



## Daily Course Outline for EDCP 408 (Sec301): Art, Education, & Cultural Diversity | Fall 2015

Instructor: Blake Smith

The readings and daily themes are subject to change at instructor's discretion.  
Major assignments and due dates are highlighted in yellow for students to note

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### Week 1 | Sept 9 First Day of Class

Introduction to Course Syllabus + Visual Metaphors + Making Visual Journals

### Week 2 | Sept 16 Staging Ground for Art Education – Part 1/2

**\*Working draft of *Where I'm From* poetry assignment due today in your visual journal**

Reading Groups assigned in class. **\*NO READING GROUPS TODAY, Blake will facilitate**

Core Reading(s): Notes for a dialogue in art education in critical times by D. Desai and G. Chalmers (Art Education, 2007)

+ Pick 1 from this list:

- Drawing (past, present, and future) together: A (graphic) look at the reconceptualization of art education by S. Carpenter and K. Tavin (Studies in Art Education, 2010)
- Book chapter - Visions and versions of art education (Ch 2 in *The Arts and The Creation of Mind*) by E. Eisner, 2002 – Available online [http://www.yale.edu/yup/pdf/095236\\_front\\_1.pdf](http://www.yale.edu/yup/pdf/095236_front_1.pdf)
- Optional: Dissertation (Available online via UBC library) A Multicultural and Social Reconstructionist Approach to Art Education: A Framework for Social Justice through Art Curriculum by Boyd, Joni Etta, The Ohio State University, 2011

### Week 3 | Sept 23 Staging Ground for Art Education – Part 2/2

**\*This is the first week for an assigned reading group to present and facilitate a discussion. Please review course syllabus for the requirements and come fully prepared as a group to teach the class!**

Core Reading(s): Selected chapters from *Art and social justice education: Culture as commons* by Quinn, Ploof, and Hochtritt (Eds) – Read Editor's Introduction, Introduction to Part 1 (Quinn), and (4 short) chapters by: Thompson, Pistolesi, Staikidis, and Sweeny & Johnston. (Note: You may also want to review the table of contents and get a sense of what is/is not covered in this course text. We may not read everything so you may wish to earmark certain parts/chapters for your own curiosity and/or final essays.)

+ Pick 1 from this list:

- Book chapter - "Fourth Letter: On The Indispensable Qualities of Progressive Teachers for Their Better Performance" from *Teachers as Cultural Workers: Letters to Those Who Dare Teach* (1998) by P. Freire
- Intercultural identities: Addressing the Global Dimension Through Art Education by J. Bianchi (International Journal of Art and Design Education, 2011)
- Tale of why social and cultural content is often excluded from art education: And why it should not be by P. Stuhr (Studies in Art Education, 1995)
- Recommended but optional (may be helpful for new teacher candidates): Performing a pedagogy of endurance by C. Garoian (Teacher education quarterly, 2000)
- Optional: UNESCO questionnaire on the implementation of the road map for arts education: Report for Canada (2010)

## Week 4 | Sept 30 Culture and Multiculturalism in Art

**Please select one page from your visual journal to share w class today and discuss how you are using the visual journal as a tool for your own learning, creativity, and ideas - this is understood as a work in progress 😊**

Core Reading(s): Selected chapters from *Rethinking Contemporary Art and Multicultural Education* by E. Joo and J. Keehn II (Eds) with J. Ham-Roberts (2011) - Read (brief) Introduction, Part I: On Education, and Contemporary art and multicultural education by S. Cahan and Z. Kogur

**Assignment in conjunction with today's core readings**: After reading the core readings, visit the (above) book's companion website. In addition to your notes, write the following in your journal: a) a few sentences or bullet points on what you find on the site; b) how it might be useful to you as a teacher/artist; and c) any critical questions you might have. Website: [www.routledge.com/textbooks/9780415960854](http://www.routledge.com/textbooks/9780415960854) (Under "Additional Links," visit see New Museum's Global Classroom website for lessons: <http://www.gclass.org>) *Tip: Bookmark these sites.*

+ Pick 1 from this list:

- Teaching art in the context of culture: A study in the borderlands by E. Garber (Studies in Art Education, 2003)
- Book chapter - Ch11 "Prioritizing Multiculturalism in Art Education" (by B. Young) from *Art, culture, and ethnicity (2<sup>nd</sup> Ed, 2011)* by B. Young (Ed)
- Culturally relevant pedagogy 2.0: a.k.a. the remix by G. Ladson-Billings (Harvard Educational Review, 2014)
- Recommended but optional documentary film: "Life in A Day" (Youtube [https://youtu.be/JaFVr\\_cJlY](https://youtu.be/JaFVr_cJlY) and on Netflix)
- Optional: Multicultural art education and social reconstruction by P. Stuhr (Studies in Art Education, 1994)
- Optional: Wonders of difference by M. Greene (Lecture in *Variations on a Blue Guitar: The Lincoln Center Institute Lectures On Aesthetic Education, 2001*) - I highly recommend the whole text

