



Stimulating Interdisciplinarity

WARWICK
THE UNIVERSITY OF WARWICK

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Liberal Arts – University of Warwick

Overview: Liberal Arts at Warwick

- Launched in October 2016
- 30 students/year
- Problem-based core courses
- Student-defined pathways

Art and Revolution Term 1: Complicating and Decentralizing

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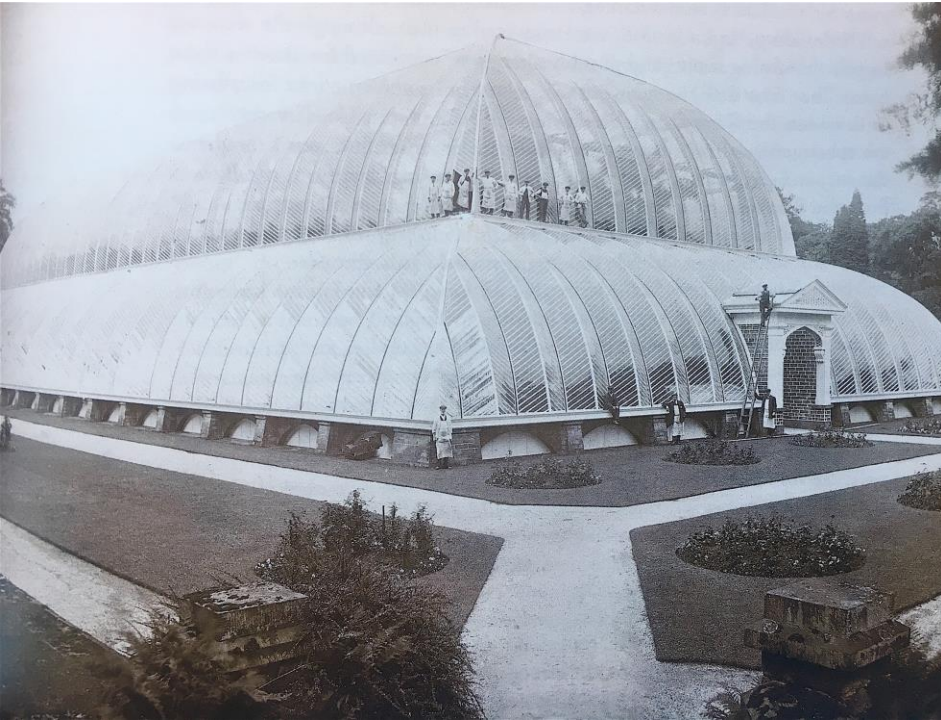
Case study:
Chatsworth House



Goals

1. The potential of interdisciplinary and non-directive learning
2. The process(es) of non-directive inquiry
3. The enactment of metacritical practices: “everything is significant”





The Great Conservatory at Chatsworth
(completed 1841, demolished 1920)



Percy Wyndham Lewis
(1919)

Learning objectives:

- Problem generation
- Critical thinking
- Decoding



Jerusalem, the Anthem, with simultaneous lyrics



cantorandopera

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4,717 190

Uploaded on 4 May 2011

Inspired by the Royal Wedding, April 29, 2011

I added the lyrics because as an American, I could never understand the words, but wanted to sing along. Now, anyone can join in - and please do :)

Up next

Autoplay



Jerusalem and God save the Queen - Last night of the Proms 2012

ecodef
2,907,171 views



Mix - Jerusalem, the Anthem, with simultaneous lyrics
YouTube



Land of Hope and Glory
BritainShallPrevail
1,222,978 views



I Vow To Thee My Country - Festival of Remembrance
Brit Brit
2,320,512 views



I Vow to Thee, My Country
Angelcynn
2,209,675 views



Jerusalem - Hayley Westenra - Rugby Super League Grand Final 2012
Hayley Westenra International
494,264 views



