

ARE 6049: History of Teaching Art

Spring A 2024 Dr. Kristi Oliver

Note: After reading this syllabus, read the **Getting Started** page. **Getting Started** can be found by clicking on the Home or Modules link in the left navigation panel of this course site.

Instructor: Dr. Kristi Oliver

Email: koliver@arts.ufl.edu

Note: ALL email communication about this course should be through CANVAS.

Use these faculty email addresses only if you have an emergency and/or are unable to access CANVAS email.

Office Hours: Via Zoom, by request

Course Description

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

Course Objectives

This course is structured to assist graduate art education students in developing an understanding of the historical and 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, you will be able to explain:

- how individuals, educational movements, policies, events, and issues have shaped the field of art education over the years.
- the historical basis for your own beliefs as well as other contemporary art education theories and practices.

Methods of the Course

The primary instructional methods of this class include assigned readings and videos, asynchronous group discussions on course topics, synchronous online, multimedia presentations, and independent research and projects.

Course Requirements

To achieve the objectives of this course, you will:

- Read and synthesize selected readings from historical art education literature and critically respond to these readings both in writing and in class discussions.

- Reflect on your personal history of art education including the influences and experiences that form the basis for your art education interests, philosophy, and teaching practices.
- Contextualize historic trends in art education in larger art and cultural phenomenon.
- Conduct independent research on art education "stepping stones" - figures, theories, and policies - that made a significant contribution to the history of art education.
- Communicate in a scholarly manner (on discussion boards, in class discussions, and in papers at a level in keeping with the standards of the UF Graduate College and reflecting APA style).

Learning Activities

The following 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.

Discussion Forums - 40% of Final Grade

There are two types of discussions in this course - Reading/Video Responses and Project Sharing. You are required to complete all discussions per individual assignment guidelines. The following is an overview of discussion expectations for this course.

To ensure meaningful class discussion, it is very important for students to have read the assigned readings and watched videos beforehand. The point of our discussions is not to 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 each of our personal understandings of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

Discussions are open for the duration of the lesson from which they are assigned (one week). It's important that you post your initial response to a reading early in the lesson and log onto the class discussion board several times during each lesson to respond to your classmates' postings. Initial guidelines and guiding questions for each discussion topic will be posted within each lesson when readings are assigned. Your personal approach to the content and author's point of view are very much welcome; however, please keep the focus of the discussion on the topic at hand. Individuals wanting to engage in more personal discussions should use the Student Lounge topic on the CANVAS discussion board OR the live-chat page that is available on the course site.

Assessment: Participation (in discussion topics) will be assessed according to the (a) clarity, (b) promptness, and (c) significance and development of your posts as well as (d) your contributions to the learning community. Five points are possible for each lesson discussion and you are expected and required to participate in one of the lesson discussions each week (note that there may be more than one discussion topic for a given lesson to choose from). Additional

non-graded, but required discussions are also included in the course. These typically involve sharing and commenting on projects completed in class.

A minimum of **FIVE** posts and replies (combined) is expected to meet expected standards for this assignment. Meeting these minimum expectations for graded discussion forums may earn 3.5 points. 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.

Postings made earlier in the lesson generally generate more responses and discussion than those made later in the week, and thus typically earn higher scores. Also, consider the quality of the contribution you make to the class through your postings on the discussion board each lesson. Acknowledging each other's postings with comments like "I agree" or "Great idea" are supportive, but they do little to advance the discussion. Responses that expand upon earlier postings by posing questions which provoke further thinking, or that point to illustrative examples found on other websites or in books make more significant contributions to the class.

Note: Our course readings and videos embody the core content and interests of this course. Your engagement with these readings *is evidenced through* your participation in the discussion forums over readings.

Long Range Projects - 30% of Final Grade

There are two long-range projects in this course - an Annotated Bibliography and Art Education History Chronology. Each requires a bit of work each week of the course prior to its due date. Please refer to assignments and the course calendar for these dates.

