

Term Information

Effective Term Spring 2020
Previous Value Summer 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

AAEP is requesting to offer 2367.01 as a distance learning course.

What is the rationale for the proposed change(s)?

Having the course as a distance learning option will allow the department to reach a greater number of students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Art Education
Fiscal Unit/Academic Org	Arts Admin, Education & Policy - D0225
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.01
Course Title	Visual Culture: Investigating Diversity & Social Justice
Transcript Abbreviation	Vis Cult Div & Soc
Course Description	A study of the artists, the artworks, and art worlds from diverse ethnic cultures in North America.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 6 Week
<i>Previous Value</i>	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110, and Soph standing.

Exclusions

Not open to students with credit for 367.01 or 2367.01H (367.01H).

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.1302

Subsidy Level

General Studies Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Level 2 (2367); Visual and Performing Arts; Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- Identify and examine ideas and issues, values and beliefs found in visual media
- Interpret contemporary social and political views influencing the production and the consumption of visual culture
- Improve critical thinking skills through careful description, analysis, interpretation and evaluation of readings, videos, presentations, and field trips
- Refine skills in inquiry methods, expository writing and oral communication

Content Topic List

- Contemporary Artists
- Popular Visual Culture
- Media Literacy
- Social Justice

Sought Concurrence

No

Attachments

- ARTEDUC 2367.01 DL syllabus.pdf: Distance learning
(Syllabus. Owner: Pace,Lauren Kate)
- AAEP 2367.01 Pace.pdf: Technology review
(Other Supporting Documentation. Owner: Pace,Lauren Kate)
- GE Assessment Plan for 2367.01.pdf: Assessment plan and rubric
(GEC Course Assessment Plan. Owner: Pace,Lauren Kate)
- Syllabus 2367.01 AU19 Hardy.pdf: In-person
(Syllabus. Owner: Pace,Lauren Kate)

Comments

- Please upload (1) in-class syllabus (for comparative purposes) and (2) a GE assessment plan that can be implemented in this online environment. See instructions in manual; also posted here
<https://asccas.osu.edu/distance-learning-courses> (by Vankeerbergen,Bernadette Chantal on 09/26/2019 11:19 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace,Lauren Kate	09/06/2019 03:39 PM	Submitted for Approval
Approved	Savage,Shari L	09/08/2019 07:25 PM	Unit Approval
Approved	Heysel,Garett Robert	09/09/2019 09:37 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/26/2019 11:20 AM	ASCCAO Approval
Submitted	Pace,Lauren Kate	10/31/2019 10:40 AM	Submitted for Approval
Approved	Savage,Shari L	10/31/2019 11:07 AM	Unit Approval
Approved	Heysel,Garett Robert	11/03/2019 09:22 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/03/2019 09:22 PM	ASCCAO Approval

Art Education 2367.01 Visual Culture: Investigating Diversity & Social Justice
Online Course Syllabus

Instructor: Ava Morgan

Office: Sullivant Hall 231 G

Office Hours: by appointment

Email: morgan.1351@osu.edu

RATIONALE

In this country, due to social, political, historical, and cultural inequities, many individuals and/or groups are disenfranchised or empowered on the basis of race, gender, class, sexual orientation, religion, and geographic location to name a few. This form of inequity or privilege is influenced by and influences construction, production and consumption of visual culture. This course has been constructed to confront and address the issues raised through the exploration of visual culture in the hope of challenging our biases and discriminatory practices within our society, which hinders democracy and social justice. This course provides opportunities for students to focus and communicate their learning and development to increase their multicultural competencies as national and world citizens.

COURSE DESCRIPTION & STRUCTURE

In this course, we will critically investigate personal, national and global identities. Personal and communal narratives surrounding visual culture define and construct meaning in our everyday lives. Visual culture (which includes both visual art and popular media) is investigated as a site through which social and cultural definitions, norms and values, and expectations are reinforced, constructed as well as challenged. The goals for this course are to develop students' skills in writing, reading, critical thinking, and oral expression and foster an understanding of the pluralistic nature of institutions, society, and culture(s) of the United States.

How will this work in action? My role as Instructor and your role as Student ...

Each week you will be assigned reading from the textbook as well as writing and art activities that invite you to reflect critically on themes and ideas related to visual culture and social justice. You will also write a weekly blog post that responds to a prompt from that week's content. To facilitate a class discussion, you will respond to two of your peers' blogs as discussion posts each week. I'll be notified of each new posting and will be monitoring discussions during that period. It is your responsibility as a student to contribute to and facilitate a robust and thoughtful discussion and my role as the instructor to provide prompts and feedback that support healthy, critical dialogue. In addition, I will be posting video lectures, video check-in's and reminders, provide feedback on discussions and postings, and I am always available to video chat by appointment. Please know that I can "see" if you have engaged with the content presented in this course, and have metrics that quantify the amount of time spent working within the course.

