

**San José State University**  
Department of Art and Art History  
**ART39/ART139/CA139**  
**Advanced Multicultural Art for Young People**  
**(Teaching Diversity through Art)**  
**Fall 2021**

### Course and Contact Information

Instructor(s):	Susan W. Trimmingham
Office Location:	Virtual meetings this semester
Telephone:	Contact through email
Email:	<a href="mailto:susan.trimingham@sjsu.edu">susan.trimingham@sjsu.edu</a>
Office Hours:	11:15-12:00/ Tuesdays & Thursdays
Class Days/Time:	TTH 12:30 to 3:20 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 a module format. We will be meeting through zoom for clarification and review of assignments, and presentations. PowerPoints are required for student presentations.

The course will provide an introduction and foundation for understanding cultures through art, strategies for teaching the ideas of diversity and multiculturalism through art, and will provide an opportunity to study why the arts matter. 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 Course

ART 39/139/CA 139, Fall Semester 2021

## **Faculty Web Page and MYSJSU Messaging**

*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 the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.*

## **More Faculty Information:**

Canvas: <http://www.sjsu.edu/at/ec/canvas/>

Canvas Faculty Resources: [http://www.sjsu.edu/at/ec/canvas/faculty\\_resources\\_new/index.html](http://www.sjsu.edu/at/ec/canvas/faculty_resources_new/index.html)

## **Program Information**

Art Education Program Coordinator: Barbara Hughes [barbara.hughes@sjsu.edu](mailto: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 of other cultures.

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. Demonstrate development as a collaborative educator through participation in scheduled group presentations and a Group Lesson Plan.
3. Design and produce works of art that demonstrate knowledge of multicultural context, techniques, and respect for other cultures using different media, styles and forms of expression.

### **Course Content Learning Outcomes**

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

4. Designing a standards-based lesson plan that creates and maintains effective and safe learning environments for students' learning in art by providing engaging and relevant content, and demonstrates a sequence of instruction that provides all learners equal opportunities to create artwork and to both speak and write about art.

5. Designing and implementing a class presentation that demonstrates understanding of instructional planning and designing of learning experiences that meet the needs of all learners 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 standards-based lesson plan that includes meaningful and inspiring multicultural content, shows thoughtful relationships and/or connections to the art project, and applies the theories of art education to develop a repertoire of teaching strategies to proactively meet the needs of all learners.

## Required Texts/Readings (

### Textbooks

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>

Buffington, M.L. & Bryant, A. *Changing Practice: Culturally Sustaining Pedagogy in Art Education*. Published online 2/12/19. Download citation: <https://doi-org.libaccess.sjlibrary.org/10.1080/00043125.2019.1559587>

### Optional and Supplementary Materials

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

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)

Dobbs, S.M. *Learning in and through art: A guide to discipline-based art education*. (1998). Los Angeles: Getty Publications.

### 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](mailto:gareth.scott@sjsu.edu)

phone: (408) 808-2094

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

ART 39/139/CA 139, Fall Semester 2021

## 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)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### 1) Engagement during class - 20% of grade

- Refer to the Rubric for Engagement (in Files) for a complete list of all class assignments that will contribute to this grade
- 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 demonstrates the use of art in education—these assignments are identified as “Preparation for next class meeting”
- If not using video, responds to instructor’s inquiries using emojis in Reactions
- 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.
- 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)**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

#### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.



**ART 139/Art 39/CA 139 – Advanced Multicultural Art for Young People  
(Teaching Diversity through Art)  
Fall 2021  
Course Schedule**