Annotated Bibliography - Due Week 6

Develop an Annotated Bibliography of **at least 6 references** that inform your understanding of art education history. This may be focused on your research topic for the independent project, your capstone interests, or just be a collection of readings without clear connections at this time. You may draw from course readings (required and recommended), as well as academic peer-reviewed journal articles, books, chapters, newspaper articles, exhibition catalogues, websites, videos, animations, published interviews, online slide presentations, and "white papers" published by governmental agencies, foundations, or not-for profit organizations, that you identify on your own or with the help of your instructor, classmates, or a librarian.

See [Annotated Bibliography](#) - For complete details on requirements and assessment.

Art Education History Chronology - Due Week 7

Hamblen (1985) writes about the subjective nature of historical accounts. She suggests the timelines of events we compose are imposed by our prior knowledge and what we value, and

as such, what we pay attention to and the information we have available *to* pay attention to. About her own chronology of art education she wrote:

This chronology is based on certain operating premises. It is assumed that the reader will add to and amend the chronology. Not all categories have been filled in and many are tentatively or schematically indicated. The reader, in this sense, is a co-creator of the chronology of a particular history. (p. 112)

For this long-range assignment, we'll accept Hamblen's challenge *to add to and amend* her chronology and others we encounter over the course of the term.

See [Art Education Chronology](#) - For complete details on requirements and assessment.

Independent Research Project - 30% of Final Grade

Your final assignment in this course is to conduct independent research on some aspect of the history of art education prior to the year 2000.

This assignment has two parts:

Select and research a significant educator, author, movement or event from the history of art education, and

1. Write a paper (5-7 pages) describing, contextualizing, and explaining the significance of your topic,
2. Create a powerpoint, video, animation, or ISSUU illustrating your topic.

A proposal for this assignment is Due Week 4 and the final project is due Week 8. See [Independent Research Project: Great Moments in Art Education History](#) for complete details on requirements and assessment.

Textbook and Materials

Required Textbook: Stankiewicz, M.A. (2001). *Roots of art education practice*. Worcester, MA: Davis Publications.

Note: The publisher, Davis Publications, is the best source for purchasing this textbook. Please visit their website linked [here](#). A digital version of the textbook can be also be purchased through [this link](#).

**Davis Publications closes for the winter holidays, to ensure your text arrives on time try to order as early as possible -- Davis is typically closed between Christmas and New Years Day.

Additional requirement: All UF graduate art education students are required to purchase and use the latest edition of the *Publication Manual of the American Psychological Association, Seventh Edition*. (Published by the American Psychological Association and available in December 2019). NOTE: This is a book you will consult throughout the program.

A headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on Zoom. We have found that using the microphone installed in a laptop, tablet or desktop computer is not always reliable in Zoom Conferences.

Additional weekly readings and videos will be available online through the course CANVAS site and the COURSE RESERVES (ARES) available through the UF Library website. VPN Software (AnyConnect) is required to access Course Reserves from the UF Library website.

Technical Requirements

You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable).

Required Software

- Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations. UF students can access these programs free of charge through <https://portal.office.com> and sign in with your UFL email address. That takes you to a login page. Log in with your UF name and password. Once you are on the page with MS products, look for the "Install Office" Button in the upper right area of the page. Click on the "Install Office" button. That will download the install file to your computer. Click on the install file and install. You should create your work using MS Word and PowerPoint that you installed on your computer, and not from the icons on the UF MS products page. Contact the UF Help Desk for assistance if you need it.
- **Zoom Conferences** periodically throughout the term for live class meetings and presentations. A join link to our specific Zoom Conferences is located in the Zoom Conferences link found in the left navigation panel of our course site.

Recommended Software

- Adobe Spark - Again, with your UF ID, you can access this design tool for free. <https://express.adobe.com/sp/>
- ISSUU - Transforms PDF files into interactive publications. Free <https://issuu.com/>
- Vimeo or YouTube for publishing and sharing videos.

Grades

Final grades in this course will be calculated according to the following percentages.

- Discussions (8 in total, 40%)
- Long-range Projects (30%)
 - Annotated Bibliography
 - Art Education Chronology
- Final Independent Research Project - Paper and Presentation (30%)

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

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.) for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements

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.

Course Policies

Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (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 Zoom (refer to the course schedule for Zoom session 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.