Note: A full description of student responsibilities is included in the "student responsibilities and course policies" section of this syllabus. Details for course assignments are included in the course calendar.

LEARNING OBJECTIVES

Art Education 2367.01 is a GEC (General Elective Course) that fulfills the requirements for: Second Level Writing, Visual and Performing Arts, and Social Diversity.

Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Level Two (2367)**Expected Learning Outcomes:**

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Visual and Performing Arts**Expected Learning Outcomes:**

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

REQUIRED TEXTS

The textbook for this course is an eBook titled, "Visual Culture: Representations and Misrepresentations." The eBook is not available through the bookstore. Students may purchase the eBook directly from the publisher Kendall Hunt, using the following link:

Buy the eBook at: http://www.kendallhunt.com/visual_culture

STUDENT RESPONSIBILITIES & COURSE POLICIES

- **Class Meetings:** Our weekly discussions will be held from Wednesdays at noon to Fridays at noon. You are expected to be active and contribute *daily* to discussions on Carmen during this period.
- It is the student's responsibility to contact the course instructor to discuss extended periods of inactivity/absence due to medical issues, family emergencies, etc. Technological issues will not be considered excused, it is the students' responsibility to ensure access to and activity on the Carmen course page.

1. **Guidelines for Class Discussions:** Students are expected to use appropriate terms and language within all class discussion. Racial slurs, derogatory naming or remarks disrespectful of the rights and dignity of others will not be tolerated. Beliefs and worldviews divergent from yours may be shared; respect for those differences is to be maintained within the class discussions.
 2. **Class Participation:** Active participation in writing activities and discussions is a course requirement and counts for 10% of the final course grade. Class participation is evaluated daily through consistent contributions to the Carmen course page. Therefore, highly inconsistent participation will impact class participation grades negatively. Quality participation includes consistent contributions to discussions, obvious preparation for class, asking pertinent questions and offering relevant comments, actively engaging in discussions and other activities, working constructively with others and submitting assignments on time.
 3. **Rewriting Assignments:** Students may choose to rewrite all papers that were handed in on time once. All rewrites are due **ONE WEEK** from the date your original paper is returned from the instructor. If the rewritten paper shows **significant improvement**, the grade may be improved up to one letter grade (e.g., a C becomes a B). ***There is no makeup or re-do for blog posts or discussion posts. There is no rewrite for the final paper. Students cannot rewrite any paper that was handed in late.***
 4. **Late Assignments:** **Assignment grades are reduced by 1/2 a letter grade for every day an assignment has not been handed in after the assigned due date.** Late assignments can be submitted to Carmen and the student must notify the instructor of the late submission through email. Written assignments cannot be handed in as e-mail attachments unless a student has received the instructor's prior approval.
 5. **Returning Graded Assignments:** Papers will be returned within one week after the instructor receives the papers.
 6. **E-mail:** E-mail is used as a means of communicating with students about the course. E-mail is sent to your Ohio State email account. Please allow 24 hours for me to respond to your emails.
7. **Plagiarism:** Copying and claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism must be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. **If in doubt, credit your source.** Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.
8. **Students with Special Needs/Disabilities:** If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment (by phone, email, Skype, or in person) as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for

accommodations and developing accommodation strategies. If you have not previously contacted the Office of Disability Services, I encourage you to do so.

9. **Triggers:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (take a break, debrief with a friend, contact a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contact the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space on discussion boards for each other. Failure to show respect to each other may result in dismissal from the class.

10. Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

COURSE TECHNOLOGY & OTHER SUPPORT SERVICES

This fully online course will be delivered entirely through Ohio State University's learning management system, Carmen. You will use your OSU ID credentials to log into the site from Carmen Home page (<https://carmen.osu.edu>). Within Carmen you will find and access all online lessons, course materials, and resources, the only exception being the course text book. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk.

Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Carmen support: <https://odee.osu.edu/resourcecenter/carmen>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

- Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course:

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki

Necessary equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Academic Support Services: Streaming audio and video

University Student Services

Student academic services offered on the OSU main campus can be found at <http://advising.osu.edu/welcome.shtml>

Other student services offered on the OSU main campus can be found at <http://ssc.osu.edu>
<http://artsandsciences.osu.edu/academics/current-students>

ASSIGNMENTS

1. Journal entries
2. Blog Posts, writing and art activities
3. Cultural Identity Paper
4. Stepping Out Paper
5. Position Paper
6. Final Paper

Papers should describe, analyze and interpret visual culture forms and practices, their impact on cultural identities, and how they reflect and/or reinforce societal values. Do not write a paper that is only descriptive (i.e., a book report) or based on unsupported opinions; a successful paper goes beyond descriptive and personal opinions by presenting clearly expressed ideas and well-developed arguments substantiated with citations and examples. A description of each paper assignment along with the rubric is available on the “Files” tab on Carmen.

Paper Style and Format

All written assignments completed outside of class must be typed, meet required length, and should include:

- A cover page with title, your name, course title and assignment title and date.
- A descriptive title for the paper.
- Page numbers on all pages
- Left and right margin: no larger than 1.5”; Top and bottom margin: no larger than 1.0”
- Use 12 point Times or Times New Roman font
- Double-space all lines, except quotes over 40 words, which must be single-spaced and indented one-half inch.
- Spell check, proof read, and staple pages together.
- Use: *American Psychological Association* for format, citations, and references.

Blog Posts and Discussion Contributions

After completing the reading and activities assigned for the week, students will submit blog posts to Carmen. ***Post your blog entry by Wednesday at noon in the Discussion section on Carmen. From noon on Wednesday until noon on Friday you will comment on your peers’ blog posts to create dialogue around common themes and develop critical thinking and writing skills across various social issues.*** These assignments are designed as opportunities to develop specific writing techniques, to improve critical thinking skills, and to explore course

content topics with diverse voices. If the assignment is missed or not completed by the deadline, students will not receive credit for the assignment.

Discussion prompts are posted within the Course Calendar on this syllabus and in the discussion section of Carmen. Once you have responded to the discussion prompts, you can explore other ideas that presented themselves in the reading and content for the week. You are expected to demonstrate depth of thought, engagement with theoretical themes, and personal reflection. You should cite detailed examples from the assigned readings. (Simply writing about the week’s general discussion topic will not earn you a high score.)

EVALUATION

Assessment Criteria for Writing Assignments: Assignments in this course are evaluated using the following criteria:

1. The paper’s topic and thesis are clearly presented.
2. The argument is effectively organized and supported by outside information. Style is appropriate to the purpose and the audience.
3. Grammatical and mechanical elements are controlled (word use, grammar, spelling, punctuation, sentence structure, paragraph transition and development).
4. Specific criteria of the class assignment have been met.

Participation

9-10 pts	Student consistently comes prepared to active class times, consistently participates in class discussion and activities, and always demonstrates willingness to learn
7-8 pts	Student usually comes prepared to active class times, usually actively participates in class discussion and activities, and usually demonstrates a willingness to learn
4-6 pts	Student occasionally comes prepared to active class times, occasionally participates in class discussion and activities, and occasionally demonstrates a willingness to learn
0-3 pts	Student rarely comes prepared to active class times, rarely participates in class discussion and activities, and rarely demonstrates a willingness to learn

Grade Distribution

- 10 pts Participation in active class times and discussions
- 35 pts Blog Posts, writing and art activities such as: self-portrait and thesis; identity map; and more
- 10 pts Cultural Identity Narrative (outline included)
- 10 pts Stepping Out (outline included)
- 10 pts Position Paper (outline included)
- 10 pts Final Paper (outline included)
- 15 pts Journals (7 total)

Extra Credit opportunities may be available at the discretion of the instructor.

Grading Scale

Total of all Assignments = 100 points

Final course grade = Number of points earned/ 100 points

	A 93-100	A- 90-92
B+ 87-89	B 83-86	B- 80-83

C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	E 62-0

Grade posting: Students are expected to keep track of their grades regularly for accuracy and notify the instructor immediately of any errors.

Art Education 2367.01 - Visual Culture: Investigating Diversity and Social Justice
Online Summer Session Course Calendar

This calendar provides an overview of the topics to be addressed each week and the due dates for all assignments. Note: Some dates subject to change.

Week One: Stories & Identity

May 7- May 14

Theme: The running theme in this course is stories – stories we tell about ourselves, stories we tell about others, stories that objects tell, and stories about place and space.

