

ART 579 * ART EDUCATION ACROSS CULTURES *

SPRING 2021 Course Guide & Syllabus; 3 Units (2/1); Dr. Lynette K. Henderson.

How Can I Contact the Instructor?

Email: Lynette.Henderson@csun.edu

Office Hours: Office hours will be held

Virtually on Zoom; [sign-up on Canvas](#).

Hours: Tuesday, 12:30 pm-1:30 pm;

Wednesdays, 12:45 – 1:45 pm; Thursdays, 4:00 pm – 5:30 pm

Just a reminder of what those Capitol steps looked like during BLM protests. Miss me with the "overwhelmed" and "unprepared" law enforcement. There's no such thing.



*** CLASSTIMES: Synchronous (all together, live) required class meetings will take place online every week on Thursdays, at 6:00 - 9:20 pm. Zoom link will be provided.**

Sign up required for **ONE** individual Zoom appointment per semester, around mid-term.

What Is This Course About?

This course is designed to give participants experience with art concepts, traditions and processes, within a global context, past and present. Students will demonstrate understanding of the six domains of art education: 1) Aesthetic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing, 5) Connections, Relationships & Applications, 6) Theories of Learning in Art. In addition, students will acquire knowledge about and demonstrate an understanding of cross- & multi-cultural art as an integral aspect of art education through local, national and global presentations of art, artists and art production.

Formal Catalog Description

Provides knowledge and practice in planning and relating art experiences, and increases teacher effectiveness in cross-cultural teaching of the arts. [See syllabus page 8 for Program and Course outcomes.]



What Activities Will Art Education Across Cultures Provide?

- Gallery/museum visits (**virtual** in Spring 2021).
- Examination of Visual Culture, Contemporary Art, Art Education and related social issues.
- Art production in a range of materials and processes.
- Readings as assigned.
- Small and large group discussions.
- Research, Writing and Curriculum Unit planning.

Please Note: Changes in content or activities may occur at instructor's discretion based on class and project needs, scheduling or other circumstances. However, such changes will not affect course policies.

How Is This Course Graded and Evaluated?

- **Grade points are cumulative (they add up); missing assignments will affect your final grade.**
Writing and reading will be generally be assigned to 579 (lecture section); grade points for primarily visual projects will generally be assigned to 579L (lab section).

- Grade points are as follows:

<u>Writing & Presentation (100% = 200 pts):</u> <u>(Research paper is written in three sections then combined as a single document.)</u>	<u>Artwork (100% = 120 pts.)*</u>
Syllabus Quiz: 5 pts	Artwork #1: 40 pts.
Reading Summaries: 6 x10 = 60 pts.	Newsletter Presentation: 20 pts.
<u>Research Paper:</u>	Artwork #2: 40 pts.
Writing Assign #1: 20 pts.	Final PPT presentation: 20 pts.
Writing Assign #2: 35 pts.	
Writing Assign #3: 60 pts.	
Indiv. Mid-term consult: 5 pts.	
Final Portfolio: 15 pts.	
	*Artwork includes drawings, sketches, photo references, planning compositions and related researched information.

- Grades are not based on effort but on **results**. If you are not clear on what the results should look like, you must **ask questions**.
- **Note That Practice Prior To Achieving Mastery Is Typical and To Be Expected**; instructor will expect students to work/rework assignments and projects until criteria are achieved, before turning in for grading.
- **Assignment Grades:** Grades are cumulative (they add up) and will be in the form of **numerical points for each project or assignment**. For example, a project or assignment may be worth 10 points, you will see a grade like this on your work: 9/10, which means you received 9 points out of 10, or you may see fractions such as 9.25/10. These are synonymous with **letter grades**, which are divided into the traditional percentages of 90%+ as A range, 80%+ as B range, 70%+ as C range, 60%+ as D range, 50% or below is the F range. A brief explanation of your grade points will be provided per project or assignment, based on project criteria. (See chart below for grade point & letter grades.)
- Note that in general, project points increase in value as the assignments become more complex. Exercises for the elements and principles - such as practice lines, value scales or color mixing, for example - are part of a whole project and must be mastered in order to apply them effectively to more complex projects. Again, **final grade is cumulative; missing assignments will affect your final grade.**

- Objectives as stated by professor for each assignment and project will be criteria for evaluation, including four general achievement ranges:

- Does not meet criteria (below average, F to D+);
- Meets criteria (average, C- to C+);
- Above average to good (above average, B- to B+);
- Very good to outstanding: (A- to A+).

