You will be tested on the images that are discussed and reproduced in the textbook in addition to other works that we study in class.

-**Cell phones** must remain off or set to vibrate during class. Do not play with your cell phone or send text messages during class lectures and **phones must not be visible** during class lectures or museum visits.

-**No eating**, please. **Chatting in class is not permitted. Engagement in the class discussion, however, is encouraged.**

-**Lateness counts! Absences count!** Please show up on time for every class.

- Please utilize a regular dictionary and/or www.artlex.com for finding vocabulary definitions.

-Please **make use of Blackboard and my e-mail** if you have any questions – E-mail is the best and most efficient way to reach me if you have problems or questions.

Some information about grades and class performance:

→ Please be aware that just attending class and not doing any work does not warrant a passing grade. Being here is **REQUIRED**.

→ I do not give “extra credit” assignments. Do not ask me for extra credit. If you just study for and do well on all of the required work in this course, you will earn a passing grade.

→ I do not give you your grades: you give yourself your grades. All I do is record how you do in the five required assignment areas in this course: the midterm examination; the term paper and its components; the final examination; homework and all assignments to be turned in; and in-class work that is immediately collected. It is up to you to give yourself the grade that you want in this class.

→ NEVER ask me for a specific grade. You will get a grade based on the average of your scores on the exams, papers, and assignments. If you need an A in this class, then make sure you earn it! The final grade is based on your scores on these assignments and nothing else!

→ I generally do not give make-up exams. However, if you expect that you will have a problem completing the midterm or the final as they are scheduled on the syllabus, you must let me know as soon as possible. I will require that you bring in some proof/documentation as to why you cannot take the exam on the actual exam day (letter from work, doctor’s note, etc.). If you have no proof of reason for missing the exam by the scheduled date of that exam, you will not be granted a make-up.

→ Please also note: any approved make-ups for midterms are usually given BEFORE the rest of the class takes the test, not after. Make-ups for finals exams will be given in the Spring of 2016 in the Testing Office, at a cost of \$25.00, billed to the student.

→ I generally do not except late work. All assignments must be handed in exactly when they are due. It is not fair to give some students extra time for assignments while others hand in work on time. If work is turned in late, I take off points for every day it is late. Once an assignment is more than one week late, I will not accept it.

→ **I reserve the right to refuse any work if I suspect it is not the student’s original work. Anything submitted in this class that is copied from the internet or seemingly copied from another student or is in any way plagiarized from another source will be returned with a grade of “F”.**

→ I expect that when you arrive to class, you remain in class for the duration of our meeting. While it is okay to leave the group in an emergency, please do not make it a habit. If I notice that you have left for a long period or that you have left early without an excuse, I will mark you absent for the day.

→ Federal FERPA laws prevent me to speaking to anyone about your grade or performance in my class, and that includes your parents. I do not speak to the parents of students about grades.