## Week 5 | Oct 7 Culture and Representations of Difference

**\*Critical/creative reading response paper #1 (Course Readings Critique) due today**

Core Reading(s): Selected chapters from *Art and social justice education: Culture as commons* by Quinn, Ploof, and Hochtritt (Eds) - Read Introduction to Part 2 (Ploof), and (6 short) chapters by: Sandahl, O'Donoghue, Tupuola, Delacruz, Gude, and Jocson & Cook - Also view images starting at p65

+ Pick 1 from this list:

- Book chapter - Ch4 "Encountering Others" (by O. Gude) from *Art, culture, and ethnicity (2<sup>nd</sup> Ed, 2011)* by B. Young (Ed)
- Book chapter - "Eighth Letter: Cultural Identity and Education" from *Teachers as Cultural Workers: Letters to Those Who Dare Teach* (1998) by P. Freire
- Imaging difference: The politics of representation in multicultural art education by D. Desai (Studies in Art Education, 2000)
- Optional: Lesbian and gay artists in the curriculum: A survey of art teachers' knowledge and attitudes by L. Lampela (Studies in Art Education, 2001)

## Week 6 | Oct 14 Contemporary Art and Contemporary Teaching

**\*Visual Journals are turned in today at end of class for informal feedback - Please take notes for next week's readings on paper that can be glued/stapled in once these are returned.**

Core Reading(s): Using contemporary art to challenge cultural values, beliefs, and assumptions by W. Knight (Art Education, 2006)

+ Pick 1 from this list:

- Essay in book - "What's in it for me? Radical common sense in art and education" (by L. Tuazon) from *Rethinking Contemporary Art and Multicultural Education* by E. Joo and J. Keehn II (Eds) with J. Ham-Roberts (2011)
- The turn to experience in contemporary art: A potentiality for thinking art education differently by D. O'Donoghue (Studies in Art Education, 2015)
- Book chapter - Ch28 "Developing Contemporary Art-Based Curriculum Practices for Diversity and Social Justice" (by M. Rifà-Valls) from *Art Education for Social Justice* by (T. Anderson, D. Gussak, K.K. Hallmark, and A. Paul, Eds, 2010)
- Optional: Teaching now with the living: A dialogue with teachers investigating contemporary art practices by T. Page et al (International Journal of Art and Design Education, 2006)
- Optional: Being an artist teacher: A liberating identity? by A. Thornton (The International Journal of Art and Design Education, 2011)

## Week 7 | Oct 21 Visual Culture

**\*1-2 page Proposal for final essay (or essay/artwork) due**

Please review requirements in course syllabus for final projects AND in your proposal, include the following: A working title, rationale, critical inquiry questions related to course, form of inquiry (art-making?), and timeline for completion by Dec 16 (consider other deadlines for other courses!). Must bring a hard copy to turn in. It is expected you will take into consideration the feedback you receive from instructor into your final essay.

**First half of class -Discuss readings**

Core Reading(s): Selected chapters from *Art and social justice education: Culture as commons* by Quinn, Ploof, and Hochtritt (Eds) - Read Introduction to Part 3 (Hochtritt) and (5 short) chapters by: Ciampaglia, Lucero, Yun Lee, Culp & Gaztambide-Fernández, and Bey. Also view images starting p113.

+ Pick 1 from this list:

- Art education in the silent gaps of visual culture by C. Garoian (Visual Arts Research, 2006)
- Unpacking privilege: Memory, culture, gender, race, and power in visual culture by K. Keifer-Boyd, P. Amburgy, & W. Knight (Art Education, 2007)
- "Cover to Cover: The Life Cycle of an Image in Contemporary Visual Culture" by H. Edwards, p75-92. One of 5 powerful essays in *Beautiful Suffering: Photography and the Traffic in Pain* by Reinhardt, M., Edwards, H., & Duganne, E., Eds. (Fyi, this book is at Barber and is well-worth viewing the images that accompany the essays - may be on Course Reserves, just ask a library staff or check online.)
- Optional: Interpreting visual culture as cultural narratives in teacher education by N. Pauly (Studies in Art Education, 2003)
- Optional: Roaming the rhizomatic playing field of visual culture in art education by P. Duncum (Visual Inquiry: Learning and Teaching Art, 2012)

**\*Second half of class - Peer Edits of Final Essay Proposals**

In pairs/small groups, exchange and discuss final essay proposals, then hand in to Blake. Please include (in writing) any new ideas, such as suggestions from your peer exchange, or major questions you have at this time.