Ask instructor for examples of how to achieve any desired level for each assignment.

NOTE - WRITTEN WORK WITHOUT REQUIRED VALID IN-TEXT CITATIONS AND BIBLIOGRAPHY OR REFERENCE LISTS WILL BE CONSIDERED INCOMPLETE, AND WILL NOT BE ACCEPTED FOR A GRADE. See

Video - <https://lib.ku.edu/video-tutorials/citation-very-brief-introduction> (Links to an external site.)

Letter	100 pt	4pt	Letter	100 pt	4pt
A+	98-100	4.0	C	76	2.3
A	93-97	4.0	C	75	2.2
A-	92	3.9	C	74	2.1
A-	91	3.8	C	73	2.0
A-	90	3.7	C-	72	1.9
B+	89	3.6	C-	71	1.8
B+	88	3.5	C-	70	1.7
B	87	3.4	D+	69	1.6
B	86	3.3	D+	68	1.5
B	85	3.2	D	67	1.4
B	84	3.1	D	66	1.3
B	83	3.0	D	65	1.2
B-	82	2.9	D	64	1.1
B-	81	2.8	D	63	1.0
B-	80	2.7	D-	62	0.9
C+	79	2.6	D-	61	0.8
C+	78	2.5	D-	60	0.7
C	77	2.4	F	59	0.0

- POSTING COMPLETED ASSIGNMENTS TO CANVAS** – Posting the wrong document (such as the blank assignment sheet) as a completed assignment on Canvas will be docked grade points per usual course policy for late work (**see details on Late Work below**). **NO EXCUSES WILL BE ACCEPTED** without documentation and/or timely conversation with instructor.
- 3 Other considerations for grading** include: *attendance, participation, professional attitude and practice (see details for each below)*.

What Are the Attendance Policies for this Course?

CSUN 2019-2020: A-4. Attendance (Class Attendance): <http://www.csun.edu/catalog/policies/attendance-class-attendance/>.

Students are expected to attend all class meetings. Students who are absent from the first two meetings of a class that meets more than once a week, or from the first meeting of a class that meets once a week, lose the right to remain on the class roll and must formally [withdraw](#) from the class, following University procedures and deadlines. Failure to formally withdraw from a class will result in the instructor assigning to the student a grade of “WU” (Unauthorized Withdrawal), which, in computing a student’s GPA, counts as a grade of “F.”

In a compressed term or session of fewer than 15 weeks, the rule applies if the first class meeting is missed. An instructor may allow a student to continue in the class if the student notified the instructor that the absence would be temporary. If no instructor was assigned to the course in advance, students must notify the department chair that their absence from the class will be temporary.

ABSENCES: Any absence [after the first free absence](#) causes lost grade points; **after two unexcused absences grade may be dropped one letter grade (half letter grade for one)**. **Being late to class is not acceptable: three lates = 1 absence**; the same policy applies for leaving class early unexcused. Lateness begins immediately after the designated class time begins.

Reasons for absences must be in writing within one week of return to class (such as a doctor’s signed note or other official paperwork, such as jury duty notice, car tow or service receipt – must reflect date of absence). Students are responsible for contacting instructor regarding absences, expected late arrivals to class or need to leave class early; **no contact with instructor is interpreted as unexcused**.

Absentee/Tardy make-ups:

No more than 3 tardies/early-outs, and only one unexcused absence may be made up per semester; make-up time and method is **ONLY** per agreement with instructor, and varies per semester.

*NOTE – ZOOM generates attendance reports for every scheduled meeting (sign-in & out times); CANVAS also records participation time.

What Constitutes an Acceptable Excused Absence?

Non-Acceptable Excuse (Not Limited To) Examples: 1. Not finding a parking space. 2. Employment obligations. 3. Other classes. 4. Dog (or other pet) ate my homework. 5. Someone is getting married. 6. Planned a vacation to Hawaii (or elsewhere). 7. Weather: it's too hot, too cold, or it rained. 8. Sorority, fraternity or club commitments. 8. Any social or community event, excluding events such as funeral, major illness, or caregiver obligations.

