

# ART 4700/8706 CROSS CULTURAL ART HISTORY FOR TEACHERS

Dr. Joanne Sowell

ART 4700/8706  
SPRING 2010

W 6:00PM - 8:40 PM

FA214

Dr. Joanne E. Sowell  
Office: FA215, phone 554-3762  
Office Hours: M1:30-2:30, W  
5:30-6pm every other week  
starting Jan 13  
R 8:30-9:30am or by appointment  
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**PURPOSE OF THE COURSE:** This is not a course on how to teach art. Many of the activities we do or issues we discuss may not be appropriate to take into your classroom. You may not use the material we study in your curriculum, or you may eventually. This course is for YOU to learn more about art in a cross-cultural context.

There are two ways to think about teachers creating curriculum (and many in between). On the one hand you can find a great lesson or be given lessons on a culture or an artist. Another way is to think about preparing **you** to develop curriculum - to introduce you to cultures, art, and ideas with the hope that you will feel comfortable enough in your knowledge to develop your own lessons which are appropriate to the grade level you teach and to issues that arise in your curriculum in the future. This course takes the second approach.

I hope that as teachers you are interested enough in knowledge to want to learn more than just that which you will teach to your students this year. The best teachers are the ones who are students themselves and are always learning and adapting things they are excited about for their students. Hopefully something in this class will excite you enough to spur you to learn more and to develop your own curriculum in the future.

**TEXTS:** F. Graeme Chalmers, *Celebrating Pluralism. Art, Education, and Cultural Diversity*, (Los Angeles: The Getty Education Institute for the Arts, 1996).

Richard L. Anderson, *Calliope's Sisters. A Comparative Study of Philosophies of Art* (Englewood Cliffs: Prentice Hall, 2004).

<b>DATE</b>	<b>CONTENT</b>	<b>IN-CLASS ACTIVITIES ASSIGNMENTS</b>
Wed., January 13	Introduction	Activity: Art and Power
Wed., January 20	Art of Mesoamerica	Activity: Cultural Knowledge <a href="#">Initial Position Paper</a> Art Making 1 Due

Wed., January 27	Mesoamerican Art	Activity: Fine Art vs Craft <a href="#">Reading #1 Due - Chalmers 1</a>
Wed., February 3	Native American Art	Activity: Aesthetics <a href="#">Reading #2 Navajo Aesthetics</a>
Wed., February 10	Native American Art	Activity: Primitive <a href="#">Reading #3 Primitive</a>
Wed., February 17	African Art	Activity: Style in African Art <a href="#">Reading:#4 Chalmers 2</a> <a href="#">Iconography Research Due</a>
Wed.,February 24	African Art	Activity: Sequential Stories <a href="#">Reading #5 Chalmers 3</a>
Wed., March 3	Asian Art	Activity: Art Making 2 <a href="#">Reading #6 Aesthetics in Early India</a>
Wed., March 10	Asian Art	Activity: Museum Catalogues2 <a href="#">Reading #7 Chalmers 4</a>
Wed., March 17	<b>NO CLASS - SPRING BREAK</b>	
Wed., March 24	Test	Test Activity: Style <b>MARCH 26 LAST DAY TO DROP A COURSE WITH A W*</b>
Wed., March 31	Western Art	Activity: Art and Ideals: Heroes
Wed., April 7	Western Art	Activity -Art Making 3 <a href="#">Reading #8 Arts Integration</a>
Wed., April 14	No class	
Wed., April 22	Cross Cultural Connections	Presentations <a href="#">Undergraduates:</a>

		<a href="#">Museum Catalogue due</a> <a href="#">Graduates: Final Position paper due</a>
Wed., April 29	Contemporary Art	Presentations <a href="#">Reading #9</a> <a href="#">Interpreting Contemporary Art</a>
Wed., May 5		<a href="#">Graduates: Curriculum Due</a>

**Accommodations are provided for students with verified disabilities. For more information contact Services for Students with disABILITIES (SSd) in EAB 117 or 554-2872, TTY 554-3799.**

