

Syllabus: **Advanced Multicultural Art for Young People**  
(Teaching Diversity through Art)

**San José State University**  
**Department of Art and Art History**  
**ART39/ART139/CA139**  
**Advanced Multicultural Art for Young People**  
**(Teaching Diversity through Art)**  
**Spring 2020**

**Course and Contact Information**

<b>Instructor:</b>	<b>Susan W. Trimmingham</b>
<b>Office Location:</b>	Art Building 121
<b>Telephone:</b>	(408) 924-4394
<b>Email:</b>	<a href="mailto:susan.trimingham@sjsu.edu">susan.trimingham@sjsu.edu</a>
<b>Office Hours:</b>	11:15-12:00/ Tuesdays & Thursdays
<b>Class Days/Time:</b>	TTH 12:00 to 2:50 PM
<b>Classroom:</b>	Art 203
<b>Prerequisites:</b>	Upper division standing or permission of instructor
<b>Units:</b>	3

**Additional Contact Information**

- \* E-mail is generally the best method of contact during non-office hours.
- \* Please allow 48-hours for an e-mail response.
- \* Emergency: 911.....Campus Escort: 42222
- \* Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

**Course Description**

This course will investigate the impact of cultural diversity within the 21<sup>st</sup> century classroom from preschool through high school and provide an opportunity to concentrate on why the arts matter through active learning. The course will focus on strategies for teaching the ideas of diversity through art. We will be using *The California Visual Arts Standards* and *Celebrating Pluralism* by Graham Chalmers as resource texts.

We will survey the basic concepts of art, child growth and development in the field of art education through participatory experiences that reflect cross-cultural connections of the arts though ideas and values found across boundaries of time and place. As crossing cultures is a dynamic, complex process where context is everything, students will deepen their understanding of culture and context in this course by exploring their own subjective positioning through active collaboration. **The course is designed to create a community in which all**

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**members are teachers, learners, and artists. Responsible participation from everyone in this community is required.**

## **Course Format**

### **Lecture and Studio**

### **Faculty Web Page and MYSJSU Messaging (Optional)**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

## **Course Goals**

This course will focus on developing students' awareness of culture and using this awareness to design and implement meaningful art lessons that relate artistic ideas and works with societal, cultural, and historical context in order to deepen understanding.

Upon successful completion of this course, students will be able to:

1. Deepen their understanding of culture and context by exploring their subjective positioning through relevant journal reflections and inquiry-based discourse
2. Design lesson plans that create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

## **Course Learning Outcomes (CLO)**

### **Course Skill Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Discuss, report and write about crucial aspects of multicultural art education and how cultural values and biases affect teaching and learning.
2. Identify and describe one or more assessment techniques for teaching an art lesson with all students.
3. Demonstrate development as a collaborative educator through participation in scheduled group presentations and a Group Lesson Plan.

### **Course Content Learning Outcomes**

Upon successful completion of this course, students will have mastered:

4. Designing a lesson plan that creates and maintains effective learning environments for student's learning in art by providing engaging and relevant content.
5. Designing and implementing a class presentation that demonstrates understanding of instructional planning and designing learning experiences for all students in art.
6. Demonstrate understanding of the visual arts in relation to history and culture using the CA Visual Arts

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Standards and the Artistic Process of Connecting by producing a lesson plan that includes meaningful and inspiring multicultural content, and shows thoughtful relationships and/or connections to the art project.

## Required Texts/Readings

### Required Readings

#### Textbooks

F. Graeme Chalmers, *Celebrating Pluralism, Art, Education, and Cultural Diversity*, the J. Paul Getty Trust, Los Angeles, California, 1996. (Used at [www.amazon.com](http://www.amazon.com), <http://www.abebooks.com/>, and <http://www.alibris.com/>) (Also available on Canvas for this course)

California Arts Standards. *California Arts Standards for Public Schools, Prekindergarten through Grade 12- Visual Arts*. (1/9/2019). <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

### Optional Materials

Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the Canvas course website.

