Department of Art and Art History
Art 3520-001  PRINCIPLES AND PRACTICES OF ART EDUCATION: AN INTRODUCTION TO ART EDUCATION
SYLLABUS
3 Semester Credit Hours
Fall 2016

TIME: Friday, 9:40 – 12:40
LOCATION: Art 273
PREREQUISITES: C- or better in Art 2200, Art 2250, Art 2300, Art 2350 and Art 2400

PROFESSOR: Beth Krensky, Ph.D.
PHONE: 801-585-7979
E-MAIL: Beth.Krensky@Utah.Edu
OFFICE HOURS: (Office: Art #341): Friday 8:30-9:30 and 1:00-2:00 (by appointment)

COURSE FEE DESCRIPTION:
The course fee for this class is $40.00. This fee is used to support visiting artists and educators,
support the Department of Art and Art History Image Database, and cover materials used in class
(for example, art supplies, books, paper and office supplies).

COURSE DESCRIPTION:
The course introduces students to the practices and principles of art education. Students
examine: the historical and philosophical foundations of art education; current issues in art
education; theories of art education; the major pedagogical approaches to art education;
and human development and the arts. The course provides students with an
understanding of art education as an important stand-alone discipline as well as a
discipline that can be integrated across the curriculum.

CONTENT OVERVIEW
During this course, you will learn about the history of art education and what events and prevailing
beliefs have shaped the field. We will explore different theories of art education and the different
ways these theories are applied in educational settings. We will also investigate major art
education research reports and the impact No Child Left Behind has had on visual arts education.

TEACHING AND LEARNING METHODS
This class will utilize readings, class discussions, assignments, facilitated exercises, lectures,
presentations and workshops to fulfill the course objectives.

COURSE OBJECTIVES
Students will critically examine the subject matter through a variety of learning opportunities to
meet the following course objectives:
• To gain an in-depth understanding of the historical and theoretical foundations of art
  education
• To compare and contrast the major pedagogical approaches of art education To
  understand creative and innovative approaches to change
• To develop an understanding of human development and the arts
• To understand current issues in art education, including major research findings and art
  education policy
• To develop and articulate one’s own philosophy of art education
REQUIRED TEXTS/READING

Books:

Other Readings:

COURSE REQUIREMENTS AND GRADING POLICY

Discussion Facilitation (10 points each) You will be responsible for facilitating a weekly reading discussions by writing 4 open-ended discussion questions and by planning a 10-15 minute presentation or activity that addresses each week’s topic. The facilitations can include visuals (images, videos, etc.), an activity, or a more formal presentation. These facilitations should not be a summary of the week’s readings, but should help the class to deepen their understanding of the issue.

Reading Responses (20) For each reading you can turn in or e-mail me (due before the scheduled class time) a 1-paragraph response to the week’s reading. What struck you most? What do you agree/disagree with? How does this reading impact your idea(s) of art teaching?
Active Participation in Class Discussions (15 points) You are expected to come to class having read the weekly readings and prepared to discuss them.

Philosophy of Art Education Paper (20 points) This 5-7 page paper should address the following questions:

- What is my vision of art education?
- What philosophical ideas have shaped this vision?
- Which art education pedagogy or pedagogies do I support most?
- What are some specific ways I will implement this pedagogy in my classroom?

Art Education Presentation (35 points) You will be responsible for teaching the rest of the class about the topic you have chosen related to an art education pedagogy, policy or research report. You will have 30-45 minutes to present the history and key elements of the pedagogy, policy or report; provide multiple (and opposing) viewpoints about your topic; and explain how the pedagogy, policy or report impacts art education. This can be done through the use of visuals, activities and/or any type of presentation you choose. This presentation can be done in pairs. A complete outline of your presentation must be turned in to Professor Krensky 2 weeks prior to your presentation. If you do not turn in an outline, you will not be allowed to present. Please refer to the following databases to support your research for this presentation:

- ArtsEdSearch.org
- http://campusguides.lib.utah.edu/arteducation

ATTENDANCE AND PUNCTUALITY POLICY
Due to the hands-on nature of this class, participation is very important. Full and active participation both enhances your learning and supports the entire class. You must be present to receive points for participation. Late assignments will be reduced by 10% for each day late.