Reading: Chapter One

Writing & Art Activities:

1) **Semiotic analysis** of the painting *The Artist* by Jack Ballengee Morris aka Jack Meisel (Chapter 1, page 19). Based on your thesis statement, write a one-paragraph analysis or interpretation of the painting. What symbols/signals do you identify, and how might you interpret them? When finished, please highlight your thesis statement. (2 points)

2) **Journal Entry 1:** Watch a bio on the History Channel website and reflect on its message and impact. How is the story told? What is emphasized? What is left out? What are you left wondering? (2 points)

3) Create a **self-portrait** that expresses what you want to convey about who you are. Your self-portrait can be in the form of a photo collage, a drawing, a painting, etc. Be creative! While I do not expect everyone to be a masterful artist, I will be looking for evidence of thoughtful, artistic expression. Upload a jpg or pdf file of your self-portrait to the “Gallery” on Carmen. (3 points)

4) After you have finished your self-portrait, write your own **artist’s statement** summarizing in words what you have expressed in the portrait. This may include why you made the artistic decisions you made in creating the piece and/or the conceptual ideas that your piece involves. It should be at least one paragraph long. Submit to the “Gallery” in Carmen. (2 points)

5) **Blog Post** – Write a 500-word blog post reflecting on one or more of the following prompts:

- View Chimamanda Adiche’s TedTalk, “The Danger of a Single Story,” (link found in Chapter One of your textbook) and consider how her message resonates with your own experience. When do you or have you fallen subject to the danger of a single story? Do you find your own identity subject to a single story? What implications does Adiche’s message have on our perceptions and behaviors as human beings ? **(Due Wednesday by noon).**

6) **Discussion Post** – Read and respond to two of your peers’ blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Week Two: Positioning
May 14 - May 21

Reading: Chapters Two & Three

Writing & Art Activities:

- 1) **Identity map:** What groups of people are you/have you been a part of that have influenced your sense of personal identity? Your family, ancestry, religion, gender and sexual identification, school, and sports teams are examples. See the example at the beginning of Chapter 2. This assignment may be either electronic or handwritten/drawn. Upload photo of your map to dropbox on Carmen. (1 point)
- 2) **Paper One Outline:** Draft an outline for Paper One and to submit to Carmen by May 15th. (3 points)
- 3) **Paper One Due:** Submit Cultural Identity Narrative by noon May 20th.
- 4) **Journal Entry 2:** Watch the clip of Chief Glenna Wallace in Chapter 2 of the textbook. Reflect on her message about stereotypes. What is 'naming' and how does it operate within a society? (2 points)
- 5) **Journal Entry 3:** Reflect on David Pakman's interview with Tim Wise about white privilege. Do you agree with Wise? Can you relate Wise's views/arguments to your own life experiences? (2 points)
- 6) **Blog Post** - Write a 500-word blog post reflecting on the following prompt:
 - What other forms of privilege have you encountered, either in your own personal experience or in conversation, reading, news, media, etc? What is your understanding of these forms of privilege? How do they operate? How do these forms of privilege influence the way people perceive and behave in communities? **(Due Wednesday by noon).**
- 7) **Discussion Post** – Read and respond to two of your peers' blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Week Three: Communities & Place-Based Identities
May 21 - May 28

Readings: Chapter Four

Writing & Art Activities:

- 1) **Paper Two Outline:** Read the prompt for Paper Two, research the event that you will attend (contextual information) and draft an outline for the paper. (3 points)
- 2) **Paper Two Due:** Submit Stepping Out of My Comfort Zone Paper by noon May 27th. (10 points)
- 3) **Journal Entry 4:** Visit the website <http://diegorivera.org/> and read about Diego Rivera, a legendary Mexican artist best known for his activist murals. After taking a look at his artwork, choose one work and discuss it and your reactions to it (think semiotics!). Be sure to include the URL to the work. (2 points)
- 4) **Blog Post** - Write a 500-word blog post reflecting on the following prompt:
 - After listening to the song "West Virginia Refuge" in Chapter Four, reflect on your own life experiences and describe a place that you feel most yourself. The place may be a specific region, town, city, neighborhood, or even a specific building or room. What makes that place so significant to you? Be as

descriptive as possible. Use sensory details to bring your place to life – how does it smell? What does it look like? How does it feel? Immerse your reader in the place. What stories or myths exist about this place? **(Due Wednesday by noon).**

5) **Discussion Post** – Read and respond to two of your peers’ blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Week Four: National Culture May 28 – June 4

Reading: Chapter Five

Writing & Art Activities:

1) **Paper Three Outline:** Read the Prompt for Paper Three and watch your chosen film, either: *MissRepresentation* or *The Mask You Live In*, both documentaries are available on Netflix or at the OSU & Columbus Metropolitan Libraries. Draft an outline for your paper and submit to Carmen by 5pm on Thursday, May 30.