Weirdest National Anthems

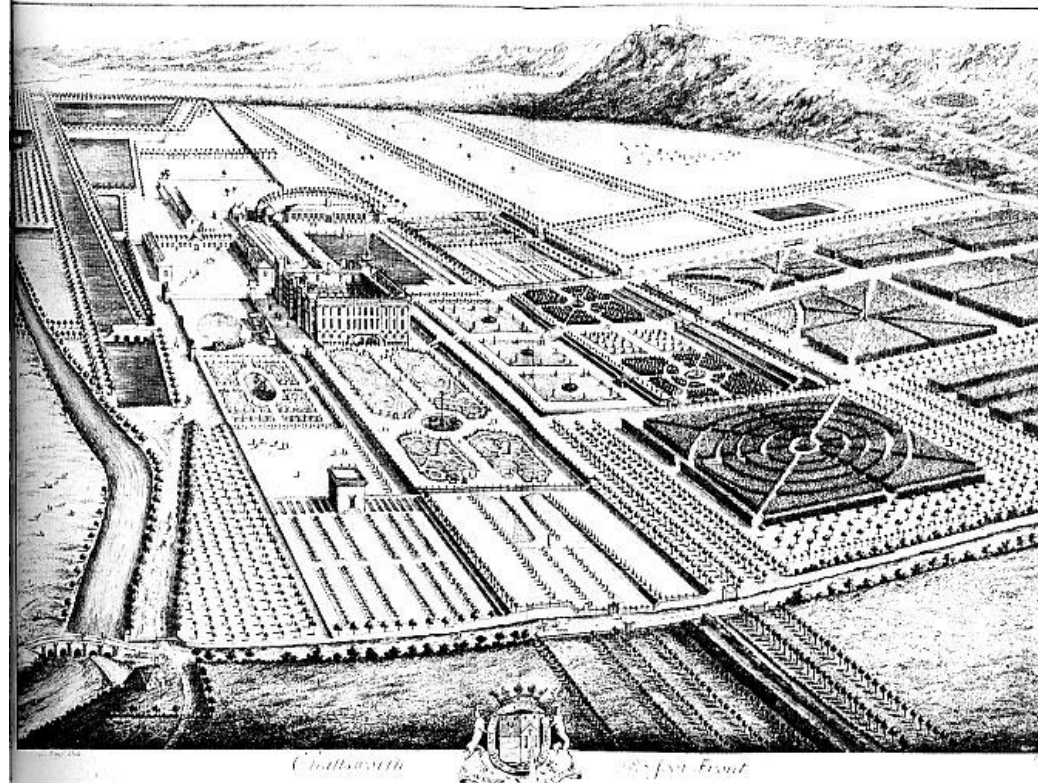
Method

- Non-directive classroom activities: observe, infer, analyze
- Adoption of case studies, remind students that they are 'only' case studies, methods can be applied elsewhere
- Provision of 'provocations' in conjunction with content rich set readings and recommended readings (designed to allow for further independent inquiry)
- Thesis development activities.

Observe, infer, analyze

- Problem generation skills
- Learning to acquire expertise
- Teambuilding

Kip and Knyff, *Britannia Illustrata* (1699)



Provocations:

Open questions designed to prompt critical inquiry and allow students to focus on the relational aspects of the reading, as well as relevant key content from reading.

Framing questions:

- What social and economic conditions allowed Victorian landscapers to reshape their land?
- What was reshaped?
- What effects did/does this reshaping have?

Central Problem:

- Is landscape history art history? History of science? Social history? Industrial history?

Readings

Required reading:

- Williamson, Tom. "Chatsworth, Derbyshire", in *Garden History* 29:1 (2001), pp. 82-90.

Recommended reading:

- Brighton, Trevor. "Chatsworth's Sixteenth-Century Parks and Gardens", in *Garden History* 23:1 (1995), pp. 25-55.
- O'Halloran, Sally and Jan Woudstra. "'Keeping the garden at Knolle': The gardeners of Knole in Sevenoaks, Kent, 1622-1711", in *Garden History* 40:1 (2012), pp. 34-55.

