

Term Information

Effective Term Autumn 2022

Course Change Information

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

Submitting revisions for 2367.01 for the new Race, Ethnicity and Gender Diversity GE foundations panel. The course number is changing to 2600

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

To meet the Race, Ethnicity, and Gender Diversity GE foundations category

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	2600
Previous Value	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. This course will 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.
Previous Value	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, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 Week, 6 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
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, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus, Newark](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110, and Soph standing.

Exclusions

Not open to students with credit for 2367.01, 2367.01H or 2600H.

[Previous Value](#)

Not open to students with credit for 2367.01H.

Electronically Enforced

Yes

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; Writing and Information Literacy; Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

[Previous Value](#)

[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; Writing and Information Literacy; Literary, Visual and Performing Arts](#)

Course Details

Course goals or learning objectives/outcomes

- Student will be able to describe and identify the ways in which race, gender, and ethnicity are socially constructed through representation in public exhibitions, media, and publications
- Students will be able to analyze, identify, and write about how race, gender, and ethnicity are socially constructed by employing critical lenses to engage with media and visual culture.
- Student will engage with written and visual media and culture content to consider how representations of race, gender, and ethnicity affect socio-cultural interactions, their own identities, values and belief systems, and ways we understand each other
- Students will be able to identify and describe how race, gender, and ethnicity are inculcated, how visual culture and media representations are read and interpreted, and how to critically challenge these narratives
- Students will engage in peer-to-peer dialogue on identity, positionality, and learn to articulate how their own personal experiences inform understanding when critically investigating visual culture and media and its influence on popular culture
- Students will explore their own positionality to recognize media and visual culture stereotypes and culturally embedded bias and reflect on how this can enable and/or disable socially constructed narrative

Previous Value

- *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
- Race, ethnicity and gendered diversity

Previous Value

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

Sought Concurrence

No

Previous Value

Attachments

- Art Education 2600 form.pdf
(Other Supporting Documentation. Owner: Pace, Lauren Kate)
- 2600 Syllabus.pdf
(Syllabus. Owner: Pace, Lauren Kate)

Comments

COURSE CHANGE REQUEST
2600 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/04/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	04/30/2021 04:29 PM	Submitted for Approval
Approved	Savage, Shari L	05/01/2021 10:23 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/04/2021 11:49 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	05/04/2021 11:49 AM	ASCCAO Approval

Art Education 2600

Visual Culture: Investigating Diversity & Social Justice

Instructor:

Office:

Office Hours:

Email:

Mobile phone:

Classmate:

Email:

Phone:

Classmate:

Email:

Phone:

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

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 2600 is a GEC (General Elective Course) that fulfills foundational study of Race, Gender or Ethnic Diversity. This course introduces students to critical analysis in the forms of writing, reading, and media literacy. Students will use criticality to view

how race, ethnicity, sexual orientation and gender diversity are represented through representations in media, exhibitions, television, movies, music and publications; policies, and social and institutional isms.

Goals:

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

<p>Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>
<p>Student will be able to describe and identify the ways in which race, gender, and ethnicity are socially constructed through representation in public exhibitions, media, and publications. Specific activities/assignments are:</p> <ol style="list-style-type: none">1. Journal responses to readings, viewed media and exhibitions.2. Classroom discussions to the above.
<p>Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p>
<p>Students will have multiple opportunities to discuss, orally and in writing, how public exhibitions functions as a socio-cultural arbiter, how race, gender and ethnicity are used to promote or disrupt stereotypes, how visual culture and media functions in creating narratives about peoples lived experiences, and explore how institutional agendas effect presentations and educational opportunities. Specific activities/assignments are:</p> <ol style="list-style-type: none">1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively—journals and papers.2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
<p>Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>
<p>Students will be able to analyze, identify, and write about how race, gender, and ethnicity are socially constructed by employing critical lenses to engage with media and visual culture. Students will further explore their own lived experiences in dialogue with peers. Specifically, the identity paper requires the accumulation of this goal.</p>
<p>Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.</p>
<p>Student will engage with written and visual media and culture content that asks them to consider how representations of race, gender, and ethnicity affect socio-cultural interactions, their own identities, values and belief systems, and the ways in which we understand each other. They will specifically be required to include this in two of their paper regarding self and others and reposition paper.</p>