2) **Position Paper** is due by noon on Monday, June 3. (10 points)

3) **Blog Post** - Write a 500-word blog post reflecting on the following prompt:

- Attend a visual arts institution in your community (it may be a museum, gallery, or arts center) and reflect on your experience. What did the exhibition feature (artists’ names, medium or type of art)? Include a semiotic analysis of one artwork that includes descriptive detail of the piece for your reader. What was your interpretation of the art? What ideas, messages, or questions might the artist(s) be asking the viewer to engage with? How did you engage with the exhibition? Include how you felt physically/emotionally and what ideas or thoughts you had as you moved through the space. Consult instructor for help identifying an arts institution in your community. **(Due Wednesday by noon).**

4) **Discussion Post** – Read and respond to two of your peers’ blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Week Five: Finding Voices / Social Movements June 4 – June 11

Readings: Chapter Six

Writing & Art Activities:

1). **Paper Four Outline & References:** Review the prompt for your final paper. Write a one-page double spaced description of your final assignment idea. Include: baggage and luggage, “big idea,” aspect of visual culture, how the big idea and aspect of visual culture are connected, and the proposed format for the final paper. Identify at least 5 sources (books, articles, Internet sources) for your research. At least three must be scholarly sources. Include your sources in a reference list. Due by midnight on June 4.

2). **Paper Four Draft:** Submit draft of your final paper by noon on June 10th for peer review.

3) **Journal Entry 5:** Watch a show that examines LGBTQI issues or has characters that identify as LGBTQI, and consider the questions located in the book within the Queer Theory section (In or Out of Class Activity box).

Write a one-paragraph critique of the show. (Examples: Glee, Will and Grace, Orange is the New Black, Unbreakable Kimmy Schmidt, Queer Eye, etc.) (2 points)

4) **Blog Post** – Chapter six highlights social movements that allow personal and community identities to intersect with social and political values. *View the artist spotlights posted from art21 to observe how artists use their practice as social commentary.* As we come to the end of a semester of reflective writing in which you explored identity and how it reflects and resists cultural values, consider your own positioning. Do you feel invisible? Do you feel heard? Where do you locate your voice? Use your blog post to respond creatively to the three following prompts:

- “I am from...”
- “I am...”
- “I will be...”

Your writing can take any form you wish (stream of consciousness, lists, bullet points, poem, essay). The goal is to be creative and reflective. Consider the ideas and themes we discussed throughout the semester and reflect on your identity. Each of the three prompts should be included in your writing. Include one paragraph at the end in which you reflect on your writing. How did you approach the prompt? What was your process like? You may also reflect on ideas inspired by your viewing of art21 artists. **(Due Wednesday by noon).**

5) **Discussion Post** – Read and respond to two of your peers’ blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Week Six: Repositioning June 11 – June 18

Readings: Chapter Seven

Writing & Art Activities:

1) **Journal Entry 6:** After reading about the *Second Life* game and avatars, reflect about the significance of temporary identity and its relationship with art, visual culture, or artists today. (2 points)

2) **Final Paper** due to Carmen by midnight on Monday June 17. (10 points)

3) **Journal Entry 7:** After reading the section on repositioning, watch the Ted Talk from the first day of class, “The Danger of a Single Story.” Reflect on how your own opinions, perceptions, and identity have been influenced as a result of your time in the course. (3 points)

4) **Blog Post** – Write a 500-word blog post reflecting on the following prompt:

- What technology could you not live without? Think about your daily activities, lifestyle, the way you engage with others and the world and reflect on which technology is the most vital to your sense of self. Describe why this technology is so important to you. What does it provide? How does it shape your life? Consider how you could change your life if that technology were suddenly taken away. What would you do or turn to in its place? **(Due Wednesday by noon).**

5) **Discussion Post** – Read and respond to two of your peers’ blog posts. Discussion posts should push the conversation deeper or in new ways. **(Due Friday by noon).**

Art Education 2367.01

Visual Culture: Investigating Diversity and Social Justice

Instructor: Debra A. Hardy

Classroom: Hagerty 351
T/R 11:10-12:30 pm

Office: [Sullivant Hall Room 231 \(Links to an external site.\)](#), 1813 N. High St.

