



ROCHESTER INSTITUTE OF TECHNOLOGY  
COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-703-MulticulturalIssuesinArtAndEducation

**1.0 Course Designations and Approvals**

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?	*Approval request date:	**Approval granted date:
General Education:	<input type="checkbox"/>	X	
Writing Intensive:	<input type="checkbox"/>	X	
Honors	<input type="checkbox"/>	X	

**2.0 Course information:**

<b>Course title:</b>	Multicultural Issues in Art and Education
<b>Credit hours:</b>	3
<b>Prerequisite(s):</b>	None
<b>Co-requisite(s):</b>	None
<b>Course proposed by:</b>	Professor Carole Woodlock
<b>Effective date:</b>	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

**2.a Course Conversion Designation\*\*\* (Please check which applies to this course).**

<input type="checkbox"/>	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
<input type="checkbox"/>	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
X	New

**2.b Semester(s) offered (check)**

Fall X	Spring	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

**2.c Student Requirements**

<b>Students required to take this course:</b> (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
<b>Students who might elect to take the course:</b> Other graduate students with permission from the instructor

**3.0 Goals of the course**

<p>3.1 To be knowledgeable about multicultural issues in art and education.</p> <p>3.2 To sensitize students of the importance of multicultural education, specifically as it pertains to art education with a focus on curriculum.</p> <p>3.3 To explore philosophical and ethical issues related to the visual arts and the field of education.</p> <p>3.4 To assist students in establishing a broad understanding of issues of diversity.</p> <p>3.5 To be knowledgeable about multicultural art and the art world and recognize the value of studying artworks from various cultural groups.</p> <p>3.6 To embrace diversity of peoples, philosophies, and cultural histories in instruction.</p> <p>3.7 To be knowledgeable about the use of traditional and new technologies within the visual arts.</p> <p>3.8 To recognize that art exists in multiple contexts, including museums, galleries, schools, and homes, as well as other settings of public and private life.</p> <p>3.9 To understand that individuals' identities can be shaped by the social and cultural groups to which they belong. Such groups include gender, ethnicity, economic class, sexual identity, and geography, as well as other aspects of identity.</p> <p>3.10 To be aware of the importance of social interaction and use that knowledge to create opportunities for collaboration and peer interaction to support learning.</p> <p>3.11 To prepare teachers to promote the well being of all students and work towards excellence in teacher standards as outlined by State and National organizations in art and education.</p> <p>3.12 To engage students in inquiry in to underrepresented art and artists to enable them to acquire knowledge of the cultural context in which works of art have been created, and foster respect for a global approach to art making and understanding.</p> <p>3.13 To enable students to understand the philosophical and social foundations underlying the inclusion of art in general education and the ability to express a rationale for a personal philosophical position about the relevance and importance of art education from a global perspective.</p> <p>3.14 Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.</p>
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**4.0 Course description**

**Course Number:** ARED-703

**Course Name:** Multicultural Issues in Art and Education

**Short Course title:** Multicultural Issues in Art Ed

**Prerequisites:** None

**Classroom 3, Studio 0, Credit 3, Fall**

In this course students will explore a range of perspectives on multicultural issues in the visual arts and education fields. The focus will be on: making connections with contemporary multicultural art; the implementation of lesson plans based on multicultural issues for the art education classroom; and an examination of curriculum and policy issues. Resources from the areas of contemporary art, cultural studies, the visual arts, and education will be investigated. Students are expected to write critical papers and essays, develop curriculum resources, and to participate in weekly small and large format discussion groups. On-line technology is utilized in addition to lectures, videos, and other forms of media.