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
Critical engagements with course content allows students to explore their own positionality, to recognize media and visual culture stereotypes and culturally embedded bias and reflect on how this can enable and/or disable socially constructed narratives. The assignments that specifically attend to this is self portrait and artist statement, cultural identity paper, and final paper.
Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
Students will engage in peer-to-peer dialogue on identity, positionality, and learn to articulate how their own personal experiences inform understanding when critically investigating visual culture and media and its influence on popular culture. This will be specifically addressed in the responses, class dialogue and the position paper.
Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
Students will read and view content written and produced through critical lenses, they will be able to identify and describe how race, gender, and ethnicity are inculcated, how visual culture and media representations are read and interpreted, and how to critically challenge these narratives. Scaffolded writing assignments build upon each other allowing students ample engagements with feedback and revision.

Required Texts/Supplies

1. Buy the eBook at: http://www.kendallhunt.com/visual_culture
You will not be able to purchase the book from the bookstore-only directly from Kendall Hunt.
2. Notebook for journaling
3. Please bring paper and pen, handouts, and reading materials to class each day.

Student Responsibilities & 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 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.

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 classroom.

2. **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.

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 leading a discussion. 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 handed in 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 unless a student has received the instructor's prior approval.

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

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 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 (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.

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

11. COVID 19

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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.

Assignments

1. Activities including journaling and discussion board entries.
2. Thesis
3. Self-Portrait and artist statement
4. Descriptive Paragraph
5. Cultural Identity Paper
6. Steppin Out Paper
7. Position Paper
8. Reposition paper
9. Panel Presentation
10. 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.

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, proofread, and **staple (plastic coversheets)**.
- Use: *American Psychological Association* for format, citations, and references.

In-Class Written Assignments:

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:

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.

Grade Distribution

- 10 pts Participation in classroom activities, discussions, and fieldtrips
- 20 pts Writing and Art Exercises such as: Self-Portrait and thesis; descriptive paragraph; identity map; and more (18)
- 10 pts. Culture Identity Narrative (outline included)
- 10 pts. Stepping Out (outline included)
- 10 pts. Position Paper (outline included)

- 10 pts Final Paper (outline included)
- 10 pts Group Presentation
- 20 pts Journal and discussion (14 total)

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.

Course Calendar

This calendar provides an overview of the topics to be addressed each week. Due to schedules and unseen events changes may occur in the calendar but these changes will always be announced.

Key Words: community, culture, collaboration, coalition

Welcome / Stories

Date:

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

Agenda:

1. Introductions
2. Review Syllabus and Calendar (Canvas)
3. *****We will be focusing on improving the critical thinking skills through our reading text, reading visuals and writing. Let's consider a recent commercial by Farmer's Insurance—look at how they define their policy through artifacts from accidents and the stories each of the artifacts tell. **show the commercial while stating this.**
4. Review Content for the day (writing power point) and activities: Review Introduction to the course in the book and where to get the book. Do In class activity in the book.

For Next Class:

Read: Chapter One: through Culture Section

Written work: Write a thesis statement on bio, watch culture clip and be prepared to discuss.

Identity and Community Construction

Date:

1. Identity” program (<http://video.pbs.org/video/1237561998/>)
2. Culture Clip from Book will be reviewed. How the stories are told? What is important to state, to demonstrate, and to illustrate? What connections are made? Review biographies
3. Quiz
4. Peer review thesis – review what a thesis statement is (good site on WAC)
5. Discuss semiotics and do activities

For Next Class:

Read: Chapter One: to the end

Activity: Do Semiotic Assignment and bring a printed copy of thesis sentence.

