

ARE 6933: Globalization, Art, and Education
Syllabus
Fall 2018

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Note: All email communication should be through Canvas mail. After the course ends, you may email your instructor via regular email.

Examples of student work from previous semesters:

<https://www.pinterest.com/edelacruz/globalization-art-and-education/>

Course Description

This course explores connections between globalization, art, and education. Themes and questions examined in this course include ideas about the nature of creative cultural expressions (*aka* “art”) in diverse global contexts; the dramatic impact of transcultural and transglobal interaction on local peoples and communities; and how all of this impacts personal, cultural, professional, educational, and public policies, practices, and institutions. Over the next 8 weeks you will read scholarly texts, examine contemporary art, discuss texts and art, conduct independent research, create original art, share our research and art, explore and utilize online social networking sites, and establish your own online presence.

Materials

Required Textbook:

- **Delacruz, E. M., Arnold, A., Parsons, M., & Kuo, A. (2009).** *Globalization, art, and education*. Reston VA: National Art Education Association. *Note: This NAEA book may be purchased online through the publisher’s website at:*
<http://www.arteducators.org/research/publications> Amazon.com also sells this book. (Amazon orders are shipped faster.) **DO NOT WAIT UNTIL THE LAST MINUTE TO ORDER THIS BOOK** (please)! It may take up to two weeks to get it.
- All students are also required to purchase and use the **Publication Manual of the American Psychological Association, Sixth Edition**. (Published by the American Psychological Association). This book is available both on the APA Website (<http://www.apastyle.org/manual/index.aspx> and on Amazon.com (where you might find an inexpensive used copy).
- Additional readings, handouts, guidelines, and tutorials will be available online through course website on Canvas.

Required Hardware:

- **Your own up to date networked computer with 24/7 broadband Internet access.**

(Chrome book and iPads are not adequate.) Using your school's computer at work is not adequate due to access issues.

- **An inexpensive digital camera and a cable** to download pictures from your camera to your computer. iPhone and other smartphone cameras may be adequate.
- **A USB Headset** – A USB headset is required in this course for participation in Adobe Connect Live sessions. You may purchase an inexpensive headset at Best Buy or similar stores. It must be a USB headset. **You must have your USB headset by our first Adobe Connect Live session.**

Course Objectives

To achieve the objectives of this course, students will:

- Enlarge your own personal and professional learning networks to include professionals and resources from around the globe.
- Identify personal, local, and global influences on *your own* identity(ies).
- Investigate and describe connections between *the local* and *the global* in selected creative and cultural practices in your own community.
- Investigate cultural, economic, religious, and socio-political influences on creative practices around the globe.
- Examine contemporary artistic and creative practices around the world that expand your own understandings about the nature and impact of globalization.
- Examine ways in which art, education, and cultural practices around the world both are impacted by and contribute to globalization.
- Utilize the “global knowledge commons” ethically and creatively in furtherance of art education and global civil society. Understand and creatively respond to fair use laws & utilize public domain material.
- Connect your own creative and professional practice to a larger global realm.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. Learning activities include readings, written reviews, discussions, utilization of new media and online social networks, development of a professional website, creative and scholarly research projects, and a final showcasing of your work for the semester. Most of our work will take place asynchronously. Students have 24/7 access to our learning site (Canvas) and our other online sites and social networks.

We will also meet two times during the semester in real time, on specific dates and at specific times, in a site called Adobe Connect. Dates for our scheduled Adobe Connect real-time sessions are given in the Course Schedule.

Assignments are articulated with each learning activity, and are briefly summarized on this syllabus. A summary of course work, and grading points and weights for assignments

are also stated later in this syllabus. Due dates for all learning activities are provided in the Course Schedule.

Assignment guidelines and grading criteria for each assignment may be found within the assignment handouts. Using these guidelines and grading criteria, students should make sure they fully understand and follow the instructions, and they should carefully self-assess and self-edit work prior to submission for evaluation by the instructor.

Note: Due dates for all synchronous meetings, assignments, and learning activities are provided in the Course Schedule.