Acceptable Excuse (Not Limited To) Examples: receipt from clinic visit, note from doctor with signature and date, receipt for car service w/date and time, police report, court documents, any other type of signed documentation regarding time, date and unavoidable reason for absence. Events such as funeral, major illness, natural disaster evacuation, or caregiver obligations must be documented, see instructor for options.

Online Specific Problems: discuss with the instructor immediately on a case-by-case basis.

FINAL DAY attendance is mandatory; we will have final presentations throughout the last two weeks of instruction and finals. NOTE – LOSS of grade points will occur if you do not attend ALL student presentations, without viable excuse.

***Note email contact** that you will not be in class, while helpful, does not necessarily constitute a viable excuse.

What Does Good Participation Look Like in this Course?

Participation in the form of reading, writing, individual, large and small-group activities is important to getting the most out of this course. Discussion and questions generated by students is important to learning for everyone, provided the issues are relevant to the activities and topics of the course. **Mandatory consultation with the instructor once per semester (5 pts lecture) is included in participation for this course; students should conduct regular review of your Canvas grade records;** consultation with instructor regarding grades is ongoing throughout the semester, as needed.

CANVAS Participation

NOTE - Since we're completely virtual again this semester, visit this site: *Netiquette*, for info on good participation online: <http://www.albion.com/netiquette/corerules.html>. Update your *Canvas profile* to help others know more about you (optional): <https://community.canvaslms.com/docs/DOC-10628-4212710342>.

You Are Responsible for...

Checking CANVAS and CSUN email daily. See <https://community.canvaslms.com/docs/DOC-10701> to learn how to navigate Canvas course links. For **IT assistance** see: <https://www.csun.edu/it/need-help>.

REMINDER - Sign up for one individual Zoom appointment, around mid-term; **sign-up form with dates and times will be provided by instructor around that time.**

Use CSUN email address for all course communications and activities.

Make sure your actual name is visible on all Zoom meetings (not “Ipad” or other types of identification).

All course docs will be found on Canvas under "Files"; assignment docs and instructions for each assignment will be posted in the “Assignments” section of the course. Assignments, due dates, and grades are updated on Canvas, so be sure you receive course notifications; **it is your responsibility to stay informed about this course.**

Online Reminders:

- Save often while working on an assignment;
- Back up weekly on thumb drives and frequently on external hard drive;
- Work offline first, instead of entering posts directly into Canvas;
- Don’t wait until the last minute, things happen;
- Manage your time each week –review your time management/schedule for the next week;
- Assignments are time stamped on Canvas.
- Make sure your name is visible on all Zoom meetings (not “Ipad” or other types of identification).
- **Be prepared to show lab assignments on camera during synchronous Zoom class times.**

****Non-compliance with “participation”:** **negative participation examples** include the following: coming to class (online too!) high or drunk; no consultation during the semester with instructor, sleeping, reading or working on other course materials, browsing the web, texting or other non-class related activities and behaviors – **such activities and behaviors can result in an additional 20% of final grade lost.** See below regarding policy for disruption of group activities. The CSUN Code of Conduct is available to view here: <http://catalog.csun.edu/policies/student-conduct-code/>.

Disruption of instruction to the group or behavior interpreted as *teacher abuse* will be identified by the instructor and will not be tolerated. Further action may result in consultation with the Art Dept. administration and/or the Dean of Student Affairs for assistance with disciplinary policies and procedures.

Classroom environment:

Teaching and learning is an *emotional* experience as much as it is *cognitive*. Especially during this pandemic and with forced virtual instruction, it is important to be aware how your moods and behavior affects your learning and that of your classmates, as well as instruction to the group.

- Respect the individual rights, uniqueness, diversity and opinions of all class members and those of the instructor; if you don’t already have it, cultivate politeness when addressing others.
- Listen with an open mind to the ideas and opinions of others. Remember that listening to many different points of view, no matter how different or controversial, by contrast allows you *to understand your own views better*.
- Actively listen, join in, and participate in classroom activities and discussions.
- Take ownership of your thoughts, comments and actions.
- Help maintain this classroom (online and in-person) as a safe place to learn, explore and grow.

What Does Professional Attitude and Practice Look Like?