Date:

1. Discuss Joseph Campbell
2. Discuss semiotic Assignment
3. Watch *Crash* use a semiotic approach
4. Quiz

Read: Chapter Two through Personal Cultural Identity

Written work: Write about the song, Running Ridges, which is about family, places and memories—describe the story in a paragraph

Activity: circle activity –bring a hard copy to class

Date:

1. Discuss Running Ridges and circle activity (What surprised you?) (What was difficult?)
2. Review Artists’ portraits
3. Discuss self portraits and artist statement (must include a thesis, semiotic description) assignment in Chapter 2

For Next Class:

Read: Finish Chapter Two

Written Work: Artist Statement (Assignment in Book)

Activity: Self Portrait (Assignment in Book)

Date:

1. Discuss the process of making and assessing; review and art definitions.
2. Look at the self-portraits and statements in small groups and discuss.
3. Introduce peer editing and include giving points. What insight might have been gained after making one's portrait.
4. Discuss the ideas of individual change and community, what makes community.
5. Quiz
6. Review Paper One (Located in Canvas)
Visit the Writing Center Site (website)
Discuss Library Resources Video

For Next Class:

Read: Chapter Three up to Privilege
Written work: journal thoughts regarding Chief Glenna's message about stereotypes

Activity: Review Ancient Ohio Trails and be prepared to discuss

Paper One Step One: Outline Paper One, Cultural Identity Ideas

Three: Community

Date:

Theme: Theories and Community—what lens do we view our world and where do we as individuals fit within communities.

Agenda:

1. Discuss Traveling Wilbury's song
2. In the News
3. Discuss Master Narrative, Ancient Ohio Trails
4. Watch: <http://www.chickasaw.tv/history/video/mound-sites-evidence-of-well-established-trade/list/history-feature>
5. Explore the impact of colonialism. Discuss artifact, object, and material culture and view contemporary pieces, America Meredith, Daniel Bigay, and Terry Asbury that reflect histories. Do emoji exercise.
6. Discussion Question: What objects are important to you that reflect a cultural component and what are the meanings?
7. Review Outline Paper One

Read: Chapter Three Privilege through Feminist Theory

Written work: Watch Tim Wise and review questions and be prepared to discuss

Activity: Visit Judy Chicago website and review the Dinner Party—What did you learn? What questions do you have after viewing the pieces?

Paper One Step Two: Draft Paper One bring hard copy to class

Date:

1. Discuss Privilege and Tim Wise Activity in learning groups

2. Discuss Postmodern and Feminist Art and discuss Judy Chicago (current issues)
3. Quiz
4. Peer review papers

Read: The rest of Chapter Three

Written work: Paper One in drop box

Activity: Watch a show that examines GLBT issues or has characters that are GLBT and consider the questions located in the book within the Queer Theory section and write a movie critique (in book) (one paragraph).

Activity: Make or purchase a family or regional dish to share

Date:

1. Put food out and each student tells their story
2. Get the food
3. Finalize identity section and introduce community—culture comes from dirt/place—
4. Do place/space photograph activity—freestyle write

For Next Class:

Read: Chapter 4 read through Civil War

Written Work: The song, West Virginia Refuge, is about the importance of one's place—listen to the song and journal your experience with that idea.

Activity: Watch clips in each category and develop an outline that connects New England, Appalachia, and the South's food, music, dance, and visual arts—what might be the running themes?

Four: Stories about Us

Date:

1. Discuss the song around the theme of power of place and outline
2. Discuss outlines and significant art forms in New England, Appalachia, and the South
3. Show Civil War footage and the impact of the War
4. Introduce the next paper and begin to look for an event to attend

For Next Class:

Read: Chapter 4 read Midwest to Southwest

Written Work: Pick one of the clips in this section and journal what you learned and why you picked this clip

Date:

1. Discuss Indian Removal (in Ohio) show youtubes
2. Discuss Midwest/cowboys/Annie Oakley
3. Discuss next paper and events that will be attending

4. Discuss introductions, making points, and conclusions

For Next Class:

Read: Chapter 4 read Southwest through Conclusion

Written Work: Did You Know--Pick one of the clips in this section and journal what you learned and why you picked this clip

Paper Two, Step One: Research event that you will attend (contextual information) and draft an outline for paper.