Discussion Forums

Throughout the course, we will engage in two different types of discussions: (1) over the assigned readings and online learning experiences, and (2) to share our creative and scholarly research and findings. Students are required to fully participate in all Discussion Forums each lesson.

For the Discussion Forums about course readings, it is very important for students to have read the assigned readings before posting to the Discussion Forum. The point of our readings' Discussions Forums is not to merely summarize the reading assignments or to achieve one particular understanding of a reading or author's point of view for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the articles or chapters. Initial guidelines and guiding questions for each Discussion Forum over the readings will be posted in the lessons. In addition to responding to these initial questions (aka discussion prompts), your personal approach is welcome.

In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to the postings of at least two different class members and to respond when someone posts to your original posting. A minimum of FIVE posts and replies (combined) is expected to meet expected standards for this assignment. Additional participation is encouraged and will earn higher points in grading. You should read as many of your peers' initial responses as possible each lesson, even if you only reply to a few.

Participation in Discussion Forums will be assessed according to the (a) clarity, relevance, and focus, (b) promptness, and (c) significance and development of your posts.

For the Discussion Forums about your scholarly and creative research and findings (projects and other assignments), it is important for each student to post his/her work promptly, to view one another's work, comment thoughtfully, and reply in return when someone comments on your own work. The Discussions over our creative and scholarly works and findings are a place for you to shine, share, and support one another with encouragement, observations, and suggestions.

Networking: Online Social Networking and your Webpage

Online Sites and Networks: In this course we will utilize a variety of technology tools, websites, and social media to conduct and complete scholarly and creative research and to be enriched through our connections to our very own online personal learning networks (PLNs). Online Networking Sites utilized in this course may include, but are not limited to the following: UF Canvas, Art Education 2.0, Flickr, Facebook, Pinterest, ISSUU, Artsonia, NAEA Digication, YouTube or Vimeo, Twitter, Web pages, Blogs, and any other online media sites that you find useful. Students are encouraged to engage online social sites and networks in fulfillment of both the assignments in this course and their own professional goals.

Your Website. All students in the Online MA Degree program are asked to create a professional website to showcase their work throughout this program. Your website should be dedicated exclusively to your work in this program. If you already have a school webpage, you still need to create a website for your work in this program. We recommend Weebly (a free web host), but other web hosts are also fine as long as they are publicly viewable.

You will share a link to your website in one of the "Peer Sharing" discussion forums.

Scholarly and Creative Research Projects

Family Migration Study

We live in a nation of immigrants, in a world in which people are increasingly mobile. Our unique identities and cultural practices are, in fact, multi-layered, hybridized, and constantly evolving reflections of multiple peoples and places.

Research the history of you or your family's migration from your ancestors' place of origin to your present location. Collect and digitize old family snapshots. Find and/or take new digital pictures. Interview your oldest living relatives. Create a digital image collage that tells the story of you or your family's migration to its present location in the world. Accompany your image with a text narrative that tells a story about some aspect of your family's migration history. Upload your image and your narrative to your Web site and share your work with peers and your online personal learning networks.

Community Study

Underlying universal questions of life: Who am I? Where did I come from? and Where am I going? are intricately intertwined with our connections to family, community, ethnic and racial groups, religion, nature, and nation. Social institutions and cultural practices reinforce our sense of self in relation to others, and to the world; and people convey their individual and communitarian identities and aspirations in a vast array of creative expressions. Globalization puts everything in motion, including some of those basic questions of life.

Conduct research on a local creative, cultural, or civic organization, program, or cultural heritage site somewhere near where you live. Write an “Executive Summary” (a MS Word file) that describes the mission, activities, successes, problems, and cultural productions of your selected organization/event/site. Upload your Executive Summary to your Web site and share your work with your community organization, your peers in this course, and your online personal learning networks.

Globalization and Me

Artists, scholars, educators, and other cultural creatives are both global citizens and valuable members of their local communities. Yet, the complexity, problems, and potential of globalization are immense and sometimes incomprehensible. What does this all mean, to you?

This assignment has several parts: (1) Research a globalization-related topic that is of interest or concern to you. Collect scholarly resources and artists that address your topic, (2) make an original work of art (any medium or mixed media) about your topic, (3) Write an APA referenced 1500-word “Research Brief” that explains your topic or issue.