Landmark studies



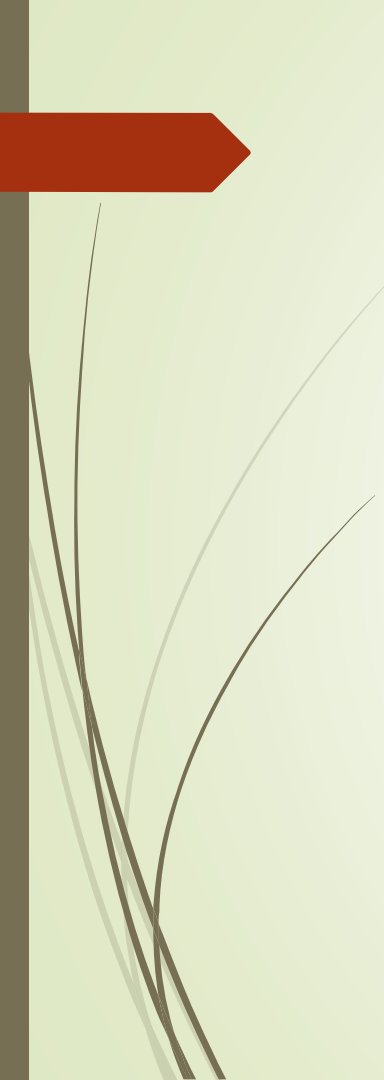
In-depth debates

Success?

- Direction-accustomed students struggle with non-directive methods
- Nervous students default to obvious or superficial analyses
- Intent vs. impact
- “I’ll never look at the countryside the same way again”
- “Everything *is* significant”

Transition from Term 1 to Term 2

- ‘Unsettling’ requires ‘settling’ period to follow
- Students more confident with adoption/selection of defined critical methodologies/theories



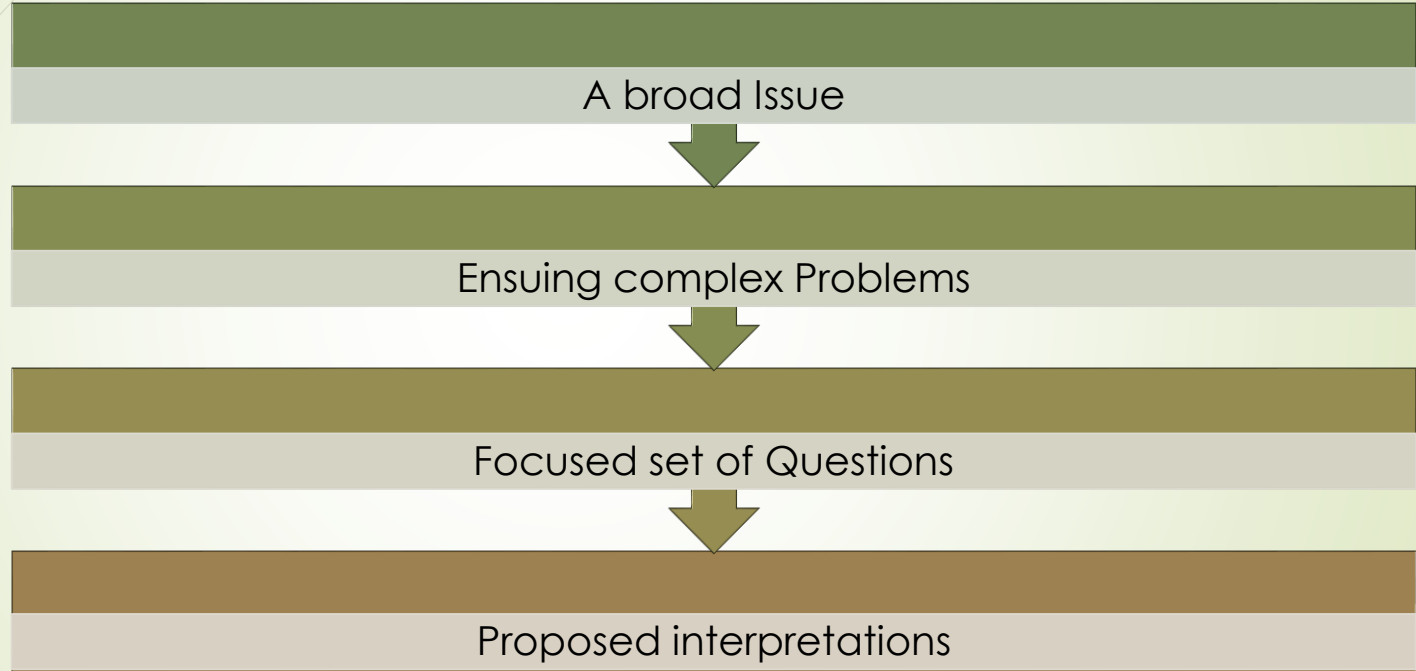
A Framework for delivering trans-disciplinary problem- based teaching on a Liberal Arts course