Office Hours: By Appointment
Please email or text to set up a time to meet

Email: hardy.314@osu.edu

Phone: (217) 417-9978

Rationale

In this country, due to social, political, historical, and cultural inequities, many individuals and/or groups are disenfranchised or empowered on the basis of race, gender, class, sexual orientation, religion, and geographic location to name a few. This form of inequity or privilege is influenced by and influences the construction, production and consumption of visual culture. This course has been constructed to confront and address the issues raised through the exploration of visual culture in the hope of challenging our biases and discriminatory practices within our society, which hinders democracy and social justice. This course provides opportunities for students to focus and communicate their learning and development to increase their multicultural competencies as national and world citizens.

Course Description

In this course, we will critically investigate personal, national and global identities. Personal and communal narratives surrounding visual culture define and construct meaning in our everyday lives. Visual culture (which includes both visual art and popular media) is investigated as a site through which social and cultural definitions, norms and values, and expectations are reinforced, constructed as well as challenged. The goals for this course are to develop students' skills in writing, reading, critical thinking, and oral expression and foster an understanding of the pluralistic nature of institutions, society, and culture(s) of the United States.

Learning Objectives

Art Education 2367.01 is a GEC (General Elective Course) that fulfills the requirements for: Second Level Writing, Visual and Performing Arts, and Social Diversity.

Level Two (2367)

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Visual and Performing Arts

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Social Diversity in the United States

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Required Texts and Supplies

Buy the eBook

at: https://he.kendallhunt.com/visual_culture (Links to an external site.)

You will not be able to purchase the book from the bookstore-only directly from Kendall Hunt.

Loose Leaf Notebook for journaling in class. In-class writing assignments will not be accepted if emailed.

Please bring paper and pen, handouts, and reading materials to class each day.

Student Responsibilities and Course Policies

Attendance: As the course involves in-class writing, discussions, media presentations, and field trips, regular and timely attendance is required. **All absences require an e-mail to the instructor explaining the reason for the absence, preferably before the class meeting.** In recognition of the fact that sometimes life gets in the way, this course allows for two excused absences before your grade is impacted.

In order for an absence to be excused, a student must provide appropriate documentation (i.e., a medical excuse from your doctor) and/or have the instructor's approval (i.e., family emergencies, funerals.) **A student's final course grade will be reduced by a third letter grade for each unexcused absence that occurs (i.e., if your final score adds up to an A-, one unexcused absence will lower your grade to a B).** A student can fail this course due to poor attendance.

It is the student's responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems.

Three (3) incidents of unexcused tardiness and/or leaving class early equals one unexcused absence.

Guidelines for Behavior/Class Discussions: Students are expected to use appropriate terms and language within all class discussion. Racial slurs, derogatory naming or remarks disrespectful of the rights and dignity of "others" will not be tolerated. Beliefs and worldviews divergent from yours may be shared; respect for those differences is to be maintained within the classroom.

Class Participation: Active participation in classroom activities, discussions, and fieldtrips is a course requirement and counts for 10% of the final course grade. Class participation is evaluated daily. Therefore, excessive absences and highly inconsistent participation will impact class participation grades negatively. Quality participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions and other activities, working constructively in large and small groups and submitting assignments on time.

**Please turn cell phones on silent before class begins.

Rewriting Assignments: Students may choose to rewrite all papers that were handed in on time once. All rewrites are due **ONE WEEK** from the date your original paper is returned from the instructor. **EMAIL REWRITE** to instructor. If the rewritten paper shows **significant improvement**, the grade may be improved up to one letter grade (e.g., a C becomes a B). ***There is no makeup or re-do for final presentations. There is no rewrite for the final paper. Students cannot rewrite any paper that was handed in late.***

Late Assignments: Assignment grades are reduced by 1/2 a letter grade for every day an assignment has not been handed in after the assigned due date. Late assignments can be handed in PRINTED at the beginning of class on scheduled class days, during office hours, or in the instructor's mailbox. Written assignments cannot be handed in as e-mail attachments.

Returning Graded Assignments: Papers will be returned within two weeks after the instructor receives the papers. Papers are typically returned during regular scheduled classes.

E-mail: E-mail is used as a means of communicating with students about the course. E-mail is sent to your Ohio State email account. I will respond within 24 hours to emails during the week. On weekends, you may or may not get a response until the following Monday.

Plagiarism: Copying and claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism must be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. **If in doubt, credit your source.** Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration. We use TurnItIn.com so please don't cheat! (This compares your writing to what is online as well as papers from current and prior students).

Students with Special Needs/Disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu ([Links to an external site.](#)); 098 Baker Hall, 113 W. 12th Avenue.