Post your original work of art and your Research brief onto your website. Share web links and comments about your work with your classmates and your online personal learning networks.

Literature Review

During the final lesson of class, students will complete a 1500-1800-word APA formatted literature review of selected readings in this course. The Literature Review will bring together ideas and insights students have derived from the course. Guidelines and grading criteria for this Literature Review are found both in the lessons and on the Assignment page.

Final Presentation

During our final Adobe Connect session, students will present an 8-slide (approximately 30 seconds per slide), 4-minute presentation showcasing their best practices from this course. Students will select what constitutes their best practices in this course. Final Showcases will be assessed in terms of (1) Focus, (2) Clear Articulation of your Ideas and Best Practices, (3) Image quality, and (4) Staying within the 4-minute time limit.

Summary of Coursework

- **7 sets of readings** assigned throughout the course
- **Global Networking: Using Online Networks and Social Media sites:**
- **8 Graded Discussions** over our readings and online explorations.
- **Ungraded (but required) Peer Sharing and Discussions over work completed**

- **1 Literature Review**
- **3 Creative and Scholarly Research Projects**
 - *Family Migration Study* – Image and Family Story Text
 - *Community Study* – Executive Summary with images
 - *Globalization and Me* – Image and Scholarly Research Paper
- Your **Final Presentation** (and documentation)
- Your **Professional Website**
- **2 Adobe Connect live (synchronous) sessions**

Grading Policy

Requirements for this course earn the following points:

Learning Activities/Assignments	Point Value	Total Points Earnable
Literature Review	80	80
8 Graded Discussions <ul style="list-style-type: none"> • <i>Graded discussions are about the assigned readings and online findings.</i> • <i>Additional ungraded discussions involve sharing work in Peer Sharing Discussion forums.</i> 	5 each	40
Family Migration Study	80	80
Community Study	80	80
Globalization and Me	100	100
Networking <ul style="list-style-type: none"> • <i>Your Professional Website.</i> • <i>Setting up, exploring, and using Online Personal Learning Networks: Art Education 2.0, Flickr, Facebook, Twitter, etc.</i> 	expected	expected
Final Presentation <ul style="list-style-type: none"> • <i>Must be present in the Adobe Connect Session to earn full credit.</i> 	20	20
Total	400	400

Note: Refer back to the designated assignment drop boxes to find instructor comments on graded assignments.

Late Policy

Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

Incomplete Policy

University policy dictates that an incomplete grade (or “I”) should only be given in situations in which a student is in “good standing” in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an “I” is given, the student

and faculty member must write out a contract that clearly defines what the student must do to remove the “I” grade. If the work is not completed by the end of the next term, and the “I” grade is not changed via a grade-change form, the “I” grade is automatically converted to an “E” grade. Evaluation criteria used in each of these areas is available. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a 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.

See <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.

Course Policies

Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times per week. On average, you should expect to be on one of the course sites (e.g., Canvas or Adobe Connect) approximately six hours per week. Later in the term, once the class projects get underway, additional online time is expected. As for time spent on outside study (e.g., reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week (or for some people more). This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for Adobe Connect session dates and times). During these sessions, the instructor will be able to talk with students about the course content in real time, and vice versa. The expectations for each project will be explained in detail during these sessions, and students will be able to ask questions. Students will also share and discuss their independent research projects they’ve completed in class. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting on the Adobe Connect site.

In addition to checking the Canvas site, make sure to check your UF email account daily for time-sensitive announcements, deadlines, and forms.

Academic Honesty

Students are expected to abide by the UF Academic Honesty Policy: <http://www.dso.ufl.edu/judicial/academic.php> 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.

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (<http://www.albion.com/netiquette/corerules.html>) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

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>

For a list of additional student support services links and information, please visit <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 Disability Resource Center may be reached by phone at (352) 392-7056 TDD: (352) 846-1046; or they may be found on the Web at <http://www.dso.ufl.edu/drc/>;
All course materials may be made available in alternative format on request.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints>

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.