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

<b>Week/Lesson/ Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1/ <u>Module 1</u>	8/19	<b>Class meeting via zoom: Check <b>Announcements for the zoom link</b> Module 1—Review of syllabus and course expectations</b>
1/ <u>Module 1</u>	8/24	<b>Class meeting: Review assignments: TEDx, Backpack collage, Hidalgo’s Multicultural Teacher Introspection—assign 2-Voice Poem pairs, Review Museum Resources</b>
2/ <u>Module 1</u>	8/26	<b>Work at home on assignments</b>
2/ <u>Module 1</u>	8/31	<b>Class meeting: <b>Collage and 2-voice Poem Presentations (10%)</b></b>
3/ <u>Module 1</u>	9/2	<b>Work at home on assignments</b>
3/ <u>Module 1</u>	9/7	<b>Class meeting: <b>Collage and Poem Presentations (10%)</b></b>
4/ <u>Module 1 &amp; 2</u>	9/9	<b>Work at home on assignments</b>
4/ <u>Module 2</u>	9/14	<b>Collage Reflection Written Assignment due (5%) Class meeting: TEDx, Beautiful Objects, How do we acquire culture?</b>
5/ <u>Module 2</u>	9/16	<b>Work at home on assignments</b>
5/ <u>Module 2</u>	9/21	<b>Class Meeting: Stereotyping, Multicultural Education, Ethnocentrism/Ethno-relativism</b>

<b>Week/Lesson/ Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6/ <u>Module 2</u>	9/23	<b>Work at home on assignments</b>
6/ <u>Module 2</u>	9/28	<b>Class Meeting: Cultural Appropriation, Teaching without appropriating, Culture Quizzes—watch in zoom: <i>TEDx-The difference between Art and Craft</i></b>
7/ <u>Module 2</u>	9/30	<b>Work at home on assignments</b>
7/ <u>Module 3</u>	10/5	<b>What is culture? Written Assignment due (5%)</b>  <b>Class Meeting: Can art amend history? Teaching art from other cultures, Celebrating Pluralism Forward. Assign Chapter groups.</b> • Watch <i>Death by PowerPoint</i> : <a href="https://www.youtube.com/watch?v=Iwpi1Lm6dFo&amp;t=300s">https://www.youtube.com/watch?v=Iwpi1Lm6dFo&amp;t=300s</a>
8/ <u>Module 3</u>	10/7	<b>Work at home on assignments</b>
8/ <u>Module 3</u>	10/12	<b>Chapter Group meetings with instructor</b>
9/ <u>Module 3</u>	10/14	<b>Work at home on assignments</b>
9/ <u>Module 3</u>	10/19	<b>Class Meeting: Chapter Presentations (10%)</b>
10/ <u>Module 3</u>	10/21	<b>Work at home on assignments</b>
10/ <u>Module 4</u>	10/26	<b>Chapter 6 Written Assignment due (5%)</b>  <b>Class Meeting: Reflect on <i>Celebrating Pluralism</i>, Review Elements &amp; Principles Assignment</b>
11/ <u>Module 5</u>	10/28	<b>Work at home on assignments</b>
11/ <u>Module 5</u>	11/2	<b>Elements of Art &amp; Principles of Design Written Assignment due (5%)</b>

<b>Week/Lesson/ Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>Class Meeting: Multiple Intelligences, Museum Movement—Review Multiple Intelligences Reflection</b>
12/ <u>Module 5</u>	11/4	<b>Work at home on assignments</b>
12/ <u>Module 6</u>	11/9	<b>Multiple Intelligences Written Assignment due (5%)</b> <b>Class Meeting: view CA Standards PowerPoint and breakout groups to answer PP prompts. Review Looking at Art written assignment &amp; Designing a meaningful art lesson <u>Group Lesson Assignments</u></b>
13/ <u>Module 7</u>	11/11	<b>Work at home on assignments</b>
13/ <u>Module 6 &amp; 7</u>	11/16	<b>Looking at Art Written Assignment due (5%)</b> <b><u>GROUP LESSON APPOINTMENTS (3): 12:00-3:00</u></b>
14/ <u>Module 8</u>	11/18	<b>Work at home on assignments</b>
14/ <u>Module 8</u>	11/23	<b><u>GROUP LESSON APPOINTMENTS (3): 12:00-3:00</u></b>
	11/25	<b>THANKSGIVING</b>
15/ <u>Module 8</u>	11/30	<b>Class Meeting: 3 Group Lesson Plan Presentations (10%)</b>
15/ <u>Module 8</u>	12/2	<b>Class Meeting: 3 Group Lesson Plan Presentations (10%)</b>
Final Exam 12:15-2:30	12/14	This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. <b>Students will provide a Final Project Lesson Plan</b>