Triggers: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). **Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.**

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Assignments

1. Activities including journaling and peer editing
2. Semiotic Analysis
3. Self-Portrait and Artist Statement
4. Descriptive Paragraph
5. Cultural Identity paper
6. Stepping Out of My Comfort Zone Proposal, Outline, Draft, and Final Paper
7. Position Paper Outline, Draft, and Final Paper
8. Final Paper Proposal, Outline with References, Draft, and Final Paper
9. Presentation

Papers should describe, analyze and interpret visual culture forms and practices, their impact on cultural identities, and how they reflect and/or reinforce societal values. Do not write a paper that is only descriptive (i.e., a book report) or based on unsupported opinions; A successful paper goes beyond descriptive and personal opinions by presenting clearly expressed ideas and a well-developed arguments substantiated with citations and examples.

Paper Style and Format

All written assignments completed outside of class must be typed, meet required length, and should include:

A cover page with title, your name, course title and assignment title and date.

A descriptive title for the paper.

Page numbers on all pages

Left and right margin: no larger than 1.5"; Top and bottom margin: no larger than 1.0"

Use 12 point Times or Times New Roman font

Double-space all lines, except quotes over 40 words, which must be single-spaced and indented one-half inch.

Spell check, proof read, and staple.

Use: American Psychological Association for format, citations, and references.

In-Class Written Assignments On Loose Leaf Paper:

Students are required to write in-class assignments related to course readings, class discussions, and/or other assigned activities. These assignments are designed as opportunities to develop specific writing techniques, to improve critical thinking skills, and to explore course content topics without the pressure of a letter grade. These assignments are graded pass/fail. If the assignment is missed, it may not be made up and credit will not be received for the assignment.

Evaluation

Assessment Criteria for Writing Assignments: Assignments in this course are evaluated using the following criteria:

The paper's topic and thesis are clearly presented.

The argument is effectively organized and supported by outside information. Style is appropriate to the purpose and the audience.

Grammatical and mechanical elements are controlled (word use, grammar, spelling, punctuation, sentence structure, paragraph transition and development).

Specific criteria of the class assignment have been met.

Participation

9-10 pts Student consistently comes prepared to class, consistently participates in class discussion and activities, and always demonstrates willingness to learn

7-8 pts Student usually comes prepared to class, usually actively participates in class discussion and activities, and usually demonstrates a willingness to learn

4-6 pts Student occasionally comes prepared to class, occasionally participates in class discussion and activities, and occasionally demonstrates a willingness to learn

0-3 pts Student rarely comes prepared to class, rarely participates in class discussion and activities, and rarely demonstrates a willingness to learn

Grade Distribution

10 pts. Participation in classroom activities, discussions, quizzes and field trips

20 pts. Writing and Art Exercises such as: Self-Portrait and Artist Statement; Semiotic Analysis; identity map; and more

10 pts. Cultural Identity Narrative Paper

10 pts. Stepping Out of My Comfort Zone Paper

10 pts. Position Paper

10 pts. Final Paper

10 pts. Presentation

20 pts Journal entries (2 points each)

**Anyone with questions or needs a more detailed explanation of the reasons for their grade can receive it in office hours. Wait 24 hours after receiving a graded assignment back before you contest it. Then write a petition about why you think the answer you provided/your assignment should receive a higher grade.

**A range of Extra Credit options will be possible if needed.

Grading Scale

Total of all Assignments = 100 points

Final course grade = Number of points earned/ 100 points

	A 93-100	A- 90-92
B+ 87-89	B 83-86	B- 80-83
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	E 62-0

Grade posting

Students are expected to keep track of their grades regularly for accuracy and notify the instructor immediately of any errors.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Art Education 2367.01

Instructor: Ava Morgan

Summary: Investigating Diversity & Social Justice

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Carmen Connect • Carmen Wiki • Blog Posts
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Discussion responses to fellow students' work • Daily discussion postings
6.3 A variety of technology is used in the course.	X			In addition to the items in 6.1 and 6.2, eBooks are also used.
6.4 The course provides learners with information on protecting their data and privacy.	X			No third-party tools are used. So, all tools are covered by OSU agreements.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Links to various forms of communication for 8HELP are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.	X		No third-party tools are used.

Reviewer Information

- Date reviewed: 8/29/19
- Reviewed by: Ian Anderson

Notes: Consider using the ASC Syllabus Template to create a consistent experience for students across the college.

