Description of Course: This course explores contemporary issues in art, education, and society influencing art education. Through weekly reading, discussion, and personal research interests students will examine and research contemporary issues and theoretical developments in art education. Topics covered in the course may include contemporary approaches to art curriculum planning, multiculturalism, art assessment practices, postmodern theory, school-community partnerships, censorship issues, technology, standardized testing, art education advocacy, and more.

Purpose and Objectives of the Course: The course is designed to critically explore contemporary events, theories, trends and practices that are influencing the field of art education. At the completion of this course, graduate art education students will be able to:

- discuss internal and external influences upon the field of art education.
- demonstrate an understanding of contemporary writings, movements and issues related to current practices in the field of art and art education.
- identify and use current journals and online resources relevant to art education.
- speculate about possible future directions in the field of art education.

Course Structure & Methods: The primary instructional methods of this course include weekly readings, group discussions of course topics, and personal research. Topics covered in the course may include contemporary approaches to art curriculum planning, diverse populations, art assessment practices, postmodern theory, school-community partnerships, censorship issues, technology, standardized testing, art education advocacy, and more. Extensive reading and personal research will be required to help the student achieve the course objectives.

Course Requirements: To achieve the objectives of the course, the student will:

- Read, synthesize and be prepared to discuss selected readings.
- Complete an independent research project/paper related to the course content.
- Contribute to the course content.
- Bring your voice to an issue in contemporary art education.
- Attend class regularly and participate in discussions.

Textbook/Readings: This course will rely heavily on selected readings from current literature from the fields of art, education, and art education. Readings are on electronic reserve on the UFL Smathers Library course reserves on ARES (https://ares.uflib.ufl.edu/ares/) and listed on the course syllabus and calendar. Websites, articles, videos, and other materials will also be assigned and provided to you throughout the course.

Note: There is NO required textbook for this course.

Online Resources:

- a/r/tography: http://m1.cust.educ.ubc.ca:16080/Artography/index.php
- Art 21: http://www.pbs.org/art21/ Art21 is a PBS series and web site containing images, videos, writings, and educators’ guides about selected contemporary artists.
del.icio.us social bookmarking: http://del.icio.us/
- Florida Art Education Association (FAEA) http://www.faea.org/
- Museum Blogs http://www.museumblogs.org/
- National Art Education Association (NAEA) http://www.arteducators.org/
Final Grades: Final grades will be calculated according to the following projects:

- **Written reflection on readings** (Reading Response Discussions) (9) 30%
- **Independent research project/paper** (2000wc) related to the course content 30%
- **Critical Intervention/Personal Voice Action Plan Project** 10%
- **Annotated bibliography** (15 sources) APA style 20%
- **Professionalism/Participation** 10%

Evaluation criteria used in each of these areas will be discussed in class. In order to earn an A in this class, all assignments must be completed and on time. Your work should demonstrate an ongoing process of self-reflective synthesis of course content including your individual research interests and evidence of transformative thinking and learning.

**Grading Scale:**
- 95-100 A;
- 92-94 A-;
- 88-91 B+
- 85-87 B;
- 80-84 B-;
- 77-79 C+;
- 74-76 C;
- 70-73 C-;
- 67-69 D+;
- 63-66 D;
- 60-62 D-;
- 0-59 E.

To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

See [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx) for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

**Attendance Policy:** Excessive absences (more than two) or tardiness will impact a student’s final grade for the course. Students are expected (1) to arrive on time; (2) to be prepared to participate in all class activities; (3) to make appropriate use of time given in class to complete the course requirements; and (4) to turn in all assignments on time. Failure to do so will influence student's final grade. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. Attendance is mandatory. Please refer to the UF policy on attendance: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences).

Please communicate with your instructor about any anticipated absences, and plan to complete missed work in a timely manner. Arrangements to make up missed work will be made in special circumstances including religious holidays, school sponsored trips, and documented medical illness. The decision to excuse an absence is left to the discretion of each instructor.

**Late Assignment and make-up policy:** Other than medical or personal emergencies, no extensions will be given for class assignments. Work turned in beyond a deadline will lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions.

**Professionalism:** Teacher professionalism contains three essential characteristics; competence, performance, and conduct—all of which directly impact the teacher’s effectiveness. You will receive a grade on professionalism in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each lesson, completion of all class assignments, dependability, consideration of others, and contributions to our learning community.