## Week 8 | Oct 28 Possibilities for Art Teachers/Teaching + Sharing Resources

Please dress up professionally today in preparation for Short Practicum. Dress up as you plan to dress next Monday in order to make a great first impression at your site school – classy but comfy shoes are recommended.

### First half of class – Discuss readings. \*NO READING GROUPS TODAY, Blake will facilitate

Core Reading(s): Principles of possibility: Considerations for a 21<sup>st</sup> century art and culture curriculum by O. Gude (Art Education, 2007)

**Assignment in conjunction with today's core readings:** After reading Gude (above) and selecting one from the list of other readings, write in your journal about the following: a) Analyze which ones of her “principles of possibility” you think are being put to work in the second article you choose and how so; and b) Offer your own personal critique of the “principles” in relation to your own art education experiences – are there other principles or possibilities that could be addressed? If so, how so?

+ Pick 1 from this list: Note that all 4 of these readings are about actual examples of teaching/curricula

- Book chapter - Ch13 “Thematic Curriculum and Social Reconstruction” (by E. Weisman and J.M. Hanes) from *Contemporary Issues in Art Education* by Gaudelius and Spiers (Eds)
- Book chapter - Ch10 “Activist Art and Pedagogy: *The Dinner Party Curriculum Project*” (by C. Nordlund, P. Speirs, and M. Stewart with J. Chicago) from *Activist Art in Social Justice Pedagogy: Engaging Students in Global Issues Through the Arts* by Beyerbach and Davis (Eds, 2011)
- Book chapter - Ch10 “Tackling Homophobia and Heterosexual Privilege in the Media Arts Classroom: A Teacher’s Account” (by S. Levin) from *Culturally Relevant Arts Education for Social Justice: A Way Out of No Way* by Hanley, Noblit, Sheppard, and Barone (Eds)
- Recommended but optional ‘docudrama’ film – this is connected to the above reading by S. Levin: Watch “The Laramie Project” on Youtube (Please note this film addresses sensitive content)
- Recommended but optional – great teacher resource: PBS Arts21 Contemporary approaches to teaching – Available online <http://www.art21.org/teach/on-contemporary-art/contemporary-approaches-to-teaching>

### Second half of class - Art and Cultural Diversity Resources Exchange

**\*Everyone bring one resource to share and be prepared to tell us what you know about it and why you think it is a valuable art teacher resource. These are informal, brief shares. Email what you are bringing to Blake NLT noon on Oct 27, the day before.** This activity is placed prior to Short Practicum in order to help assist teacher candidates in the collection and mutual exchange of possible helpful resources they may wish to use when teaching.

Examples of resources you may wish to bring/collect:

- Podcasts (such as The Jealous Curator, Radiolab)
- Films/clips/interviews
- Books/articles/magazines/zines/blogs (such as *Diversity* and *Muskrat* magazines)
- Artists/artworks/art exhibitions
- Online (such as Google Cultural Institute, Instagram artists, art museums, O. Gude’s Spiral curriculum and e-portfolio, PBS Arts21, AE Instructional Resources and Canadian Art Teacher)
- Local (such as cultural centers, galleries and museums, artists, BCATA, public art)
- **If you are an artist** who addresses the kinds of issues we have discussed in class, you are welcome to share an example of your work/website with the class

## Week 9 | Nov 4 No Class – Short Practicum Week 1/2

## Week 10 | Nov 11 No Class – Short Practicum Week 2/2

**\*Please note that in our first class back after SP, you have a critical/creative reading response paper #2 (Art Exhibition Review or Art/Cultural Experience) due. Don't forget!**

## Week 11 | Nov 18 Social Justice and Art Education: Part 1/2

**\*Critical/creative reading response paper #2 (Art Exhibition Review or Art/Cultural Experience) due**

Core Reading(s): Selected chapters from *Art and social justice education: Culture as commons* by Quinn, Ploof, and Hochtritt (Eds) – Read Introduction to Part 4 (Sullivan) and these (5 short) chapters by: Nugent, Gersten Susie, Thulson, Lane, and López-Sparaco.