Developing a professional attitude and practice for teaching is important; part of that development is respect for yourself as a student and your personal learning, as well as respect for the instruction and learning of

other students and the instructor, in the classes in which you agree to be a member. Ideally, a classroom is a community where members meet and participate for their own and others' benefit. The more you put into it, the more you will get out of it, and the more investment you will have in what happens in the classroom.

Accountability is also an important aspect: for attendance, assignments, and communication with both teacher and fellow students. As a student in this class, think about what kind of role model you would like to be for *your* students, and act accordingly.

Review online etiquette here: <http://www.albion.com/netiquette/corerules.html>.

What Are Some Key Standards for Professional Practice?

Review online etiquette here: <http://www.albion.com/netiquette/corerules.html>.

The following is a detailed list of the standards for professional practice as a student, future or current teacher, self-employed professional, and/or employee for any company:

- **Coming to class on time and prepared to participate in all course activities.**
- Maintaining a positive, professional, constructive attitude.
- Substantively and positively contributing to group and class dynamics.
- Participating enthusiastically in whole class activities, small group activities, and collegial presentations.
- Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.

****Non-professional behavior** includes the examples provided above for attendance, participation, and is the opposite of the items in the standards list. **Up to 20% additional final grade points can be lost** if behavior and attitude is detrimental to instruction, and action with Dept. of Art administration, and/or Office of Student Affairs may be taken, if student is unresponsive to requests for change. Also see <http://catalog.csun.edu/policies/student-conduct-code/>.

Devices...

What Electronic Devices Do I Need for This Course?

Must have regular access to a laptop, tablet or other electronic device, and a digital camera for all activities of this class, including *synchronous* (meeting together in real time) class periods and all *asynchronous* (on your own time) activities. This also means that you must have regular access to Wifi for internet use.

Can I Have My Cell Phone Out During Class?

While virtual, sometimes you will need your phone during class, or may even be on Zoom using your phone. However, to stay focused - no text messaging, no internet browsing unless class-related, no video-gaming, working on homework or projects for other classes. If you have an emergency and need to access your messages, take or place a call during class, please inform the instructor in advance and make sure to mute and turn off your camera for that purpose.

What Is the Policy for Late Work?

Work is due on due-date by time specified unless otherwise agreed upon in advance with the instructor. If no agreement has been reached, for every day that assignment or project is late, grade is dropped ½ the acquired points; NOTE THAT ONLINE SUBMISSION IS TIME-SPECIFIC, AND WITHOUT VALID EXCUSE, FOR EVERY HOUR LATE 5% OF ACQUIRED POINTS WILL BE DOCKED.

*Reminder that Canvas assignments are date-and time-stamped when uploaded.

POSTING COMPLETED ASSIGNMENTS TO CANVAS – Posting the wrong document (such as the blank assignment sheet) as a completed assignment on Canvas will be docked grade points per the usual course policy above. NO EXCUSES WILL BE ACCEPTED without documentation.

After Grading, what is the Policy for Revised Work?

Revisions must be only upon agreement with instructor. Only selected (by instructor) assignments and projects may be revised following the date work is returned; credit for revisions is for completed sections only. Incomplete work will not be accepted for revisions. Revision allowances change per semester.

What Are CSUN and Course Policies Regarding Special Needs?

Students who desire accommodations with testing, course content and activities may wish to review the Center on Disabilities website for detailed information on how to register and access resources for assistance. Please see instructor as early as possible in the semester regarding special needs and accommodations. Center on Disabilities website: <http://www.csun.edu/cod/>, (818) 677-2578.

CSUN Animal Policy: see https://www.csun.edu/sites/default/files/800-05_0.pdf

No animals shall be permitted inside University facilities with the exception of those authorized by the responsible administrative Dean, Department Chairperson or Director for the specific needs of instructional program, or those animals that are service animals for persons with disabilities as defined by the Americans with Disabilities Act (ADA) as amended.

All animals on University property must be properly restrained at all times and are prohibited from running at large on the campus. It is the responsibility of the owner to clean up animal excrement on University property as well as to ensure the actions/behavior of the animal does not cause harm to individuals or University property. Service animals must be licensed in accordance with county regulations, wear a vaccination tag and be on a leash.

