

Instructor

Karen McGarry, Adjunct

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Office Location

FA-2 / 203

Sec 17703

Class TimeTue/Thurs: 1:00 – 3:45 PM
Room FA-2 / 202**Office Hours**

Tues: 3:00 - 4:00 PM



The Chapman Family Collection
2002, White Cube, London

“Mountain peaks do not float unsupported.”

John Dewey, *Art as Experience*

Course Description

A study of the diversity of theory and practice in art and art education as understood in and across cultures. Application of the California Visual and Performing Arts Framework for art education to the integration of content from art history, art production, theory and criticism, and aesthetic viewpoints reflecting a variety of racial, ethnic, linguistic, gender, sexual, cultural and cross-cultural perspectives. This course will also address issues of culturally appropriate practice for understanding art across cultures. (Catalogue description)

Course Goals

Specific goal statements for this course are:

- 1 To help students to develop and expand their knowledge regarding multicultural and cross-cultural theory in art education.
2. To expose students to "multiculturalism as social and political advocacy". Students will be working on community internship projects as part of the service learning requirements for this course (twenty four hours of community service learning are required – twelve visits)

3. To enable students to understand what is needed to design a "meaningful and holistic" multicultural curriculum in public schools according to the California Visual and Performing Arts Framework. Students will be required to design multicultural units of art instruction.

4. To enable students to successfully integrate art production, art criticism, art history and aesthetics in a multicultural and cross-cultural perspective.
5. To help students designing and implementing community based art projects in collaboration with several communities in Long Beach.

Required Reading

- Art 401 – Electronic Readings - CSULB Library System

Recommended Textbooks

- **Visual and Performing Arts Framework for California Public Schools**-California State Board of Education
- Anderson, R. -**Calliope's Sisters** - Prentice Hall (1990)
- Shor, Ira – **Empowering Education – Critical Thinking for Social Change** – The University of Chicago Press, 2003
- Cahan,S. & Zoya,K.-**Contemporary Art and Multicultural Education** - The New Museum of Contemporary Art (1996)

Course Structure

Several instructional strategies or methods will be utilized in this course including lectures, demonstrations, group discussions, problem solving, cooperative learning, role playing, and group critiques. These methods, combined with studio activities, will become models which students will be able to utilize in their future teaching career. Twenty four contact hours (twelve visits) of community service learning will be required in this course. Placement, duration and types of internships will be discussed in detail in the three first weeks of classes. Where applicable, we will incorporate connected and interdisciplinary learning. Appropriate dress and professional appearance/attitude are required in placement positions.

Community Agencies

- Woman to Woman and NCADD – M,Tu,W,Th,F, 9-11:00
- Boys and Girls Club – Time TBD
- Arts and Services for the Disabled - M,Tu,W,TH,F, 12:30 - 2:30
- Flossie Lewis Recovery Center – Fri, 9:00 – 11:30
- LBUSD Transition Program – Thurs, 12/12:30 – 1:30/2:00

Tentative Course Requirements and Grading Policy

Participation in Class and Reports on Assigned Readings (I)	15%	
Power Point Group Presentations (G)	15%	
Participation in Service Learning Project (I)	15%	
Service Learning Packet (G)	15%:	15%
Three Group Project Plans with Supporting Material		
Reflection Journal (I)	15%	
Case Study (I)	15%	

Individual Traditional Lesson Plan (I)

10%

Grade Scale:

95 -100 = A
90- 94 = A-
85- 89 =13

80 - 84 = B
75 - 79 = C
70 - 74 = C

65 – 69 = D
54 – 64 = D-
0 – 53 = F

A = Excellent

B = Good

C = Average

D = Poor F = Fail

Absences: Unexcused absences will have a significant impact upon grades received in this course. Three such absences will result in a one letter grade reduction from your final grade. A fourth absence will further reduce the course grade by another letter. Three tardies (or three times leaving class earlier) will constitute one absence.

Tardies: You must be on time for class. You will be working in cooperative learning groups and your tardiness will affect the performance of your partners. I will be rigorous concerning this matter. **Your lack of punctuality will drastically affect your final grade** (Participation in Class 20% of final grade). Furthermore, **three tardies (5 - 15 minutes) will constitute one absence. If you are late 30 minutes, this will count as an absence.**

Tentative Course Requirements

Case study

(5-7 pages) Submit via Beachboard Dropbox

You will be observing a specific student of yours and recording his or her progress (knowledge, psychological aspects...) throughout the semester. (1) Your **data collection** should be based on *observations, interviews, instructional materials review, and portfolio review*. (2) Your **data analysis** will cover your description of the experience and conclusions. In your written reflection, you must include at least two (2) reference citations from reputable sources within your area of concentration. (APA Format required – Consult the Purdue Online Writing Lab – OWL - for assistance in writing your citations, <https://owl.english.purdue.edu/>)

Individual Lesson Plan

(2-3 pages)

You will be required to design an extra (individual) lesson plan which will be attached to the three group lesson plans in your Learning Packet. This lesson plan will not be implemented at your community site.

Reflection Paper

(5 -7 pages) Submit via Beachboard Dropbox

In this paper you will be reflecting on your experience by connecting your knowledge as an art educator and your experience in the community agencies. Emphasis should be placed on comparing content standards approach to studio focused approach in art education. Your conclusion should be your philosophy as an art educator (or artist educator).

Presentation on Assigned Readings

You will be required to give two Power Point group presentations based on assigned electronic readings. Some additional research is required. The schedule of presentations and groups will be established on the third week of the semester.

Field log notebook

At the end of the semester, you will turn your field log notebook to me

Summary of Assigned Readings

The readings you encounter in this course may be unfamiliar and provide a challenging learning encounter. Please read texts carefully and plan on reading articles/texts more than once to fully comprehend and be able to discuss ideas and concepts presented in the readings during our class meetings. Consider stages of reading: 1. a quick read to become familiar with the tone of the reading assigned; 2. a deep read where you search for intent/meaning and analysis.

Consider these pointers for the Analytic approach to reading assignments:

- What major claims does the reading support/promote?

- What evidence is given to support these claims?
- What explicit (openly stated) assumptions support the reading?
- What implicit (unstated) assumptions support the reading?
- Does the author sufficiently support his/her claims in the reading?
- What evidence might lie in opposition to the author's claims?
- How can the claims be applied to arts practice? Should they be applied?
- How would you assess the reading?

You will be expected to use critical thinking skills and writing skills that reflect the professional nature of your position in university. The following attributes will be considered in grading your written reflections:

- Quality and content of written submission;
- Tone/manner of writing;
- Grammar and mechanics;
- Supported writing with appropriate citations;
- Plagiarism.

Written reflections based on assigned readings will be submitted for credit via Beachboard through the Turnitin submission platform. Specifics to be discussed in class.