Professionalism is the expectation to demonstrate behaviors that reflect a commitment to continuous professional abilities and development, ethical practice, and a responsible attitude toward recipients, the profession, and society. It becomes especially critical in the internship context, and it includes respect, compassion, integrity and altruism in relationships with students, colleagues and other stakeholders. Professionalism includes a sensitivity and responsiveness to gender, age, culture, religion, sexual preference, socioeconomic status, and beliefs. With teaching comes responsibility to adhere to principles of confidentiality, scientific/academic integrity, and accountability. Finally, no one has all the answers, so it is
important to recognize and identify limitations as well as possibilities in deficiencies in personal and peer performance and assist when possible.

**Academic Honesty Policy:** Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. UF Academic Honesty [http://www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.php).

**Student Support Services:** As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit [http://helpdesk.ufl.edu](http://helpdesk.ufl.edu). For a list of additional student support services links and information, please visit [http://www.distance.ufl.edu/student-services](http://www.distance.ufl.edu/student-services).

**Students with Disabilities:** Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the Web at [http://www.ada.ufl.edu](http://www.ada.ufl.edu); reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.
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<thead>
<tr>
<th>Week/Date</th>
<th>Topic In class</th>
<th>Due before class assignment deadline</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Overview of the objectives, expectations, and activities for the course. Look at Online interface elearning and ARES reading and assignment drop (Michelle is paper free as possible)</td>
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<tr>
<td><strong>January 9</strong></td>
<td><strong>Week 2:</strong></td>
<td>Topic 1: Engaging Contemporary Issues in Art Education from a Critical Theory Perspective In class develop CT strategies then post results</td>
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<td><strong>January 16</strong></td>
<td><strong>Week 3:</strong></td>
<td>Topic 2: Understanding Visual Culture and Material Culture</td>
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<td><strong>January 23</strong></td>
<td><strong>Week 4:</strong></td>
<td>Topic 3: Mapping your Identity as Critically Engaged Artists/Educators Portfolio Presentation on who you are as an artist/art educator (include insights from your teaching philosophy)</td>
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<tr>
<td><strong>February 6</strong></td>
<td><strong>Week 5:</strong></td>
<td>Topic 4: Multicultural and Intercultural Education Critical Intervention/Personal Voice Action Plan Project Independent research project/paper update</td>
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<tr>
<td><strong>February 13</strong></td>
<td><strong>Week 6:</strong></td>
<td>Topic 5: Occupy Art Education: Your Art Ed Issues Independent research project/paper proposal discussion</td>
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<td><strong>February 20</strong></td>
<td><strong>Week 7:</strong></td>
<td>Topic 6: New Media Pedagogy</td>
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<td><strong>February 27</strong></td>
<td><strong>Week 8:</strong></td>
<td>Critical Intervention/Personal Voice Action Plan Project Presentation Discuss/Develop 1st year review questions (4) elearning 1st Year Review</td>
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<tr>
<td><strong>Week 9:</strong></td>
<td><strong>Spring Break: March 2-9: NAEA National Conference March 7-10, 2013 Ft. Worth Texas</strong></td>
<td>4 questions for 1st year review post to elearning 1st Year Review. Due: Written Reading Response Topic 7: Community Based Practices Due: Annotated Bibliography Draft : 10/15 references</td>
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<tr>
<td><strong>March 13</strong></td>
<td><strong>Week 10:</strong></td>
<td>Topic 8: Interdisciplinary and the Integrated Model</td>
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<td><strong>March 20</strong></td>
<td><strong>Week 11:</strong></td>
<td>Topic 9: What is creativity, why is it important, and how do we nurture it?</td>
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<tr>
<td><strong>March 27</strong></td>
<td><strong>Week 12:</strong></td>
<td>Due: Written Reading Response Topic 9: What is creativity, why is it important, and how do we nurture it?</td>
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**First year review** - 2 (sessions to be scheduled)
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<tr>
<th>Week 12:</th>
<th>Discussion and update on final paper and presentation</th>
<th>how do we nurture it?</th>
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| April 3 (FATE) | Library *Independent Research*  
Working on Final paper and presentation *(FATE)* | *Independent Research*, Working on Final paper and presentation |

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<th>Week 13:</th>
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| April 10 | In class and library *Independent Research*  
Working on Final paper and presentation | *Independent Research*, Working on Final paper and presentation |

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<tr>
<th>Week 14</th>
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| April 17 | Final Bibliography discussion  
In class and library *Independent Research*  
Working on Final paper and presentation | *Final Annotated Bibliography*: 15/15 references |

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<th>Week 15:</th>
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<tr>
<td>April 24</td>
<td><em>Final presentations</em> <em>(guests)</em></td>
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April 24 Last day of classes; Thursday and Friday, April 25-26 reading days and April 27, 29-30, May 1-3 finals week