**Instructor reserves the right to negotiate location specific seating within the classroom for students with animals, to ensure safety of the animal and instructor ability to utilize classroom space for instruction.

What are the CSUN Drug and Alcohol Policies Regarding Use on Campus?

"While students possessing legally prescribed marijuana may be free from criminal prosecution under California law, they are, nonetheless, required to adhere to the Student Conduct Code. Students who are in possession of legally prescribed cannabis are **not exempt from the University's prohibition against the manufacture, possession, or use of marijuana on campus**, or off campus while on university business or participating in University sponsored functions." (CSUN Policy No. 900-06; Effective 11/7/2006.)

Use of alcohol **or being under the influence** of alcohol, marijuana or other illicit drugs (as defined by CSUN) **while online in class OR on campus** is also prohibited, and could result in disciplinary action (see Participation section above).

What Are the Course Policies Regarding Plagiarized Work?

Plagiarized work will not be accepted, revisions may not be allowed, and the matter referred to the Office of Academic Affairs (see details below).

CSUN Policy on Plagiarism

The following is cited on the CSUN Library website (library/csun.edu) from the page on *Research Strategies, Citing Your Sources: Plagiarism*; <https://libguides.csun.edu/research-strategies/citing-sources>

"The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title 5, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's programs." For more detail see <https://catalog.csun.edu/policies/academic-dishonesty/>.

Plagiarism [definition]: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Direct Quotation: Every direct quotation must be identified by quotation marks, by appropriate indentation or by other means of identification and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the "MLA Style Sheet" or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.

Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

Borrowed Facts or Information: Information obtained in one's reading or research that is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Fabrication

Intentional falsification or invention of any information or citation in an academic exercise. Comments:

- 1 "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.
- 2 One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review [secondary source] and indicate that the quotation was obtained from the book itself [primary source].
- 3 Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit. (<http://www.csun.edu/catalog/policies/academic-dishonesty/>; CSUN catalog).

NOTE - WRITTEN WORK WITHOUT REQUIRED VALID IN-TEXT CITATIONS AND BIBLIOGRAPHY OR REFERENCE LISTS WILL BE CONSIDERED INCOMPLETE, AND WILL NOT BE ACCEPTED FOR A GRADE. See Video - <https://lib.ku.edu/video-tutorials/citation-very-brief-introduction> (Links to an external site.)

What Are the Required Texts for this Course?

- *Exploring Art: A Global, Thematic Approach*. By Margaret Lazzari & Dona Schlesier.
Fourth OR Fifth Edition (used in good to excellent condition are recommended, or rental), either print or electronic is fine.

See Below Additional REQUIRED Reading and Reference Material – ALL available free electronically online, or as PDFs in the lecture section, under "Files", on Canvas for this class.

Newsletters:

- **Hyperallergic.com**. Daily Art Newsletter: hello@hyperallergic.com , sign-up for free.
- **Artsy Editorial** Newsletter: <https://www.artsy.net/articles> . sign-up for free.
- **Colossal Newsletter**: <https://www.thisiscolossal.com/>. sign-up for free.

Videos:

- **Video YouTube: The danger of a single story | Chimamanda Ngozi Adichie**:
<https://www.youtube.com/watch?v=D9Ihs241zeg>
- **Anti-Racist Art Teachers**: <https://www.antiracistartteachers.org/> ;
<https://www.raceforward.org/videos/systemic-racism>

Articles:

- **Decolonizing Art History (selected sections)**, by Catherine Grant and Dorothy Price.
PDF in Files on Canvas.
- **Art Education Journal and other Selected Articles**, TBA. **PDF's will be in Files on Canvas.**

Resources for Student Research:

- **List of Current News Sources** provided by instructor. **Doc in Files on Canvas.**
- **Researched information on Individual Selected Topic (details below).** Use CSUN Library.

Curriculum Standards:

- **California State Arts Standards for Visual Arts** -
<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>. **PDF in Files on Canvas.**
 - **Common Core Standards, English Language Arts** - <http://www.cde.ca.gov/re/cc/>.
PDF in Files on Canvas.
 - **ELD (English Language Development) CA State Standards**:
<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> . **PDF in Files on Canvas.**
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What are the Required Materials and Supplies for this Course?

Purchase/collect as soon as possible.