Grading will be as follows:

### **UNDERGRADUATES**

Iconography Research 60 points	485-500 pts. = A+ 97%
Test 85 points	465-484 pts. = A 93%
9 readings 225 points	450-464 pts. = A- 90%
Museum Catalogue 100 points	435-449 pts. = B+ 87%
Art making 30 pts.	415-434 pts. = B 83%
<b>Total 500 pts</b>	400-414 pts. = B- 80%
	385-399 pts. = C+ 77%
	365-384 pts. = C 73%
	350-364 pts. = C- 70%
	335-349 pts. = D+ 67%
	315-334 pts. = D 63%
	300-314 pts. = D- 60%
	below 300 = F

### **GRADUATES**

Iconography Research 60 points	582-600 = A+ 97%
<i>Initial Position Paper 20 points</i>	558-583 = A 93%
Test #1 85 points	540-557 = A- 90%
9 readings 225 points	522-539 = B+ 87%
<i>Curriculum outline 110 points</i>	498-521 = B 83%
<i>Presentation 50 points</i>	480-497 = B- 80%

<i>Final Position Paper 20 points</i>	462-479 = C+ 77%
Art making 30 pts.	438-461 = C 73%
<b>TOTAL 600 POINTS</b>	420-437= C- 70%
	402-419 = D+ 67%
	378-401 = D 63%
	360-377 = D- 60%
	Below 360 F

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**\*PLEASE NOTE: I do NOT sign withdrawal slips after the withdrawal date. If you decide to stop coming to class, please get on eBruno to officially drop the course or receive an F.**

#### ART STUDIO AND ART HISTORY MAJORS

It is important that you understand that you must make a C or better (not a C-) in all courses in your major area. This means that you must pass this course with a C if it is to count for your major (365 points).

TESTS: You will have one test due on March 25. Anyone who misses the test will need to complete a make-up test available at [this link](#). The test is due two weeks from the date of the in-class test.

READINGS: Readings will come from the texts for the class or are available on eReserves. Questions to be answered for the readings are on the web and can be accessed through the links to the readings listed in the syllabus or from the Readings button in Blackboard. A total of 9 readings must be turned in for credit. Due dates are listed in the syllabus for assigned readings. Students are allowed 3 late readings. These must be turned in no later than one class period after the original due date. Any additional late readings or readings turned in more than one class periods late will be given a grade of 0. PLEASE NOTE: To be on time a reading must be turned in **IN CLASS ON THE DATE SPECIFIED IN THE SYLLABUS.**

WRITTEN ASSIGNMENTS: There will be two written assignments for undergraduates (more for graduates) which will be introduced through activities. These will involve individual research in the library and will deal with meaning in art and cross-cultural relationships. In addition graduate students will be working on a position paper on multiculturalism in the classroom and a thematic, cross-cultural curriculum [outline](#). Graduates will be expected to make a presentation of their curriculum at the end of the semester. Due dates are given in the syllabus. Points will be deducted for late assignments.

PLEASE NOTE: This syllabus is meant to be a tentative schedule to let you know how the class is organized. It is not meant as a way to schedule absences. It is very likely that as the semester progresses we will modify this schedule and the dates of tests, activities and assignments will be

adjusted. New dates for such work will be announced in advance in class. The student, not the professor, is responsible for his/her own attendance and must take responsibility for any work or announcements missed. Undergraduates will receive 5 points for each class period attended, for a total of 75 points included in your grade (Students must attend the entire class to receive the points). Graduate students are subject to the following attendance policy:

**ATTENDANCE POLICY for ALL students**

Because this class is held only once a week the following attendance policy will be enforced.

3 absences - Grade lowered by half grade (for example a B+ would become a B, or a B- a C+)

4 absences - Grade lowered by a whole grade (for example a B+ would become a C+, or a B a C)

5 absences - Grade for the class will be an F

Absences refer to any time a student does not attend class whatever the reason. Absences should be saved for emergencies and professional obligations only, but this is up to the student.

Extended absence due to illness or family emergency should be discussed individually with the professor.