From : Art & Revolution @ the University of Warwick

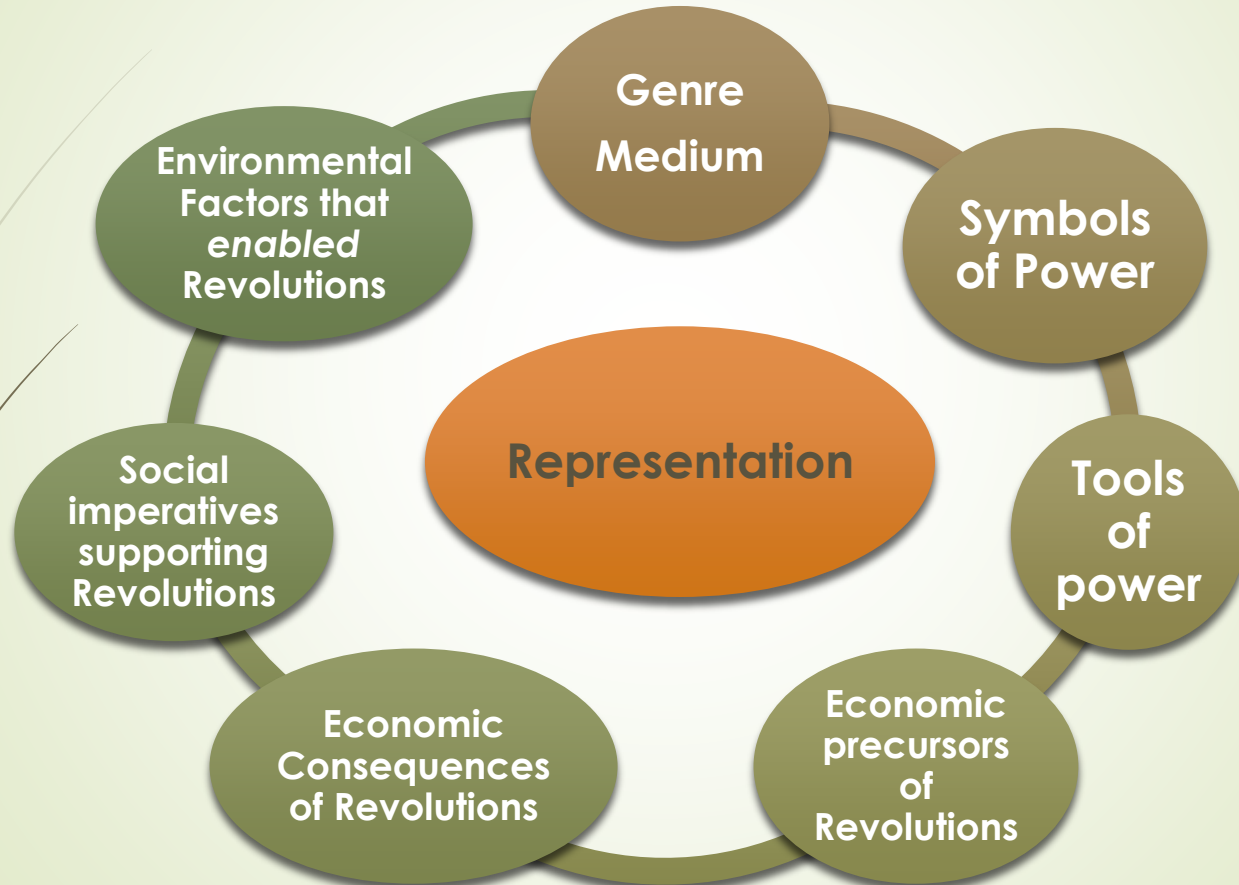
Professor Cathia Jenainati



Structure of the course



Ways of Reading (across disciplines)