(**Michael's** – 18030 Chatsworth St. [Reseda north to Chatsworth, right on Chatsworth]; www.amazon.com , www.Cartwright's.com , 99 cent stores, office supply stores.

- ❖ Notebook (optional) and device for note-taking, writing, Zoom classes and course communications.
- ❖ Regular 2-B pencil
- ❖ Fine line ink pen (not ball point), 0.7 or 0.5, or similar.
- ❖ Colored pencils, markers, paint of various sorts.
- ❖ White drawing paper, various colored papers such as construction paper.
- ❖ Cardboard, cardstock, or similar.
- ❖ Air-Dry clay such as model magic or similar.
- ❖ Pink Pearl or similar eraser
- ❖ Individual pencil sharpener
- ❖ Glue stick small – (not washable type).
- ❖ Sharp scissors
- ❖ Ruler (inches)
- ❖ Digital camera to document processes and projects.
- ❖ Flash/Thumb-Drive for research material and final presentation – **must be useable on Mac.**

***You can wait until class discussion of assignments to collect/purchase any of the following additional supplies:**

Tempera or acrylic paints, seed and bugle beads, and multiple-colors sequins (Carters.com, Joann fabrics for sequins; Michaels, the Bead Store, Target). Box/package of multi-colored small beads. (Michaels, Joann fabrics). Mixed media of other sorts, buttons, feathers, fabrics, string, natural materials, etc.

*Students must supplement with some other supplies dependent on their particular projects. Recycled and found materials, other types of supplies will be discussed and demonstrated by instructor. Students may enhance their personal supplies at their discretion.

Additional Support Services for Students:

How to do Library and Internet Research: <https://library.csun.edu/ResearchAssistance>.

- Includes Tutorials on how to use the library catalog, ways of conducting Internet searches and how to recognize valid internet sources, and more.

Citation Style Guides for Writing: <https://libguides.csun.edu/research-strategies/citing-sources>.

- Provides guidelines and samples for referencing and citing sources.
- **See Video** - <https://lib.ku.edu/video-tutorials/citation-very-brief-introduction> (Links to an external site.)

- **Learning Resource Center:** <http://www.csun.edu/lrc/>, 818.677.2033, Bayramian Hall 408. The mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one-on-one and group tutoring, Supplemental Instruction classes and interactive subject area computer programs and videos. Students who use LRC learning programs will develop and strengthen their critical thinking skills, study strategies, writing skills and performance in subject matter courses.
- **Academic Advisement:** <http://www.csun.edu/csun-eop>. (818) 677-4151. University Hall 205. Educational Opportunity Programs (EOP) at California State University, Northridge designs, administers, and supports programs that deliver access and retention services to CSUN students. EOP provides services to historically low-income, educationally disadvantaged, first-generation college students; a population that not only reflects the diversity of CSUN's feeder communities but also the diversity of the University itself.
- **University Counseling Services:** <http://www.csun.edu/counseling/>, Bayramian Hall 520. (818) 677-2366, Option 1. [They] provide a variety of free services, including individual counseling and a wide variety of group counseling options. Our trained professionals offer outreach workshops for faculty, staff and student organizations on academic, mental health, interpersonal and wellness topics.
- **CSUN With A Heart:** <https://www.csun.edu/heart>. Addressing Hunger/Homeless and Emergency needs with Assistance and Resources Together. Here you will find valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community. All students in the CSUN community are encouraged to explore the following resources and benefit from them. This website is a component of the CSU Basic Needs Initiative, which is to strengthen the welfare of all students inside and outside the classroom.
- **The Career Center:** <http://www.csun.edu/career/students/>, 818.677.2878, University Hall 105. Need some help in deciding on a career? Or do you know your career and need to meet employers? Perhaps your resume needs some sprucing up? The Career Center offers a variety of services for students, from those new to the University to those about to graduate into the world of work.
- **Safety and Emergency:** <https://www.csun.edu/police/>,
<https://www.csun.edu/sites/default/files/Top20ThingsToKnow.pdf>
- **Food Pantry:** <https://www.csun.edu/mic/csun-food-pantry>. (818) 677-2730; (scroll down the webpage for link). **The CSUN Pop-up Pantry**, our newest basic needs initiative will pop up at different locations around campus once a month and will provide food resources to our campus community. Resources provided include fresh fruits and vegetables, food tastings, recipe cards, CalFresh application screening and assistance and information about other basic needs resources in our campus. **Contact us:** Email: csunfoodpantry@csun.edu, Follow us @csunfoodpantry on [Facebook](#), [Twitter](#) and [Instagram](#).