Date:

1. Review Diego Rivera and do a semiotic exercise
2. Discuss the impact of the Latino/a arts and artisans past and present
3. Review 3 movie clips and discuss (back of chapter 4)
4. Review Paper Two outline and discuss what is needed (Carmen)

For Next Class:

Activity: Attend event

Paper Two, Step Two: Write draft

Date:

1. Show Short North Documentary and discuss sustainability and representation
2. Peer Review drafts

For Next Class:

Read: Chapter Five through Holiday

Written Work: Rewrite paper two

PAPER DUE NEXT CLASS IN DROP BOX

Five: Stereotypes/Political Motivations

Date:

1. Discuss holidays and the purposes
2. Show Military History Youtube, and museums

For Next Class:

Read: Finish Chapter Five and write thoughts about the points and positions made and bring a hard copy to class

Seven: Museums and Galleries

Date:

1. Watch Shelter and discuss the impact of the arts

For Next Class:

Read: Research about editorial cartoons and the Billy Ireland Museum

Date:

1. Billy Ireland Museum
2. Discuss Billy Ireland Museum

For Next Class:

Read: Chapter Six through Civil Rights

Eight: Finding Voices

Date:

1. Review the Civil Rights Museum and documentaries
2. Discuss current implications regarding Civil Rights

For Next Class:

Read: Chapter Six Women's Movement

Written Work: At end of Chapter Six watch Jean Kilbourne's video and outline your position—bring hard copy to class (Book/Carmen)

Date:

1. Discuss the Women's Movement
2. Review Outline and begin writing paper
3. Watch sections of *Killing Us Softly* and discuss positions also watch male version and discuss body images
4. **QUIZ**

5. For Next Class:

Read: Chapter Six American Indian Movement through Chicano Movement

Written Work: Authenticity is a common issue in the American Indian and Appalachian Section—both about identity and producing arts—what is your position and why—write a paragraph and bring a hard copy to class (Book). Finish *Killing Us Softly* paper and bring a hard copy to class.

Activity: After viewing the PBS youtube about the Chicano Movement—consider today's events regarding Mexicans and deportation and create a comparison/contrast outline—bring a hard copy to class.

Date:

1. Discuss Authenticity—how can we determine—discuss the Arts and Crafts Law
2. Discuss the deportation issue
3. Explore current issues regarding Mexico
4. Peer review Kilbourne paper

For Next Class:

Read: Chapter 6—War on the Arts to the End

Activity: Explore Wexner website and exhibition

Written: Finish Position paper and place in drop box

Next Class we will meet at the Wexner Center

Date:

1. At the Wexner Center and go through tour
2. Discuss audiences and marketing

For Next Class:

Read: Chapter Seven—Global World and gaming section

Activity: After viewing the Avatar youtube discuss temporary identities and connect to people/artists today—journal in discussion section.

Date:

1. Discuss journals and gaming
2. Review current games that are popular today—gender issues and differences
3. What is gained through games—show earthworks rising
4. Quiz

For Next Class:

Read: Chapter 7 YouTubin It through Scientific Explorations

Activity: Research current scientific technology and print an example that was surprising to you to be shared.

Date:

1. Review readings and research
2. Discuss final paper, formats and show examples (Book and Carmen)
3. Special Collections at the museum—how a professional writer researches and writes.

For Next Class:

Activity: Go to the library and find 5 sources (books and/or articles) for your research paper and find Internet sources.