+ Pick 1 from this list:

- Special Issue On the Arts, Education, and Social Justice (several authors, International Journal of Education and the Arts, 2013) – Available online <http://www.ijea.org/v14si2/v14si2.pdf> - Open the pdf, review the short abstracts for the 7 articles, and (if this appeals to you as your second reading for this week) then select ONE to read – be sure to include in your journal the citation for the one you choose
- Book chapter- Ch1 “Social Justice Education Through the Arts” (by B. Beyerbach) from *Activist Art in Social Justice Pedagogy: Engaging Students in Global Issues Through the Arts* by B. Beyerbach and R.D. Davis (Eds, 2011)
- Book chapter - Ch23 “Reflections on Social Justice Art Teacher Education” (by D. Desai) from *Art Education for Social Justice* by (T. Anderson, D. Gussak, K.K. Hallmark, and A. Paul, Eds, 2010)
- Optional but recommended: Visit the companion website to the core reading today *Activist Art...* [https://sites.google.com/a/oswego.edu/activist\\_art/home](https://sites.google.com/a/oswego.edu/activist_art/home) - **Lots of great resources here!**
- Optional: Social justice and art education by E. Garber (Visual Arts Research, 2004)

## Week 12 | Nov 25 Social Justice and Art Education: Additional Perspectives - Part 2/2

**\*Working draft or detailed outline of final essay (hard copy) is due. Come to class prepared to share and peer-edit your in-progress work. They are due 3 weeks from today – plan your writing/research accordingly!**

**First half of class – Discuss readings.**

Core Reading(s): Book chapter - Ch12 “Narrowing In On the Answers: Dissecting Social Justice Art Education” (by M. Dewhurst) from *Culturally Relevant Arts Education for Social Justice: A Way Out of No Way* by Hanley, Noblit, Sheppard, and Barone (Eds)

+ Pick 1 from this list:

- Dana Claxton: From A Whisper To A Scream by L. Bell (*Canadian Art*, Winter 2010-2011) – Available online [https://canadianart.ca/features/dana\\_claxton/](https://canadianart.ca/features/dana_claxton/)
- Book chapter - Ch4 “Oblique Pedagogies, Conflict, and Democracy” from *Places of Learning* by E. Ellsworth (2005)
- Book chapter - Ch1 “Exhibiting Archival Photographs of Racial Violence as a Pedagogy of Witness” from *A pedagogy of witnessing: Curatorial practice and the pursuit of social justice* by R. Simon (2014) – Available online via UBC library and Project Muse
- Recommended but optional book: *Teaching to Transgress: Education As The Practice of Freedom* by bell Hooks, 1994 (Specifically, I might recommend you read Ch1 “Engaged Pedagogy”) - Available online <https://academictrap.files.wordpress.com/2015/03/bell-hooks-teaching-to-transgress.pdf>
- Optional: Book chapter - Ch5 “Curatorial Judgment, the Pedagogical Framing of Exhibitions, and the Relation of Affect and Thought” from *A pedagogy of witnessing: Curatorial practice and the pursuit of social justice* by R. Simon (2014) – Available online via UBC library and Project Muse
- Optional: Arts-based research as social justice activism: Insight, inquiry, imagination, embodiment, relationality by K. Keifer-Boyd (International Review of Qualitative Research, 2011)

**\*Second half of class – Peer Edits of Final Essay “Drafts/Outlines-In-Progress”**

In pairs/small groups, exchange and discuss your work. Revisit and (if needed) revise the initial timeline you made on Oct 21 when you submitted your final essay proposal.

## **Week 13 | Dec 2 Communities, Culture, and Research**

### **First half of class –Discuss readings**

**Core Reading(s):** Structuring Democratic Places of Learning: The Gulf Island Film & Television School by J.C. Castro and K. Grauer (Art Education, 2010) – Available online  
<https://www.giftsfilms.com/assets/ubc.pdf>

+ Pick 1 from this list:

- Your choice of **any previously unread chapters** from *Art and social justice education: Culture as commons* by Quinn, Ploof, and Hochtritt (Eds) – Read **at least 4 short chapters** from any of the 4 parts of the text and include citations in your notes as to what you read
- To be, to know, to see: Investigating identity, cross-cultural interactions, and photography in community art education by L. Hart (Canadian Art Teacher, 2009)
- Making connections through cultural memory, cultural performance, and cultural translation by R. Irwin, T. Rogers, and Y. Wan (Studies in Art Education, 1999)
- Optional: Research acts in art practice by G. Sullivan (Studies in Art Education, 2006)
- Optional: Interventionist art education: Contingent communities, social dialogue, and public collaboration by J. Richardson (Studies in Art Education, 2010)
- Optional: Ecology of place: Art education in a relational world by S. Gradle (Studies in Art Education, 2007)

**\*Second half of class: One on one meetings with Blake to discuss your visual journal and final project – sign up for meeting time (Dec 2 or Dec 9)**

## **Week 14 | Dec 9 No Readings – In Class Work Day**

**\*Continue one on one meetings with Blake to discuss your visual journal and final project**

Note: If completed early, you are welcome to turn in completed coursework today

## **Week 15 | Dec 16 Final Presentations/End of course**

**\*Final Essays due – Hard copy must be turned in**

**\*Completed Visual Journals due with Self Assessment inside**

(Note: Term ends Dec 18)