

Bachelor of Individualized Studies Proposal: Art History, Child Psychology, and Creative Writing

When I first came to the University of Minnesota, I thought that I wanted to major in speech pathology. However, I realized after my first semester here that while the human aspect of this job interested me, the medical aspect of it did not. Unsure what my future career path held, I decided to specialize in three subjects that fascinated me: art history, child psychology, and creative writing.

When I was young, a book on Monet's life and work completely captured my imagination. One of my favorite parts of any family vacation was visiting the city's art museum. Images resurrect the dead and their historic moment in a visceral way for me. Art history plays to what I believe to be one of my fundamental strengths: imaginative interpretation.

My interest in child psychology goes back to the first job I loved: working a summer camp. There, I learned how my actions and words could help foster positive growth for children. I have now worked at volunteered at four different camps as well as nannied and supervised an after-school program. Psychology fascinates me since the intricacies of peoples' internal lives has always held my attention. This area of study now most pertains to my chosen future career path in social work.

Creative writing first became a passion of mine senior year of high school when I studied literary arts at Perpich. Not only was the page a free space and therapeutic for that – reading others' works also connected me to them in a profound way that seemed to transcend conversation. Although I may never pursue publication, I believe being a reader and writer will

help me a good social worker – the literary arts has a way of unpacking dusty, hidden corners of the human mind and heart.

Art History

Art history is the study of visual art within its historic context. It can encompass any human era and inspect any culture around the world. For me personally, visual artifacts bring a visceral connection to past political and social movements.

ARTH 3464 Art Since 1945 offered an expansive glimpse of American and international art since 1945. We inspected abstract expressionism and modernism, 1940s and 1950s postwar art, poststructuralist and postmodern movements. These movements' ideas remain influential in present-day visual art, and so this historical foundation remains invaluable.

ARTH 53262 The Age of Curiosity inspected the intersection between the arts and science in the early modern period in Europe. This course not only taught me to think like an art historian, but also how to use a historical lens to bring new insight to current issues – in this case, shedding my modern view of science and art as separate entities and allowing me to consider their intersection.

ARTH3182 Egypt and Western Asia gave me a foundational awareness of the art, architecture, and archaeology of Egypt, East Africa, Asia Minor, Mesopotamia, Iran and Central Asia from the Neolithic through Late Antiquity. Ancient artifacts became items through which to understand the society, politics, culture, and intellect of ancient societies. Beyond understanding these past societies, this course illuminated the foundation for current politics in both Egypt and Western Asia.

ARTH 3012 19th and 20th Century Art examines modern art and its political, social, economic, and technological context. The themes of representation and identity illuminate Euro-American appropriation as well as imperialism and slavery. Analyzing the formal characteristics of famous works of modern, postmodern, and near-contemporary era art while simultaneously considering their historical context will hopefully allow a deeper understanding of these pieces.

In my final semester, I plan to take **ARTH 3577 Photo Nation**, which will survey photography from its invention to present day. One of the themes attracting me to this course is the birth of the criminal justice system. This theme feels especially timely with Minneapolis recently becoming front and center in the Black Lives Matter movement.

Child Psychology

Child psychology studies the development of people from birth to adolescence and early experiences' impact on adult outcomes. The university of Minnesota has the number one child psychology program in the US, and it's been an honor to learn from professors at the top of their fields. I feel that this solid academic foundation will help me use evidence-based practice when I eventually enter a clinical practice.

CPSY 3301 Introduction to Child Psychology overviewed physical, social, and cognitive development from the prenatal period through adolescence. This fostered a foundational understanding of the developmental approach to psychological issues. The observation and analysis of child behavior in this course gave me my first glimpse of what a clinical practice could look like.

CPSY 3308W Research Methods explored developmental research methodology. In this class, I gained an ability to critically evaluate research articles, a skill that will be vital to me one day when deciding on which methodology I want to take in my clinical practice for different populations and mental health challenges. Conversations on the ethical and practical issues surrounding psychologist's work with children gave me insight to some considerations for working with this population.

CPSY 4313W Disabilities and Development covered a wide range of issues intersecting with disability, including the education system, family, social inclusion, self-advocacy and self-determination, legal and ethical issues, and multi-cultural issues. As a writing intensive course, it concluded with a final paper, which for me took the form of a 26-page literature review of a relatively new and controversial diagnosis, Disruptive Mood Dysregulation Disorder (DMDD), and a new form of therapy, dialectical behavioral therapy for preadolescent children (DBT-C). The literature review taught me how to take a deep dive into the literature for therapeutic modules and specific diagnosis.

In **CPSY 4994 Directed Research in Development** I transcribed Adult Attachment Interviews for Professor Glenn Rossman's longitudinal study on childhood experiences and adult health outcomes. I also attended weekly discussions which we reviewed academic literature and discussed graduate school applications and considerations. This opportunity gave me an in-depth behind-the-curtains look at research and allowed me to gear up for future continued education.

For **CPSY 3896 Internship in Child Psychology**, I am implementing and documenting Applied Behavioral Analysis (ABA) programming for two men with intellectual and physical disabilities. This internship has allowed me to go from theory to real-life application. Getting to help non-verbal individuals with their language development, motor skills, social abilities,

day-to-day recreation and self-care gives me a sense of meaning. This internship, along with previous work experience, has me leaning towards being a social worker for this demographic.

In my final semester I plan to take **CPSY 4331 Social and Personality Development**, an overview of the development of social relations and personality. I want to zoom in on this issue as relationships are a fundamental aspect of well-being.

Creative Writing

Creative writing is essentially a free space. It goes beyond academic, technical, or journalistic norms. Every piece of creative writing creates its own rules within which the work functions.

In **ENGW 3102 Fiction Writing**, I participated in exercises, experiments, assigned readings, and workshops. This course opened my imagination and allowed me to engage with a genre that I'm deeply passionate about.

In **ENGW 4205 Screenwriting** I learned the format, basic guidelines, and terminology surrounding screenplays and got to write my own. This course illuminated the media I consume in a new light, and its lessons in character, pacing, and dialogue held importance in genres beyond screenwriting.

In **ENGW 3960W Capstone Seminar in Creative Writing** I produced a 20-page revised collection of prose by the end of the semester. I learned how to communicate effectively in a workshop setting through careful reading and listening as well as respectful questioning. This class was of enormous value in teaching me how to provide meaningful feedback in the creative writing community and arriving at a substantial final manuscript.

In **ENGW 3104 Intermediate Poetry Writing**, we read six poetry chapbooks in their entirety. Each chapbook allowed me to viscerally experience others' tragedies and joys: this kind of reading will certainly translate well to a career in social work where I must attempt to understand experiences, ideas, and emotions that I myself may have never held. In this class, we also wrote our own poetry and workshopped our classmate's, a process I hope to continue as a hobby rather than as a career.

In my final semester, I plan to take **ENGL 3132 The King James Bible as Literature**. Although I myself am not religious, many people revolve their lives around this text. Understanding different cultures and their foundational texts – starting here with the King James Bible – will serve me well in my future clinical practice.

The Bachelor of Individualized studies has given me wiggle room for finding my own path. While child psychology, art history, and creative writing could seem unrelated, they all deal with the human condition. Social work is a deeply human field, and so I believe that I will carry all these undergraduate lessons with me into my master's education.

BIS/IDIM Program Course Worksheet

Name:
ID#:

Total number of credits in proposed program:
Total number 3/4/5xxx level credits in proposed program:
Total credits in program left to complete:

Capstone course: _____

Concentration One

Title: Creative Writing					
Dept.	Course Code	Course Title	Complete: Credits (Grade)		Not Complete: Credits (Term)
ENGW	3102	Fiction Writing	3.0		

ENGW	4205	Screenwriting	3.0			
ENGW	3960	Capstone Sem Creative Writing (Lecture)	4.0			
ENGW	3104	Intermediate Poetry Writing (Lecture)	3.0			
ENGL	3132	The King James Bible as Literature	3.0			
TOTALS:		3/4/5xxx level credits in area:	16			
		Total credits in area (IDIM only):				

Concentration Two

Title: Child Psychology						
Dept.	Course Code	Course Title	Complete: Credits (Grade)		Not Complete: Credits (Term)	
CPSY	3301	Intro to Child Psych	4.0			
CPSY	3308W	IP Intr: Res Meth	4.0			
CPSY	4313W	Disabilities and Development (Lecture)	4.0			
CPSY	4994	Directed Research in Dvp (Laboratory)	2.0			
CPSY	3896	Internship in Child Psych	3.0			
CPSY	4331	Social and Personality Development	3.0			
TOTALS:		3/4/5xxx level credits in area:	20			
		Total credits in area (IDIM only):				

Concentration Three

Title: Art History						
Dept.	Course Code	Course Title	Complete: Credits (Grade)		Not Complete: Credits (Term)	
ARTH	3464	Art since 1945	3.0			
ARTH	53262	The Age of Curiosity: Art and Knowledge in EuropeThe Age of Curiosity: Art and Knowledge in Europe	3.0			
ARTH	3014W	Art & Arch Egypt, Western Asia	3.0			
ARTH	3012	19th and 20th Century Art	3.0			
ARTH	3577	Photo Nation: Photography in America	3.0			
TOTALS:		3/4/5xxx level credits in area:	15			
		Total credits in area (IDIM only):				

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