Ways of Reading



the ways in which bodies are represented

the text's position towards religion and religious institutions

the representation of Home and Homeland

the interplay between voice, voicelessness and silence

the text's understanding of what constitutes Culture

the text's articulation, or denunciation, of ideology

language, discourse and inter-textuality



➔ **Broad Issue** (20 weeks)

- ➔ The relationship between different forms of artistic expressions produced in anticipation of, in response to, as a reaction to a revolutionary moment

➔ **Ensuing Problem** (6 weeks)

- ➔ The role of visual and social media in the Arab Uprisings (Tunis and Egypt)

➔ **Focused Questions** (1 week each)

1. What are the economic, social and environmental contexts of the Arab Uprisings?
2. How did the media report the Tunisian and Egyptian Uprisings?
3. What role did social media play in shaping the public's engagement with and reaction to the Egyptian Uprising?
4. How is space reconfigured during the Arab Uprising?
5. How are masculine bodies depicted in the artistic representations?
6. How are female bodies depicted in the artistic representations?



Teaching method / space

- ▶ Typically, the 2-hour seminars consist of
 - ▶ an introductory presentation
 - ▶ a brainstorming exercise
 - ▶ close examination of the set text
 - ▶ Argumentation
- ▶ Room Set up is variable but with some constants
 - ▶ Minimum groups of 4 – Maximum groups of 5
 - ▶ A Moderator
 - ▶ A Rapporteur
 - ▶ A Recorder
 - ▶ Discussant (s)



Prior to the session

- ▶ “**Ways of Reading**” is provided as a handout and prominently displayed on Moodle
- ▶ The **Structure** of the course is prominently displayed on Moodle
- ▶ Advance Preparation
 - ▶ Read Michel Foucault’s essay “Heterotopia”
 - ▶ Read Yi Fu Tuan’s book Topophilia
 - ▶ Consider the relevance of these concepts to the events in Tunisia and Egypt; make notes summarising your findings



Demonstration



Introductory Presentation

- ▶ 30 – 40 minutes
- ▶ Open discussion moderated by tutor
- ▶ Theory : Michel Foucault, “Heterotopia”
- ▶ Theory : Yi Fu Tuan, *Topophilia*



Brainstorming Exercise

- Working in Groups (30 minutes)
- Examine the following images and visual recording
- Suggest analyses that take into account some of these questions:
 1. How did the media report the Tunisian and Egyptian Uprisings?
 2. What role did social media play in shaping the public's engagement with and reaction to the Egyptian Uprising?
 3. How was space reconfigured during the Arab Uprising?
 4. How were masculine bodies depicted in the artistic representations?
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Tahrir Square