### Course Web Materials

- ART(H)/(PHOT) [course number] Course materials on-line on the SJSU Canvas site for the course at: <https://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ART(H)/(PHOT) [course number] Course Website. Available at <http://arth.sjsu.edu/>, select **Course Web Pages**. Access through User: and Password: (login instructions to be announced in class).
- **Optional Resources include:** Electronic Resources links to writing guides and Internet sites will posted to the Course Website and/or to Canvas.

## Library Liaison

Gareth Scott

email: [gareth.scott@sjsu.edu](mailto:gareth.scott@sjsu.edu)

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Art and Art History Resources: <https://libguides.sjsu.edu/Art>

## Department Advising

For information about majors and minors in Art & Art History, for a change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, [art@sjsu.edu](mailto:art@sjsu.edu)

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**Course Requirements and Assignments**

**1) Engagement during class - 15% of grade**

- Active listening and engagement in all class discussion and activities
- Evidence of effort, risk taking, and growth
- Evidence of critical thinking about the readings and projects, participation in group work that demonstrates the use of art in education
- Courtesy notification when not attending a class
- No texting during class
- If you miss class it is your sole responsibility to get notes, assignment details, etc. from classmates.
- Please notify the instructor in advance by email if there is an unusual circumstance preventing you from attending class or arriving on time.

**2) Reflections – Due Dates listed on schedule - 15% of grade**

Your 15 reflections will be a method for recording your observations from each class and will allow you to keep an ongoing record of your thoughts and feelings to reflectively analyze your growth personally and professionally. Write a short paper/reflection, **700-950 words**, double-spaced, font size 12, for each assigned class lesson (see list below), unless otherwise specified, using the assigned Reflection Format. Use the specific “Reflection Prompts” handouts for formatting your Reflections, and the “Journal Reflection Checklist” for order placement in your journal. These handouts are available on **Canvas** in Files.

*What is Culture?*

*Ethnographic Cultural Collage (includes image)*

*Celebrating Pluralism (includes image)*

*Collaboration*

*Elements of Art & Principles of Design*

*Multiple Intelligences*

*Demonstration Lesson (includes image)*

*6 Group Multicultural lessons (include image for your Group Lesson Reflection)*

*Final Project/Lesson Plan (include image—worth 2%)*

**3) Class work – Due Dates listed on schedule – 40% of grade**

Each lesson is essential to your growth in this course and will contribute to your understanding of teaching multi-cultural to art elementary and high school aged students. The following presentations will be graded, as they are essential to your learning:

**Ethnographic Cultural Collage Presentation**

**Due date: see schedule 10 pts**

**Celebrating Pluralism Presentation**

**Due date: see schedule 10 pts**

**Elements of Art Presentation**

**Due date: see schedule 05 pts**

**Principles of Art Presentation**

**Due date: see schedule 05 pts**

**Multi-Cultural Group Art Lesson**

**Due date: see schedule 10 pts**

**4) Individual Multicultural Lesson Plan w/Presentation - Due with Journal - 25% of grade**

Final course project: you will create a lesson plan with one activity. You have the choice of using an existing

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lesson found through a museum, your text book, a children's art internet site, an art education internet site, from an art curriculum text or related material or visual art subject you are interested in researching. Your presentation will count as **10%** of the total grade and the actual lesson plan will count as **15%**. You will hand in a Reflection on your Individual Lesson after your Presentation along with **a hard copy of your Lesson Plan in your journal.**

**5) Constructive Feedback – 5% of grade**

Throughout the semester students will have the opportunity to practice the art of constructive feedback. The Constructive Feedback Checklist will assess this skill. Students will provide feedback to their peers during the Individual Lesson Plan Presentations using the Checklist. The Checklist will be handed in at the end of all presentations.

**6) Journal**

Your Journal will be your Final Project. Your Journal will include:

- a. Table of Contents with 3 Tabs: [Class Notes, Reflections, and Lesson Plan](#)
- b. Your observations/descriptions/notes from each class
- c. 15 Reflections (see Reflection checklist)
- d. Revised Individual Lesson Plan (revised per Presentation suggestions) & First Draft

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

This course modifies current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. **Students will provide a final Journal Project. See above for what will be included.**

**Grading Information**

**Assignment Format and Submission:** The course is designed to create a community in which all members are teachers, learners, and artists. The course requires responsible participation from everyone in this community. Students should be prepared to attend all class meetings as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Making up class work is the responsibility of the student. A final project/Lesson Plan will stand in for the Final Examination. Evaluations will be based on completion of assignments and engagement during class time.

The grading system for this course is based on the expectation that with clear evaluation criteria given at the beginning of the assignment, explicit instructor feedback, and opportunities for revision, every student has the opportunity to receive full credit for each assignment.

Students will be graded on a 100 point scale.

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**Determination of Grades**

- Grading is based on cumulative work. See Course Requirements and Assignments for detailed information regarding grading. Rubrics and Scoring Guides are provided for each graded assignment in the Appendix.
- There is one Extra credit option, a museum visit. Information regarding completion of this assignment is in the Appendix of this syllabus on the last page.
- List of the percentage weight assigned to various class assignments is detailed in Course Requirements and Assignments.
- Penalty for late or missed work will be loss of those grade points.

**Relative weight of course requirements:**

- 1) Engagement during class sessions (15%)
- 2) Reflections (15%)
- 3) Class Presentations (40%)
- 4) Final Project-Lesson Plan & Presentation (25%)
- 5) Constructive Feedback (5%)

Late assignments will only be accepted under unusual, extenuating, or emergency circumstances.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

**Please note:** Except in cases of documented emergencies, incomplete grades are not given in this course.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

**Additional Note:**

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

**Classroom Protocol**

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Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smart phones, or other devices that detract from full attention should be turned off or silenced.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>."

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Course Schedule**

*(This schedule is subject to change with advance notice made during class)*

WEEK	DATE	ASSIGNMENTS
1	1/23	A word about grading. Review Syllabus. “What is Multicultural Art Education?” Safe classroom. <b>Hand out photo waivers.</b> Choose an artwork from selected culture: <a href="http://arth.sjsu.edu/home/index.php">http://arth.sjsu.edu/home/index.php</a> Click on <u>Image database</u> <b>Assignment/Research &amp; Listen: TED Talks- Chimamanda Adiche &amp; “Metaphor”</b> <i>*Purchase: Celebrating Pluralism and VAPA CA Framework</i>
1	1/28	-1 Introductions—Group work/painting. <b>Review Painting lesson through Spoken Word (1<sup>st</sup> person poem).</b> <b>Review TEDx: “What is your story?”</b> Backpack collages. REVISE collages— Gallery walk--“I Am...” poems. Introduce ethnographic collage through handout and real work. Review images of multicultural artwork. Review Metaphors. Read Hidalgo’s <i>Multicultural Teacher Introspection</i> . Review Rubric for Collage & Two Voice Poem. <a href="#">View TEDx “Is there a difference between Art and Craft?”</a>
2	1/30	-2 Review TEDx Difference between Art and Craft. <a href="#">Partner work with artwork image</a> Collage Demonstration. <b>Collage work in class</b>
2	2/4	-3 <b>Collage work in class—assign partners--Review Collage Rubric Presentations.</b> Partners write <b>Two Voices Poem before leaving class</b> <b>Complete collages outside of class.</b>
3	2/6	-4 <a href="#">Collage due</a> <b>Begin Collage/Poem Presentations w/partners.</b> Pair-share collage presentation practice. Review <i>Reflection Format</i> . Review <i>Collage scaffolding</i> <a href="#">Assignment: Write a definition of “Culture” and a response to “How do we learn about culture?”</a> Ask 3 other people to define and respond.



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		Assignment/Listen & Write: <b>TED Talks-Wade Davis: Dreams from endangered cultures &amp; Pellegrino Riccardi: Cross cultural communication (4 &amp; 5)</b> <b>Assignment: Collage Reflection</b>
3	9/10	-5 <u>Collage Reflection (with image) due</u> Share definitions & responses. TEDx review-one minute essay. What is the relationship between visual arts and culture? Course definition of “culture,” Hidalgo’s 3 levels of culture <b>Assignment/Listen &amp; Write:</b> TED Talks-What’s the Line Between Stereotyping and Celebrating Culture + Why do we Create Stereotypes? (6 & 7) <b>Assignment:</b> Bring an object to class that has personal or sentimental value and may be considered beautiful by its owner even though someone else might consider it off, unusual, or ugly.
4	2/11	-6 Review TEDxs on stereotyping. Culture Matters Quiz. Sonia Nieto. Class discussion re: Multicultural Education. Ethnocentrism vs Ethnorelativism. Resources. TEDx review. Cross-cultural “Beauty” activity. <b>Research &amp; Read:</b> <i>Cultural Differences and Cultural Understanding</i> in Hidalgo handout, Cultural Appropriation, <a href="https://www.npr.org/templates/search/index.php?searchinput=cultural+appropriation">https://www.npr.org/templates/search/index.php?searchinput=cultural+appropriation</a>
4	2/13	-7 Review “Cultural Appropriation” in small groups/anecdotes. Record key words. Large group share-out—anecdotes. Culture Shock--Visualization exercise <b>Assignment/Listen &amp; Write:</b> TED Talks-Can art amend history? (8)
5	2/18	-8 <u>Culture Reflection due</u> Review “Can art amend history?” Assign <i>Celebrating Pluralism</i> chapter groups (1, 2, 3, 4A, 4B, 5). All students read CP Foreword. Handout: Collaboration Guidelines, <i>Celebrating Pluralism</i> Rubric. <b>ASSIGN Chapters- choose Facilitator</b> <b>Assignment: Culture Reflection</b> —review Academic Language, download your assigned chapter from CANVAS
5	2/20	-9 Chapter Groups meet and choose Recorder —Review Rubric for <i>Celebrating Pluralism</i> presentations. Work on assigned chapter in class. Review Collaboration Reflection. <b>Provide evidence of assignments for Chapter before exiting class.</b>
6	2/25	-10 Work on visuals for <i>Celebrating Pluralism</i> and presentations. Review with instructor.

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6	2/27	-11 <b>Chapter Presentations.</b> Class provides constructive comments for each presentation. Regroup Chapter groups and recall comments. What did you do best? Write a <b>Question Poem</b> reflecting your chapter.
7	3/3	-12 <b>New groups.</b> Appoint a Recorder. Pass out Chapter 6 of <i>CP</i> . After reading 6 discuss how your understanding of teaching Multicultural Art has changed? <b>Haiku</b> Poems of Chapter 6 with your groups—share out. In-class <b>Collaboration Reflection</b>  <b>Assignment: Celebrating Pluralism Reflection</b> <b>Assignment: Read Learning Styles p. 67-69 in Celebrating Pluralism</b>
7	3/5	-13 <u><b>Celebrating Pluralism Reflection (with image) due</b></u> Review Learning Styles p. 67-69 in <i>Celebrating Pluralism</i> Multiple Intelligence Quiz—Discuss Multiple Intelligences and how they facilitate “many ways of knowing” for diverse cultures. Warm-ups for performance using staging techniques. Break into MI groups using <b>Multiple Questions for MIs</b> to develop “Wedding Event” tableau/pantomime. <b>Groups present</b> “Wedding”--Family Portraits. Share individual experiences of Dominant MI. Deconstruct MI lesson. Museum Movement video. Be a painting/Museum Movement.
8	3/10	-14 Review MIs. Another Tableau/skit (Picnic, Vacation, Sports, Birthday). How did it feel to work with similar intelligences? <i>Review Rubric for Elements Presentations.</i> <b>Assign Elements groups</b> and groups begin work on presentations. <b>Elements Presentations.</b> Finding Elements in works of art and the environment. Elements Questions.
8	3/12	-15 <u><b>Multiple Intelligences Reflection due</b></u> <i>Review Rubric for Principles Presentations.</i> <b>Assign Principles groups.</b> <b>Principles Presentations.</b> Reading Art using Elements and Principles of Design. 1-minute essays. <b>Assignment: Read pp. 2-19 in VAPA Framework--Bring VAPA Framework to next class. Preview Framework PowerPoint.</b>
9	3/17	-16 <u><b>Elements &amp; Principles Reflection due</b></u> Framework PowerPoint--Explore <b>Framework, Strands and Standards &amp; Framework Questions.</b> <b>Assign VAPA Strands for presentation</b> --remind groups to use art to enhance meaning for the audience and to think about differentiation. <b>VAPA Strands Presentations.</b> Each Strand group writes a Question poem about their strand.
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9	3/19	<p><b>DEMONSTRATION MULTICULTURAL VISUAL ARTS LESSON</b>  <b>Assignment: Listen to TED Talk: How to teach culture with integrity in the Art Room</b>  <a href="https://www.theartofed.com/2014/04/10/how-to-teach-culture-with-integrity-in-the-art-room/">https://www.theartofed.com/2014/04/10/how-to-teach-culture-with-integrity-in-the-art-room/</a></p>
10	3/24	<p>-18  <u>Demonstration Lesson Reflection (include image) due</u>  <b>Review How to Teach culture with integrity in the art room.</b>  <b>Why is “Why?” important?</b> What is scaffolding? How does that help your students learn? Review Hidalgo’s levels of culture. <b>Assign groups for multi-cultural lessons by lottery</b>—Assign geographic area (Pacific Islands/Caribbean/Australia, Africa, Native America, Latin America, Middle East, Asia)--Begin group work. Start with Framework.  <b>REVIEW:</b> Group Lesson Rubric, Lesson Plan Format, Multicultural Websites, 15 Questions, Moth Radio, Group Lesson Approach, Group Lesson Checklist  <b>ASSIGNMENT: Moth Radio group report for your geographic area</b></p>
10	3/26	<p>-19  Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist &amp; other handouts). Check-in with Teacher</p>
	3/30-4/3	<b>SPRING BREAK</b>
11	4/7	<p>-20  Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist &amp; other handouts). Check-in with Teacher</p>
11	4/9	<p>-21  <b>Group lesson Plan demonstrations.</b> Group critique and deconstruction.  <b>**Provide image with your Group Reflection</b></p>
12	4/14	<p>-22  <b>Group lesson Plan demonstrations.</b> Group critique and deconstruction</p>
12	4/16	<p>-23  <b>Group lesson Plan demonstrations.</b> Group critique and deconstruction  <b>Assignment: Research Informal Assessments.</b></p>
13	4/21	<p>-24  <u><b>Review What to put in your Journal.</b></u> Review Lesson Plan Format and Lesson Plan Rubric.  Discuss Informal Assessments. Design assessments for the Group Lesson Plans.  <b>Sign up for Individual Lesson Plan Presentation times</b> Begin work on Individual Lesson Plan.</p>

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		<p><b>Assignment: email revised Group Lesson Plans</b>  <b>Assignment: 1<sup>st</sup> Draft of Individual Lesson Plan &amp; Art Project due at presentation</b></p>
13	4/23	<p>-25  <b>Individual Lesson Presentations</b> &amp; constructive feedback.</p>
14	4/28	<p>-26  <b>Individual Lesson Presentations</b> &amp; constructive feedback.</p>
14	4/30	<p>-27  <b>Individual Lesson Presentations</b> &amp; constructive feedback.  <b>Assignment: Bring completed journals to class next time. Journals should include: all 15 reflections (including your own <u>Individual Lesson Plan Reflection</u>), observations and notes (typed and/or hand-written) from each class, relevant artwork images, <u>and</u> your Individual Lesson Plan. Journal should be clearly organized with a recognizable system including a <u>Table of Contents</u> and 3 Tabs: REFLECTIONS, NOTES, LESSON PLAN</b></p>
15	5/5	<p>-28  <b>JOURNALS DUE</b>          Fishbowl Inquiry - review of course.</p>
15	5/7	<p>-29  <b>Group painting/reflection</b>  <b>JOURNALS RETURNED</b></p>
<b>Final Exam</b>	<b>Wednesday, 5/13 9:45-12:00</b>	