Academic Honesty

Students are expected to abide by the UF Academic Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>), 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 means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. Submitting work that has been plagiarized will result in a failing grade.

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 ADA office may be found on the Web at <http://www.ehs.ufl.edu/programs/ada/> or [\(Links to an external site.\)](#) reached by phone at (352) 392-7056 TDD: (352) 846-1046.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> [\(Links to an external site.\)](#) to submit a complaint.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> [\(Links to an external site.\)](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> [\(Links to an external site.\)](#).

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.

Course Summary

ARE 6049

History of Teaching Art

Course Schedule: Spring A
January 8 to March 1, 2024

Lesson #1: Why Study the History of Art Education?	
Learning Activity	Due Date
Discussion: Introduce Yourself (Non-Graded but Expected)	Sunday January 14
Discussion #1: The True Story (Graded Discussion)	January 8 to 14 *First Post due by Wednesday January 10
Zoom Session: See Welcome Announcement in this Course for Zoom Link	Friday January 12th 5:00pm - 6:00 pm (Eastern)
Work On: Begin Annotated Bibliography	Week 6: February 18

Lesson #2: Drawing Instruction for Everyone	
Learning Activity	Due Date
Discussion #2: Your Drawing History (Graded Discussion)	January 15 to 21 *First Post due by Wednesday, January 17
Discussion: School: The Story of American Education (Non-Graded but Expected)	Sunday January 21
Work On: Annotated Bibliography	Week 6: February 18
Work On: Begin Art Education Chronology	Week 7: February 25

Lesson #3: Social Reform through Artful Living	
Learning Activity	Due Date
Discussion #3: That was Then/ This is Now (Graded Discussion)	January 22 to 28 *First Post due by Wednesday January 24
Work On: Annotated Bibliography	Week 6: February 18
Work On: Art Education Chronology	Week 7: February 25

Lesson #4: Modernism & Creative Self-Expression		January 29 to February 4
Learning Activity	Due Date	
Discussion: Freeing the Child through Creative Self-Expression (Graded Discussion)	January 29 to February 4 *First Post due by Wednesday January 31	
Submit: <i>Proposal for Independent Research Project: Great Moments in Art Education History</i>	Sunday February 4	
Work On: Annotated Bibliography	Week 6: February 18	
Work On: Art Education Chronology	Week 7: February 25	

Lesson #5: Diversifying Art Education		February 5 to 11
Learning Activity	Due Date	
Discussion: Stories of Change (Graded Discussion)	February 5 to 11 *First Post due by Wednesday February 7	
Work On: Annotated Bibliography	Week 6: February 18	
Work On: Art Education Chronology	Week 7: February 25	

Lesson #6: Advocating for Comprehensive Art Education		February 12 to 18
Learning Activity	Due Date	
Discussion: Peer Sharing: Art Education Chronology (Graded Discussion)	February 12 to 18 *First Post due by Wednesday February 14	
Submit: <i>Annotated Bibliography</i>	February 18	
Work On: Art Education Chronology	Week 7: February 25	

Lesson #7: Tracing Throughlines & Connecting the Dots		February 19 to 25
Learning Activity	Due Date	
Discussion #7: Peer Sharing: Art Education Chronology (Graded Discussion)	February 19 to 25 *First Post due by Wednesday February 21	
Submit: <i>Art Education Chronology</i>	February 25	
Discussion/ Share: <i>Video/ Presentation of Great Moments Project</i> (Graded Discussion)	February 25 *Post the video/ presentation by Sunday February 25. Feedback for your peers is due Tuesday February 27	

Lesson #8: Great Moments in Art Education History		February 26 to March 1 *Short Week!
Learning Activity	Due Date	
Discussion: Share Great Moments in Art Education *Feedback to peers due (original post of presentation/ video due on Sunday Feb. 25) (Graded Discussion)	February 27	
Submit: Final <i>Independent Research Project: Great Moments in Art Education History</i> to Assignment Drop Box **Submit both the paper and the presentation for grading.	March 1	
Please fill out the course evaluation at http://evaluations.ufl.edu Your feedback is most appreciated		