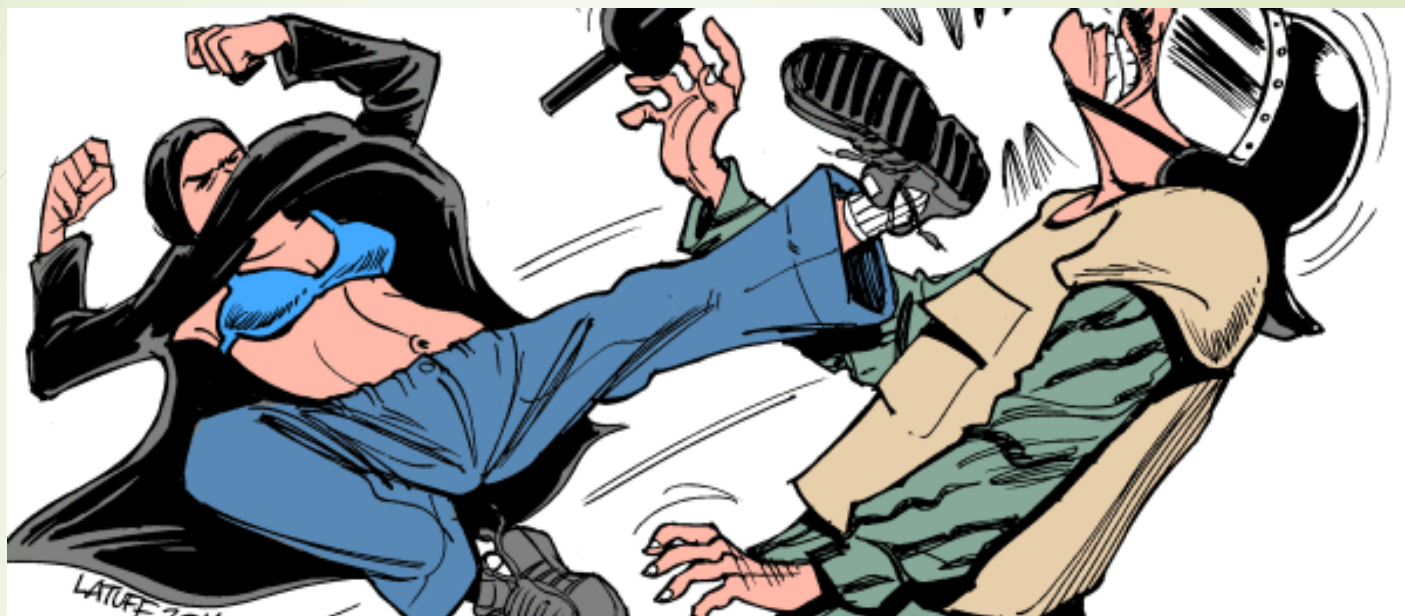






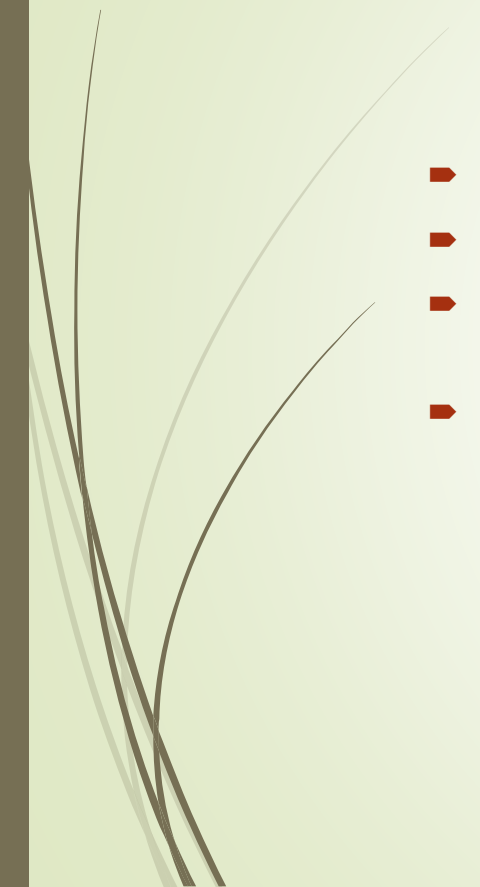








Close Examination of the texts

- ▶ Duration 30 minutes
 - ▶ Groups report on their findings
 - ▶ Discussion is moderated by tutor who alerts students to facets of the texts they may have overlooked
 - ▶ Tutor proposes interpretations and directs students to additional reading which complements the content of the discussion
- 



Argumentation

- ▶ 20 minutes
- ▶ Individually:
 - ▶ Each student formulates **a premise / a thesis** that captures their response to one of the questions we explored.
 - ▶ **A plan** for an argument is devised.
- ▶ There is an opportunity to voluntarily share the thesis with the group by publishing it on the Moodle platform and requesting peer feedback