^aThe following statement about disability services (recommended 16 point font): The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

GE Assessment Plan for 2367.01

Direct Assessment:

All sections of *Visual Culture: Investigating Diversity & Social Justice 2367.01* randomly select 5 papers (we run about 6 sections with 25-30 students per section each semester = 30 scored papers), remove student names, and apply a rubric assessment of our GE learning outcomes to the final paper. These are scored by *Visual Culture: Investigating Diversity & Social Justice* GTA's and collected from each section. The UG Chair (who is also supervisor and curricular designer of the course) collates the data, analyzes the data, and makes recommendations to the GTA cohort based on the information. We aim for 80% of student to fall between the 16 out of 20 range as a benchmark. For the spring 2020 semester, AAEP plans to offer 1 online section of *Visual Culture: Investigating Diversity & Social Justice 2367.01* and will assess the course in the same manner (5 scores papers)

Indirect Assessment:

For online courses, AAEP sends out a Qualtrics survey detailing the course goals and asks the students to complete an anonymous end-of-semester qualitative evaluation that asks two questions:

- 1). Please identify what have been the strengths of this course?
- 2). Have the assignments in this course allowed you to meet the course goals and demonstrate what you have learned?

We have been doing this for our other online courses for several years now, and typically the data shows that scored rubrics (direct measures) mirrors student survey data (indirect data) in that students are meeting student learning outcomes for our GE goals. In addition, we have learned that students value the strong writing mentorship embedded in the course (question 1). This is a direct result of our relationship with WAC and our *College Teaching* course that all GTA's are required to take. For other online courses (i.e. *Criticizing Television 2367.03*), question 2 yields data that helps us know when to refresh media and assignments. We will evaluate the feedback after the 2367.01 is offered in spring 2020

See attached rubric

ASSESSING AE 2367.01 FINAL PAPERS

Paper # _____

Reviewer _____

Date Reviewed _____

This scoring rubric is designed to help instructors assess how well students are meeting 2367.01 learning outcomes as reflected in the final writing assignment. Please rate each criterion with a score of 1 through 4, 1 indicating that the criterion was not met and 2 through 4 indicating increasing levels of accomplishment.

1). Writing and Communication

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

ELO 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Shows no critical analysis skills; little ability to extend and express ideas	Shows some critical analysis skills; has some ability to extend and express ideas	Shows critical analysis skills; has ability to extend and express ideas effectively	Shows strong critical analysis skills; has ability to extend and express ideas effectively

ELO 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Shows no development in conventions of academic discourse; has little ability to clearly express visually, orally or in written communication	Shows some development in conventions of academic discourse; has some ability to clearly express visually, orally or in written communication	Shows development in conventions of academic discourse; has ability to clearly express visually, orally or in written communication	Shows strong development in conventions of academic discourse; has ability to clearly express visually, orally or in written communication

ELO 3. Students access and use information critically and analytically.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Does not provide clear arguments or supportive evidence; does not communicate ideas clearly	Describes arguments and organizes data but lacks supportive evidence and clear written expression	Demonstrates an ability to access and develop arguments supported with evidence and clear written expression	Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of ideas

2.) Visual and Performing Arts

Goals: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

ELO 1. Students analyze, appreciate, and interpret significant works of art.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Develops no analysis or interpretation of works of art.	Develops some analysis and interpretation of works of art that demonstrate critical thinking and reflection.	Develops analysis and interpretation of works of art that demonstrate critical thinking and reflection.	Develops strong analysis and interpretation of works of art that demonstrate critical thinking and reflection.

ELO 2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Demonstrates no engagement in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.	Demonstrates some engagement in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.	Demonstrates advanced engagement in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.	Demonstrates advanced engagement in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

3). Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

ELO 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Shows no comprehension of pluralistic institutions and concepts; little knowledge of race, gender, class, ethnicity, religion and sexuality	Shows some comprehension of pluralistic institutions and concepts related to race, gender, class, ethnicity, religion and sexuality and some application of ideas	Shows comprehension of pluralistic institutions and concepts related to race, gender, class, ethnicity, religion and sexuality, applies and analyzes ideas	Shows advanced comprehension of pluralistic institutions and concepts related to race, gender, class, ethnicity, religion and sexuality; applies, analyzes and evaluates ideas

ELO 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

(1) Benchmark	(2) Milestone	(3) Milestone	(4) Capstone
Does not recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Recognizes some of the roles of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Recognizes the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Demonstrates advanced recognition of the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

1. Writing & Related Skills	2. Visual & Performing Arts	3. Social Diversity in the U.S.	TOTAL SCORE:
			_____/28

Comments: