

San José State University
Department of Art and Art History
ART39/ART139/CA139, Section 01
Advanced Multicultural Art for Young People
(Teaching Diversity through Art)
Fall 2020

Course and Contact Information

Instructor(s):	Susan W. Trimingham
Office Location:	Virtual meetings this semester
Telephone:	Contact through email
Email:	susan.trimingham@sjsu.edu
Office Hours:	11:15-12:00/ Tuesdays & Thursdays
Class Days/Time:	TTH 12:00 to 2:50 PM
Classroom:	Virtual class meetings this semester
Prerequisites:	Upper division standing or permission of instructor
Units:	3

Course Description

This semester the course will be taught all online with modules. We will be meeting through zoom for clarification and review of assignments, and presentations. PowerPoints are required for student presentations.

The course will investigate the impact of cultural diversity within the 21st century classroom from preschool through high school and provide an opportunity to concentrate on why the arts matter. 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 assignments 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 members are teachers, learners, and artists. Responsible participation from everyone in this community is required.**

Course Format

Online Courses

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Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)**

Program Information

Art Education Program Coordinator: Barbara Hughes barbara.hughes@sjsu.edu

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 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

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.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 be posted to the Course Website and/or to Canvas.

Library Liaison

Library Liaison Contact Information for Art and Art History

The Art and Art History Department has a Library Liaison. Please see his contact information below

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library
4th Floor Administration Offices

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

Course Requirements and Assignments

1) Engagement during class - 20% of grade

- Refer to the Rubric for Engagement (in Files) for a complete list of all class assignments
- Active listening and engagement in all class discussion and activities
- Evidence of effort, risk taking, and growth
- Evidence of critical thinking about the assigned readings and projects, participation in group work that

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demonstrates the use of art in education—these assignments are identified as “Preparation for next class meeting”

- 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) Written Assignments– Due Dates listed on schedule - 50% of grade

Your written assignments will allow you to demonstrate your understanding of the key lessons for this course. Instructions and formats are provided for each written assignment. As this course is being taught online, these assignments are critical to your grades for each Module.

3) Presentations – Due Dates listed on schedule – 30% of grade

Each presentation 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.

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 models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. **Students will provide a Final Project Lesson Plan**

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.

Determination of Grades

- Grading is based on cumulative work. See Course Requirements and Assignments for detailed information regarding grading.

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- 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 (20%)
- 2) Written Assignments (50%)
- 3) Class Presentations (30%)

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

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. During zoom meetings please remain on mute until your turn to speak.

University Policies (Required)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted ART 39/139/CA 139, Fall Semester 2020

by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**ART 139/Art 39/CA 139-01 – Advanced Multicultural Art for Young People
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Fall 2020
Course Schedule**

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

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
1/ <u>Module 1</u>	8/20	Watch Welcome video on Announcements—review of syllabus and course expectations.
1/ <u>Module 1</u>	8/25	Class meeting via zoom. Check Announcements for the zoom link. Module 1—TEDx, Backpack collage, Hidalgo’s Multicultural Teacher Introspection
2/ <u>Module 1</u>	8/27	Work at home on assignments
2/ <u>Module 1</u>	9/1	Class meeting: Museum Resources, Collage and 2-voice Poem
3/ <u>Module 1</u>	9/3	Work at home on assignments
3/ <u>Module 1</u>	9/8	Class meeting: Collage and Poem Presentations
4/ <u>Module 1 & 2</u>	9/10	Work at home on assignments Collage Reflection Written Assignment due
4/ <u>Module 2</u>	9/15	Class meeting: TEDx, Beautiful Objects, How do we acquire culture?
5/ <u>Module 2</u>	9/17	Work at home on assignments
5/ <u>Module 2</u>	9/22	Class Meeting: Stereotyping, Multicultural Education, Ethnocentrism/Ethno-relativism

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
6/ <u>Module 2</u>	9/24	Work at home on assignments
6/ <u>Module 2</u>	9/29	Class Meeting: Cultural Appropriation, How to teach without appropriating
7/ <u>Module 2</u>	10/1	Work at home on assignments What is culture? Written Assignment due
7/ <u>Module 3</u>	10/6	Class Meeting: Can art amend history? Teaching art from other cultures, Celebrating Pluralism Foreward. Assign Chapter groups.
8/ <u>Module 3</u>	10/8	Work at home on assignments
8/ <u>Module 3</u>	10/13	Work at home on assignments
9/ <u>Module 3</u>	10/15	Work at home on assignments
9/ <u>Module 3</u>	10/20	Class Meeting: Chapter Presentations
10/ <u>Module 3</u>	10/22	Work at home on assignments Chapter 6 Written Assignment due
10/ <u>Module 4</u>	10/27	Work at home on assignments Elements of Art & Principles of Design Written Assignment due
11/ <u>Module 5</u>	10/29	Work at home on assignments
11/ <u>Module 5</u>	11/3	Class Meeting: Multiple Intelligences, Museum Movement, Cultural Conditioning
12/ <u>Module 5</u>	11/5	Work at home on assignments

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
		Multiple Intelligences Written Assignment due
12/ <u>Module 6</u>	11/10	Work at home on assignments CA Visual Arts Standards Written Assignment due
13/ <u>Module 7</u>	11/12	Work at home on assignments
13/ <u>Module 6 & 7</u>	11/17	Class Meeting: Questions regarding Visual Arts Standards, Designing a meaningful art lesson, Group Assignments Looking at Art Written Assignment due
14/ <u>Module 8</u>	11/19	Work at home on assignments
14/ <u>Module 8</u>	11/24	Work at home on assignments
	11/26	THANKSGIVING
15/ <u>Module 8</u>	12/1	Class Meeting: Group Lesson Plan Presentations
15/ <u>Module 8</u>	12/3	Class Meeting: Group Lesson Plan Presentations
16/ <u>Module 8</u>	12/8	Class Meeting: Group Lesson Plan Presentations
Final Exam	12/10 9:45- 12:00	This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. Students will provide a Final Project Lesson Plan