**5.0 Possible resources (texts, references, computer packages, etc.)**

- 5.1 Banks, J. (Ed.) (2004). *Handbook of Research on Multicultural Education*. San Francisco, CA: Jossey-Bass.
- 5.2 Anderson, T. & Milbrandt, M. (2002) *Art for Life: Authentic instruction in art*. New York: Magraw Hill.
- 5.3 Dissanayake, E. (1995). *Homoaestheticus: Where Art comes from and why*. Seattle: University of Washington Press.
- 5.4 Grisgsby, J.E. (1977). *Art and Ethics*. USA: W.C. Brown Company.
- 5.5 Klein, S. (Ed.) (2003). *Teaching Art in Context: Case Studies for Preservice Art Education*. Reston, Virginia: NAEA.
- 5.6 Balick, D. & Palmer Wolf, D. (Eds.). (1999). *Interdisciplinary learning powered by the arts*. Portsmouth, NH: Heinemann.
- 5.7 Barrett, T. (1994). *Criticizing art: understanding the contemporary*. Mountain View, CA.: Mayfield Publishing Company.
- 5.8 Berger, J. (1972). *Ways of seeing*. London, UK: Penguin Books.
- 5.9 Blandy, D. & Congdon, K.G. (Eds.). (1996). *Pluralistic Approaches to Art Criticism*. Bowling Green, OH: Bowling Green State University Popular Press.
- 5.10 Gregory, D. (Ed.) (1997). *New Technologies and Art Education: Implications for Research, and Practice*. Reston, Virginia: NAEA.
- 5.11 Lippard, L. (1997). *The lure of the local: senses of place in a multicentered society*. New York, NY: New Press.
- 5.12 Lippard, L. (1990). *Mixed Blessings: New Art in a Multicultural America*. Pantheon Books: New York.
- 5.13 *Contemporary Art and Multicultural Education*. (1996). New York: The New Museum.
- 5.14 Peterman, F. (Ed.) (2008). *Partnering to Prepare Urban Teachers: A call to activism*. New York: Peter Lang.
- 5.15 Emme, M. & Keifer-Boyd, K. & Jagodzinski, J. (Eds.) (2008). *InCITE, InSight, InSITE: Journal of Social theory in Art Education, the first 25 years*. Reston, Virginia: NAEA.
- 5.16 Freedman, K. (Eds.) (2009). *Looking Back: Editor's Selections from 50 years of*

*Studies in Art Education*. Reston, Virginia: NAEA.

- 5.17 Delacruz, E. & Arnold, A. & Kuo, A. & Parsons, M. (Eds.) (2009). *Globalization and Art Education*. Reston, Virginia: NAEA.
- 5.18 Anderson, T. & Gussak, D. & Hallmark, K. & Paul, A. (Eds.) (2010). *Art Education for Social Justice*. Reston, Virginia: NAEA.
- 5.19 On-line resources and relevant periodicals in Art and Education such as: *Journal of Multicultural and Cross-Cultural research in Art Education, Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, Visual Arts Research, Journal of Contemporary Art, The International Journal of Art & Design Education, and the International Journal of Education & the Arts.*

**6.0 Topics (outline):**

- 6.1 Introduction to multicultural issues in the visual arts
- 6.2 History of multiculturalism
- 6.3 Celebrating pluralism
- 6.4 Collaborative curriculum building
- 6.5 Multicultural lesson planning- connecting theory and practice
- 6.6 A sense of place-individual voices setting the context
- 6.7 Research methods & inquiry into multicultural art & education
- 6.8 Presentations on research: using oral history to exchange ideas
- 6.9 Visual presentations using new technologies
- 6.10 Curriculum development through action research and arts-based research

**7.0 Intended course learning outcomes and associated assessment methods of those outcomes**

Course Learning Outcome	Assessment Method
7.1 Analyze and generate viewpoints on multiculturalism in art and in education	Exam, Project
7.2 Demonstrate knowledge of multicultural art & artists	Exam, Assignments
7.3 Express global education issues in art, education and the K-12 studio classroom	Assignments, Projects
7.4 Develop an awareness of diversity and pluralism in art education	Assignments, Project
7.5 Create innovative approaches to teaching with a global perspective	Assignments, Project
7.6 Refine research and technology skills	Assignments
7.7 Envision global issues in art through studio creative work and observation	Project, Critique
7.8 Research, design and present, lesson and unit plans that have a global emphasis	Project, Critique

7.9	Demonstrate effective communication skills	Assignment, Critique
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**8.0 Program outcomes and/or goals supported by this course**

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
8.2	To align with the goals of the New York State Learning Standards in the Visual Arts.
8.3	To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12.
8.4	To prepare teachers to promote the well being of all students.
8.5	To work towards excellence in teacher standards as outlined by state and national organizations in art and education.
8.6	To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment.
8.7	To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom.
8.8	To prepare teachers to utilize new technologies throughout their teaching and learning experiences.
8.9	To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.

**9.0 General Education Learning Outcome**

N/A

**10.0 Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
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