Written Work: Write an outline for final paper

Date:

1. Peer Review outlines
2. Discuss next steps in the research paper
3. Critique papers and power points –what was good and what wasn't

For Next Class:

Read: Chapter 7 Green Movement

Activity: Review Green Movement artists

Written: Continue paper

Date:

1. Review artists and purposes.
2. Watch Wasteland and discuss implications
3. Discuss Baggage and Luggage

For Next Class:

Read: Repositioning Process for Self and do the reflection activity—bring hard copy to class (Book)

Written Work: Finish Final Draft for a peer review

Date:

1. Present Repositioning Process and discuss
2. Peer review
3. Discuss Panel Presentations and put in groups

For Next Class:

Write: revise paper and place in the dropbox

Date:

Group Research Day go to the library—Create Outline to be handed in next class time

Activity: Prepare small table presentations of final paper

Date:

1. Small table presentations of final paper
2. Discuss final team panels and review components and organize presentation times

For Next Class:

Finalize presentation

Date:

1. Artist performance or museum visit on campus (arrange)
2. Discussion

For Next Class Group One and Two be prepared to present

Date:

Group One and Two: Discuss and Class Review

For Next Class:

Group Three and Four be prepared to present

Date:

Group Three and Four: Discuss and Class Review
Course Assessment
Last class activity
Professor Assessment

Art Education 2600 is a GEC (General Elective Course) that fulfills foundational study of Race, Gender or Ethnic Diversity. This course introduces students to critical analysis in the forms of writing, reading, and media literacy. Students will use criticality to view how race, ethnicity, sexual orientation and gender diversity are represented through representations in media, exhibitions, television, movies, music and publications, policies, and social and institutional isms.

Goals:

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

<p>Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>
<p>Please link this ELO to the course goals and topics and indicate <i>specific</i> activities/assignments through which it will be met.</p> <p>Student will be able to describe and identify the ways in which race, gender, and ethnicity are socially constructed through representation in public exhibitions, media, and publications. Specific activities/assignments are:</p> <ol style="list-style-type: none"> 1. Journal responses to readings, viewed media and exhibitions. 2. Classroom discussions to the above.
<p>Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p>
<p>Please link this ELO to the course goals and topics and indicate <i>specific</i> activities/assignments through which it will be met.</p> <p>Students will have multiple opportunities to discuss, orally and in writing, how public exhibitions functions as a socio-cultural arbiter, how race, gender and ethnicity are used to promote or disrupt stereotypes, how visual culture and media functions in creating narratives about peoples lived experiences, and explore how institutional agendas effect presentations and educational opportunities. Specific activities/assignments are:</p> <ol style="list-style-type: none"> 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively—journals and papers. 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
<p>Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>
<p>Please link this ELO to the course goals and topics and indicate <i>specific</i> activities/assignments through which it will be met.</p> <p>Students will be able to analyze, identify, and write about how race, gender, and ethnicity are socially constructed by employing critical lenses to engage with media and visual culture. Students will further explore their own lived experiences in dialogue with peers. Specifically, the identity paper requires the accumulation of this goal.</p>
<p>Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.</p>

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Student will engage with written and visual media and culture content that asks them to consider how representations of race, gender, and ethnicity affect socio-cultural interactions, their own identities, values and belief systems, and the ways in which we understand each other. They will specifically be required to include this in two of their paper regarding self and others, and reposition paper.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Critical engagements with course content students explore their own positionality, to recognize media and visual culture stereotypes and culturally embedded bias and reflect on how this can enable and/or disable socially constructed narratives. The assignments that specifically attend to this is self portrait and artist statement, cultural identity paper, and final paper.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Students will engage in peer-to-peer dialogue on identity, positionality, and learn to articulate how their own personal experiences inform understanding when critically investigating visual culture and media and its influence on popular culture. This will be specifically addressed in the responses and class dialogue; as well as, the position paper.

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Students will read and view content written and produced through critical lenses, they will be able to identify and describe how race, gender, and ethnicity are inculcated, how visual culture and media representations are read and interpreted, and how to critically challenge these narratives. Scaffolded writing assignments build upon each other allowing students ample engagements with feedback and revision.