Grading Total = 100 points

A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75; C-: 70-71; D+: 66-69; D: 62-65; D-: 60-61; E: 0-59

Extra Credit Opportunities

- Attend visiting artist lectures in Art 158 or other museum venues (2 points each)

- UMFA ACME (Arts. Community. Museum. Education) (5 points)
  Wednesday, September 14 | 5:30–9:00 pm | Glendale Public Library (1375 So. Concord—1240 West)
  Help facilitate community art workshops with U of U art teaching faculty and community artists (Beth Krensky, Sandy Brunvand, Rosi Hayes, Celine Downen and Heather Paulsen)

- Africa Meets Africa ARTrageous Days, Tuesday and Wednesday | 9:00am–5:00 pm | September 13 and 14, Utah Cultural Celebration Center (2 points for each 2-hour time block)
  Volunteer for a 2-hour time block to help with area school groups. For more information, please email Lu at: l.marzulli@utah.edu

FACULTY AND STUDENT RESPONSIBILITIES
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed
conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. I suggest that you read the Code carefully and know that you are responsible for the content.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

"Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code)

RESOURCES

Americans with Disabilities Act (ADA) Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Center for Wellness & University Counseling Center
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: http://counsellingcenter.utah.edu, 801-581-6826.

Office of Equity and Diversity
The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual,
Transgender and Questioning community, and women in underrepresented fields. 

**Women’s Resource Center**
The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. 
http://womenscenter.utah.edu/

**Learners of English as an Additional/Second Language**
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

**The Writing Center**
If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: www.writingcenter.utah.edu. 587-9122.

**ASUU Tutoring Center**
The ASUU Tutoring Center provides individual tutoring ($7 per hour) and group tutoring sessions ($4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. http://tutoringcenter.utah.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Discussion</th>
<th>Activity</th>
<th>Due/Please Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/26</td>
<td>Course Introduction and Overview</td>
<td>Historical Roots of Art Education</td>
<td></td>
</tr>
<tr>
<td>2 9/2</td>
<td>Historical, Philosophical, and Theoretical Roots of Art Education</td>
<td></td>
<td>Reading: Roots of Art Education Practice: Chaps. 1 and 2</td>
</tr>
<tr>
<td>3 9/9</td>
<td>Historical, Philosophical, and Theoretical Roots of Art Education</td>
<td></td>
<td>Reading: Roots of Art Education Practice: Chaps. 3 and 6 Reminder: UMFA ACME session, 9/14, Glendale Public Library (1375 So. Concord—1240 W), 5:30-9:00</td>
</tr>
<tr>
<td>4 9/16</td>
<td>Excellence in Art Education</td>
<td></td>
<td>Reading: Seidel et. al.: Qualities of Quality: Exec. Summary, Intro., Chap. 2, Chap. 4</td>
</tr>
<tr>
<td>5 9/23</td>
<td>Contemporary Art and Art Education</td>
<td></td>
<td>Reading: Gude: Principles of Possibility and Gude: Playing, Creativity, Possibility</td>
</tr>
<tr>
<td>6 9/30</td>
<td>Art Education Pedagogies: Aesthetic Education and Art Criticism</td>
<td>Contemporary Art and Art Education</td>
<td>Reading: Thinking Through Aesthetics: Chaps. 1 and 2</td>
</tr>
<tr>
<td>7 10/7</td>
<td>Art Education Pedagogies: Art History; Theory into Practice</td>
<td>Presentations:</td>
<td>Reading: Rethinking Curriculum in Art: Chaps. 4 and 5</td>
</tr>
<tr>
<td>8 10/14</td>
<td>NO CLASS: Fall Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 10/21</td>
<td>Art Education Emerging Visions: Visual Culture</td>
<td>Presentations: Authentic Art ed.: critical consciousness overview and Project YES case study</td>
<td>Reading: Rethinking Curriculum in Art: Ch. 8 Anderson and Milbrandt: Art for Life: Chap. 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presentation/Activity</td>
<td>Reading/Viewing</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/28</td>
<td>Art Education Pedagogies: Multicultural Art Education&lt;br&gt;Human Development and Art Education</td>
<td>Presentation: White privilege</td>
<td>Reading: Bates: pp. 18-22 and 170-175 Cahan and Kocur: <em>Contemporary Art and Multicultural Education</em></td>
</tr>
<tr>
<td>11/4</td>
<td>Art Education Pedagogies: Comprehensive Art Education and Arts Integration</td>
<td>Arts Integration workshop with visiting artist Sarina Furer</td>
<td>Reading: Thinking Through Aesthetics: Chap.4 Rethinking Curriculum in Art: Ch. 7</td>
</tr>
<tr>
<td>11/18</td>
<td>Policy Perspectives Impacting Art Education</td>
<td>Waiting for Superman discussion</td>
<td>Reading/Viewing: Watch <em>Waiting for Superman</em> Moss: <em>Where Are All the Teachers of Color?</em> Coates: <em>Letter to My Son</em></td>
</tr>
<tr>
<td>11/25</td>
<td>NO CLASS: Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Evidence</td>
<td>National Core Arts Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy paper/project due</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>