

ArtE592: Cultural Diversity in Art & Education

Every Fall

NO prerequisite!

COURSE SYLLABUS



Instructor: Dr. Masami Toku

Class Hours: Online access and
Twice a week in-person class (2 hrs. X 2)
at Art208 **Check the schedule each fall!*

Office Hours: Twice a week (each has
two hours) or by appointment
**Check the schedule each fall!*

Office: Arts 220 (Phone: 898-6866)

Email: mtoku@csuchico.edu

Art 592 is mainly designed to provide art, art education, liberal study majors with a philosophical and practical basis for learning historical and contemporary issues in art and education. (*Other major students are also welcome ^_^!) Lecture and discussion will especially focus upon three themes: 1) diversity in visual culture & literacy, 2) emerging topics in art and education and 3) development of community-based ArtEd (cultural) events including "annual AE art show" and "Saturday Kids Art Workshops."

Objectives:

- To examine the cultural diversity in art education in the US and other countries
- To examine historical and contemporary interpretations of children's artistic and aesthetic development and their influence on educational theory and practice.
- To explore relationships between general intellectual growth and the ability to create and respond to works of art.
- To integrate art with other subjects in school and life
- To develop strategies for teaching art criticism and appreciation
- To integrate all knowledge and practice for career development through museum study practice (e.g. the development of an exhibition, related events, and an exhibition catalogue)

Topics for Discussion:

- Cultural diversity in art and education
 - History of art education in the U.S. and other countries
 - Cross-cultural study of children's artistic and aesthetic developments
- Post-modernism in art and education
 - Diversity in visual culture
 - Diverse value of art educational curricula in Post-modernism era
- Theories of artistic/aesthetic development:
 - Theoretical and psychological perspectives on artistic & aesthetic development
- Value of art education in curricula:
 - Nature and culture in artistic learning
 - Characteristics of children's responses to works of art
- Philosophies of teaching art:
 - Diagnostic and therapeutic uses of children's artworks

Required Textbook and readings:

No need to purchase any books. Reading materials will be listed and/or uploaded on BB Portal. The detail will be announced shortly in the first class.

COURSE POLICIES**Attendance:**

This course contains a great deal of material that is impossible to make up, so daily attendance is important. Attendance, preparedness and punctuality are considered as a part of your professional development.

More than **3 absences** will result in a reduction of your grade (e.g. A to A-) regardless of any excuses.

Late arrival/early departures will also affect your grade.

More than **5 absences** will result in F grade regardless of any excuses. If you have any issue in attendances, contact the instructor asap to discuss the best solution to support your success.

If you expect to miss a class period due to special conditions (e.g. religious holy days, participation of university events, and so on), let the instructor know **within the first two weeks of class** for the alternate arrangements for exams and assignments.

**It is the student's responsibility to obtain information and/or notes from the instructor and/or other students if a class is missed.*

Class Behavior:

Any class behavior that distracts or undermines an atmosphere conducive to learning - e.g. chatting, eating, reading other than textbook, sleeping, talking or texting on your cellphone, and leaving class early or arriving late - will not be tolerated. The instructor reserves the right to regard any student behaving this way as absent for the day.

Professional Development:

Teaching is a demanding field. It requires a professional ethic that embraces a rapid pace, challenging work, problem solving skills, and a willingness to go beyond minimum requirements. Research on pedagogy provides consensus on those teaching behaviors and characteristics that constitute excellence in the teaching profession.

They include the following:

- 1) adequate planning, organization, and evaluation of curricular programs,
- 2) good classroom management skills,
- 3) efficient use of instructional time,
- 4) knowledge of subject matter,
- 5) effective and useful communication; clarity of presentation,
- 6) appropriate evaluation of student learning.

Tentative Assessment (Your grade/record will be updated regularly on Portal BB):

- 100+- points (about 32%): Art Projects (including studio arts & its descriptions: *all should be completed by the due date based on the instruction)
- 50+- points (about 17%): Writing assignments (e.g. response paper based on assigned readings)
- 50+- points (about 17%): Group activity of annual juried ArtEd art show
- 50 points (about 17%): group teaching presentation(s) with its LP and sample studio projects (at 1) GE C-1 Art class of Art Appreciation and/or 2) Saturday Kids Art Workshop)
- 50+- points (about 17%): Final project I (Research paper & individual PPT presentation)
- +-Extra points: Professional development (attendance, preparedness, punctuality, participation, etc.)

Studio work will be evaluated on the basis of craftsmanship, originality, and demonstrated understanding of the theories of children's & Adolescent's artistic development and the issues involved. Going beyond the minimum requirements is the mark of an excellent student, and will be reflected in your final grade.

**Unless otherwise specified, all papers must be typed (double-spaced), proofread, stapled (if over one page), and professionally presented (follow the instruction carefully).*

** It is also student's responsibility to prepare and clean up materials & classroom when used.*

**The schedules and important issues/messages are regularly updated on Portal BB and/or eBook/webbook!*

Grading Policy (Tentative):

[Your actual total pts. including bonus points ÷ total pts.] × 4 = Your GP (grade point.)

