

ARE 6049: History of Teaching Art

Meeting Time: R 11-E2 periods, 6:15-9:10 pm. Location: Norman 12. Instructor: Dr. Craig Roland. Office: Norman 12E. Office Hours: R, 5:00-6:00 PM/ or by appointment. Office Phone: 392-9165. E-mail: rolandc@ufl.edu.

Description of the Course

History of the theory and practice of teaching art in the public schools.

Objectives of the Course

This course is structured to assist graduate art education students in developing an understanding of the philosophical foundations of art education. The emphasis will be on linking personal and cultural belief systems about the nature of art education to their historical antecedents and roots. At the completion of this course, students will have advanced knowledge of:

- the historical bases for their own beliefs as well as other contemporary art education theories and practices.
- reoccurring aims and ideas that are threaded through the history of art education in America.
- the persons, events, and issues that have shaped the field of art education over the years.

Methods of the Course

The primary instructional methods of this class include lectures and group discussions of course topics. Extensive reading and library 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 and synthesize selected readings from historical art education literature.
- construct a "personal history" that outlines the influences and experiences that form the basis for his/her
- teaching philosophy and practices.
- complete an independent research project related to the history of teaching art in the public schools.
- present a seminar on a person who made a significant contribution to the history of art education.
- attend class regularly, participate in discussions and contribute to class activities.

Final Grades

Final grades will be calculated according to the following criteria: Reading Reviews + Great Moments Seminar (60%); Independent Project (30%); Personal Art Education History (10%). Evaluation criteria used in each of these areas will be discussed in class.

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.

Text and Materials

Required Textbook: *Roots of Art Education Practice* by Mary Ann Stankiewicz, Worcester, MA: Davis Publications, 2001.

Additional readings come from periodicals in the Education Library (Norman Hall), online repositories, and PDF copies which will be made available on the SAKAI course site. **SEE COURSE READING LIST AND SCHEDULE.**

Attendance Policy: Excessive absences or tardiness will impact a student's final grade. More than three absences will lower a student's final grade 6 points. Students are expected to (1) arrive to class on time; (2) be prepared to participate in all class activities; and (3) make appropriate use of time given in class to complete the course assignments.

Make-up Work: Please communicate with your instructor about any anticipated absences, and plan to complete missed work or exams in a timely manner. Work turned in late will not receive full credit. Arrangements to make up missed work or exams will be made only in special circumstances including religious holidays, school-sponsored trips, and documented medical illnesses. The decision to excuse an absence is left to the discretion of the lab instructor.

Class Decorum: Turn your cell phone or text messenger on vibrate before class begins.

Academic Honesty Policy: Students are expected to abide by the UF Academic Honesty Policy that 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 means properly citing sources for any materials (both printed and on-line) used in completing course assignments.

Students with Disabilities: individuals with disabilities need to register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations.

Course Evaluations: Please complete the course evaluation at the end of this class by going to: <http://evaluations.ufl.edu>

ARE 6049 Spring 2016 Tentative Calendar

Thursday, 6:15-9:10 PM

Thursday January 7

Topic: Introduction to the Course

Do: Construct a "Personal History of Art Education" ([due 1.14](#)), Purchase textbook, Check out SAKAI course site.

Thursday January 14

Due: Personal Histories of Art Education

Topics: [Share Personal Histories of Art Education](#) • An Abridged History of Art Education

Do: Reading One Review ([due 1.21](#))

Thursday January 21

Due: Reading One Review

Topic: Lesson One: The Beginnings of Western Art Education (Froebel, Pestalozzi, Rousseau, Locke)

Do: Reading Two Review ([due: 1.28](#))

Thursday January 28

Due: Reading Two Review

Topic: Lesson Two: Art Education in Late 19th Century America: Learning to Draw

Do: Reading Three Review ([due 2.4](#))

Thursday February 4

Due: Reading Three Review

Topic: Lesson Three: Art Education in Early to Mid-20th Century America: Child-Centered Art Education

Do: Reading Four Review ([due 2.11](#))

Thursday February 11

Due: Reading Four Review

Topics: Lesson Four: Art Education in Early to Mid-20th Century: Holiday Art

Do: Reading Five Review ([due 2.18](#))

Thursday February 18

Due: Reading Five Review

Topic: Lesson Five: Art Education in Early to Mid-20th Century America: Teaching Order and Beauty • Choose "Great Moment" Seminar

Topic (Topic due 2.25), Present Topic on 3.10) • Researching Art Education Online & in the UF College of Education Library

SPRING BREAK: Feb 27 – March 5

Thursday February 25

NO CLASS: RESEARCH TIME

Do: Research & Prepare Your Great Moment Seminar ([due 3.10](#)) • Email Topic to Instructor • Reading Six Review ([due 3.10](#))

Thursday March 10

Due: Reading Six Review

Topic: [Present 'Great Moments in Art Education History](#) ([Submit PDF of PowerPoint Slide by 3.9](#)) • Lesson Six: Art Education in Early-Mid 20th Century America: Teaching Aesthetic Taste via Picture Study • Introduce Independent Project ([Proposal due on SAKAI by 3.24](#), [Final Presentation 4.14](#))

Do: Reading Seven Review ([due 3.24](#))

NAEA CONFERENCE: March 17-19

Thursday March 17

NO CLASS: RESEARCH TIME • Submit Indie Project Proposal by [3.24](#)

Thursday March 24

Due: Reading Seven Review & Independent Project Proposal

Topic: Lesson Seven: Vincent Lanier: A Rebel With a Cause • Share Indie Project Topics

Do: Reading Eight Review ([due 3.31](#))

Thursday March 31

Due: Reading Eight Review

Topic: Lesson Eight: The Rise of Discipline-Based Art Education in the Late 20th Century

Do: Reading Nine Review ([due 4.7](#)) • Work on Indie Project

Thursday April 7

Due: Reading Nine Review

Topic: Lesson Nine: Share Personal Discoveries (Reading #9) • Individual Meetings on Indie Projects (10 min each)

Do: Work on Independent Project

Thursday April 14 – Last Day of Class

Due: Indie Project Presentations (5 slide PowerPoints in PDF format)

Topic: [Present Independent Projects](#) • Course Wrap-up

Do: Lesson Ten: Independent Project ([due 4.20](#)) & Updated or Revised Personal Art Education History ([due 4.20](#)).

Wednesday April 20 - Spring Term Ends

Due: [Upload Independent Projects to SAKAI](#) • [Please Do Course Evaluations](#) (<http://evaluations.ufl.edu>)