Art Department Program Goals Addressed in This Course (Broad)

- Students will acquire competent knowledge and skills in various art media, concepts and methodologies.
- Students will produce a competent body of individual and collaborative work suitable for a liberal arts degree, for the local, national and global marketplace.
- Students will solve visual problems at a competent level, including understanding/application of the elements of art and principles of design.
- Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.

- Students will acquire historical and contemporary knowledge of diverse cultural and aesthetic contexts, including political, visual and material culture.

Course Learning Objectives (Specific)

- Students apply concepts of the elements and principles of design to speaking, writing and art production.
- Students demonstrate understanding of the ways in which cultures, ethnicity, language and art affect the way people respond to ideas and visual information.
- Students analyze the artwork of various cultures through examination of the values, attitudes, and beliefs of diverse groups of people.
- Students utilize aesthetic concepts based on the elements and principles of design, and particular precepts of various cultures that will allow them to make and justify critical judgments about the quality and success of their own work and the work of others.
- Students develop competence in visual literacy and curriculum development.
- Students practice art production and professional exhibition of artworks, with a range of tools, materials and processes.

ART 579 SPRING 2021

Individual Research Topic

Students will review the links below to select 3 or more possible objects/art traditions; then **in consultation with instructor**, will select one final artwork/tradition and/or cultural group as individual research topic. *Each student's topic is individualized and belongs to that student for the semester.*

Types of artwork, art traditions acceptable for this assignment:

1. Select something that you are NOT familiar with;
2. Must be OTHER than classical European;
3. Time period may range from ancient to 21st century;
4. If contemporary, must have clear connections to non-Eurocentric traditions (see instructor for examples).
5. Must be selected in consultation with instructor to fit all aspects of the research topic assignment, including use for curriculum.
6. Selection without consultation on final topic may not be accepted for grading.
7. May select from museum collections outside of the list below, in consultation with instructor.

MUSEUM COLLECTIONS

Asian Art Museum <https://asianart.org/>

Bowers Museum <https://www.bowers.org/>

Chinese American Museum <http://camla.org/past-exhibits/>

Fowler Museum at UCLA <https://www.fowler.ucla.edu/exhibitions/>
 International Art Museum of America (IAMA) <https://www.iamasf.org/>
 La Plaza de Cultura y Artes <https://lapca.org/>
 Los Angeles County Museum of Art (LACMA) <https://www.lacma.org/>
 The Mexican Museum <https://www.mexicanmuseum.org/>
 Mingei International Museum <https://mingei.org/art>
 Museum of the African Diaspora (MOAD) <https://www.moadsf.org/>
 Museum of Latin American Art (MOLAA) <https://molaa.org/>
 Norton Simon Museum <https://www.nortonsimon.org/>
 Riverside Art Museum <http://www.riversideartmuseum.org/exhibits/>
 San Diego Museum of Art <https://www.sdmart.org/>
 USC Pacific Asia Museum <https://pacificasiamuseum.usc.edu/>
 Vincent Price Art Museum <http://vincentpriceartmuseum.org/>

WEEKLY TOPICS AND ACTIVITIES

[WEEKLY SCHEDULE FOR READING & ACTIVITIES ARE ON SEPARATE DOC.]

Bibliography: Addition Optional Reading

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- Graham, R. (2007). Transcending Cultural Borders. *School Arts*. V.106 (9), pp. 19-21.
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- Norton, D. E. (2004). *Multicultural children's literature: Through the eyes of many children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Ouane, A. (Ed.). (2003). *Towards a multilingual culture of education*. Hamburg, Germany: UNESCO.
- Schechter, S., & Cummins, J. (Eds.) (2003). *Multilingual education in practice: Using diversity as a resource*. Portsmouth, NH: Heinemann.
- Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York: Teachers College.
- Sleeter, C. E. (2001). *Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness*. *Journal of Teacher Education*, 52(2), 94-106.
- Song, Young Imm Kang (2009). Identity and Duality. *Art Education*. v. 62 no. 6, pp. 19-24.