*Your final grade should be as follows:

A: 3.75 – 4.00 GP	(Approximately 94% ≤ 100%),
A-: 3.60 - 3.74 GP	(Approximately 90 ≤ 94 %)
B+: 3.45 - 3.59 GP	(Approximately 86 ≤ 90 %)
B: 3.30 - 3.44 GP	(Approximately 82 ≤ 86 %)
B-: 3.20 - 3.29 GP	(Approximately 80 ≤ 82 %)
C+: 3.05 –3.19 GP	(Approximately 76 ≤ 80 %)
C: 2.90 – 3.04 GP	(Approximately 72 ≤ 76 %)
C-: 2.80 - 2.89 GP	(Approximately 70 ≤ 72 %)
D+: 2.60 – 2.79	(Approximately 65 ≤ 70 %)
D: 2.40 - 2.59 GP	(Approximately 60 ≤ 65 %)
F: under 2.40 GP	(Approximately < 60 %)

Studio work will be evaluated on the basis of craftsmanship, originality, and demonstrated understanding of the theories of adolescent artistic development and the issues involved. Going beyond the minimum requirements is the mark of an excellent student, and will be reflected in your final grade.

Course Requirements (Tentative):

- Monthly studio assignment (3-4 projects with the theme of diversity in visual art: *The detail will be announced in class and/at PORTAL). Possible art projects are:
 - Mexican **HUICHOL** yarn painting
<https://www.bing.com/images/search?q=huichol&qvpt=HUICHOL&FORM=IGRE>
 - Japanese traditional fabric art - **Sachiko** (hand and machine sewing):
<https://www.thesprucecrafts.com/sashiko-patterns-projects-and-information-1177510>
 - **Hanging scroll** with calligraphy and/or sumi-e (ink painting)
 - Lamp shade or **Chochin** with **WASHI** (Japanese rice paper making):
https://en.wikipedia.org/wiki/Traditional_lighting_equipment_of_Japan
<https://en.wikipedia.org/wiki/Washi>
 - African mask with recycled 2D or 3D collage art
- Monthly readings and reaction reports based on textbook related chapters & exercises (e.g. 300-500 words in length). Please read all assigned material. Write a reaction report in which you respond to key issues in the readings --those passages or positions that seem most significant to your understanding of child art. When several articles are assigned, you may choose to respond to one selection or to address a theme that carries through the group of readings. Three to Four people will be asked to share their reaction reports with the class at each meeting. Please be prepared to present your response and to contribute to discussion.

- 2 Teaching Practices and Presentations using appropriate technology:

1) Saturday Kid Art Camp/Workshop (group): *This will be a monthly Saturday art project for Kids. All students will be assigned to teach at least one Saturday during the semester. **The detail will be announced in class and/at PORTAL)*

2) Group Teaching Presentation (6-7 per group) in Art 100: Art Appreciation: Multicultural Perspectives: Suggested topics of the lessons, approaches, and guidelines will be provided.

* See presentation grading rubric below.

Final Paper Presentations (See Rubric below):

Presentation Technology Rubric	Highly Competent	Competent	Emerging Competence	Competence not Evident
Use of Internet as recourse, including properly citing sources				
PowerPoint Use, includes organization, quality of contents including visuals and citing sources				
Professional presentation Style, includes, dress, diction and expressing confidence				
Overall Presentation Quality				

- 13th annual Art Education Art (*tentative schedule: Mon., 4/13 – Fri., 5/8 at BMU gallery including the days of install/-de-installation):

This will be a Community & Culture Event Project including Exhibition. This will be developed using appropriate technology based on cultural arts event and exhibition in which students participate in event planning and in the actual event itself, possibly including development of Exhibition **Catalogue**.

All students will be required to submit at least one artwork for the show. ** The details to be discussed in class.*

- Final Research Paper:
Possible approaches of final research paper and related artwork (for exhibition):
 1. Cultural Diversity in Art and Education
 2. Post-modernism in Art and Education
 3. Visual culture (popular culture) in art educational curricula
 4. Technology in Art and Education
 5. Literature reviews of children's artistic and/or aesthetic development
 6. Case Study of Children's Artistic/Aesthetic Development (e.g. your own)

TENTATIVE COURSE SCHEDULE

- *All students are required to access the PORTAL regularly (at least weekly) to get the info!
- *Changes in the schedule will be announced in class and/or through the PORTAL!

IMPORTANT INFORMATION

Disability Support Services (Americans with Disabilities Act):

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible, or see the instructor during office hours. Please also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations

•Accessibility Resource Center, ARC
(Disability Support Services, DSS, is now ARC)
www.csuchico.edu/dss <<http://www.csuchico.edu/dss>>
530-898-5959 | Student Services Center 170

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

****The schedules and important issues/messages are regularly updated on BB Portal!***

Looking Forward to Working With YOUuuuuuuuu (^_^)!