

ARTE 593/493: Sexual Identity and Social Justice in Art Education
COURSE SYLLABUS
Summer Semester 2011

Class: On-line, July 5 – 28, 2011, Arranged
Instructor: Dr. Laurel Lampela
lampela@unm.edu
<http://www.unm.edu/~lampela/index.html>

Meet: Web-based, WebCT

Course Description: Experiences relative to developing knowledge and competency in creating a K-12 art curriculum that includes the study of historical and contemporary lesbian and gay artists and experiences relative to developing an understanding of issues affecting all students especially lesbian, gay, bisexual, and transgendered students in a K-12 art classroom.

- Texts:**
- 1) Lampela L. (2003). *From Our Voices: Art Educators and Artists Speak Out About Lesbian, Gay, Bisexual, and Transgendered Issues.* - REQ
 - 2) Anderson, T., Gussak, D., Hallmark, K.K., & Paul, A. (Eds.), *Art Education for Social Justice.* Reston, VA: National Art Education Association - OPT
 - 3) Ayers, W., Quinn, T., & Stovall, D. (Eds.) (2009). *Handbook of Social Justice in Education.* - OPT

Methods of Instruction: Readings, questions and responses, visual response and web discussion

Assignments: All work is to be turned in by the due date. Points will be deducted for late work. No work will be accepted after the last day of class (July 28).

Attendance:

Course Assignments:	Total Points Possible:
1. Abstracts of articles (5 pts each)	50
2. Questions for Discussion - total of six questions 2 pts each	12
3. Responses to Questions - total of six responses 2 pts each	12
4. Art object – inspired by readings and/or digital media	18
5. Responses to art objects by peers – total of four responses 2 pts each	8
TOTAL	100 pts.

Grading:

A+	Superior
A 95 - 100	Distinguished; surpassed expectations
A- 90 - 94	Admirable; above most expectations
B+ 88 - 89	Excellent; meets expectations
B 83 - 87	Respectable work; completes most assignments well
B- 80 - 82	Good work; satisfied requirements
C+ 78 - 79	Fair work; completes most assignments
C 73 - 77	Mediocre work
C- 70 - 72	Mediocre and poor work
D+ 68 - 69	Poor work
D 63 - 67	Poor and incomplete work
D- 60 - 62	Poor, incomplete and late work
F 59 and below	Failing

Week	Day	Class content & Readings	Assignments
1	July 5	Syllabus Readings: <i>From Our Voices</i> , Chapters 1-5 Check (2000) To be seen is to be: Founding of LGBT Caucus Stanley (2007) Preface: Anything you can do Digital Media: <i>Power of Art, Parts I and II</i>	DUE by 5pm - Abstract 1
	July 6	Readings: <i>From Our Voices</i> , Chapters 6-10 Payne & Smith (2011) Reduction of Stigma Lampela (2007a) Including Lesbians and gays in art curricula Lampela (2006) Portrait of a Lesbian couple Digital Media: <i>Power of Art, Parts III and IV</i>	DUE by 12noon - Abstract 2 DUE by 5pm - Abstract 3
	July 7	Readings: Hall (2007) Young queer artists in the classroom Hirsh (2011) Seeing queerly Addison (2007) Identity politics Lampela (2000) Sexual identity in the art room Rand & Shelton (2003) Case 31: Are you gay? Redman, G.L. (1997). Cases 23 and 24. Digital Media: <i>Power of Art, Parts Va and Vb</i>	DUE by 12noon - Abstract 4 DUE by 5 pm 2 questions 2 responses
	July 11	Readings: <i>From Our Voices</i> , Chapters 11-15 Ashburn (2007) Photography in pink classrooms Beemyn & Sanders (2005) Trans youth faces Lampela (2001a) Daring to be different Digital Media: <i>Rosa Bonheur</i>	DUE by 12noon - Abstract 5 DUE by 5pm - Abstract 6
2	July 12	Readings: Chung (2007) Media literacy and art education Cosier (2010) Joseph Tofte Bruns Digital Media: <i>Romaine Brooks</i>	DUE by 12noon - Abstract 7
	July 13	Readings: <i>From Our Voices</i> , Chapters 16-20 Cosier (2009) Creating safe schools for queer youth Finerman (2008) Translating memories Digital Media: <i>Gluck</i>	DUE by 5pm - Abstract 8
	July 14	Readings: Allan, et al. (2008) Speaking the unspeakable Cosier & Sanders (2007) Queering art teacher education Lampela (2007b) Moving from the inside out: Harmony Hammond Lampela (2005) Writing effective lesson plans Lampela (2001b) Lesbian and gay artists in the curriculum Digital Media: <i>Harmony Hammond</i>	DUE by 5 pm 2 questions, 2 responses

Week	Day	Class content & Readings	Assignments
3	July 18	Readings: Roeck (2009) Embracing diversity Sanders (2006) Nick Cave: Soundsuit serenade Lampela (2010) Expressing Lesbian and queer identities Digital Media: <i>Nancy Azara</i>	DUE by 12noon - Abstract 9
	July 19	Readings: Sanders (2010) (re)imagining gender Sanders (2009b) Eugene Dening Digital Media: <i>Darla Bjork</i>	
	July 20	Readings: Check (2002). In the Trenches Lampela (2007c) Marked difference: The work of Helen Cozza Digital Media: <i>Helen Cozza</i>	
	July 21	Readings: Lipkin (2004) Beyond diversity day Macquire & Lenihan (2010) Fostering capabilities: Toward Social justice in art education Sanders (2009a) Krystle Mellow: Representing LGBT youth narratives	DUE by 5pm - Art Object 2 questions, 2 responses
4	July 25	On-Line Gallery Open: <i>Moved to Respond</i> <i>Works by Students In ARTE 593/493</i>	
	July 26	Readings: McIntyre (2007) What to collect? Museums and Lesbian, gay, bisexual, and transgendered collecting Cosier (2008) Gender, queers and teaching identity Sanders (2007) Queer visual culture texts	DUE by 5pm - Abstract 10
	July 27	Sharing art images	DUE by 5pm 4 responses
	July 28	Course Appraisal	DUE by 5pm - Course Evals

PLEASE NOTE: The course textbook, *From Our Voices: Art Educators and Artists Speak Out About Lesbian, Gay, Bisexual and Transgendered Issues* can be purchased from the UNM Bookstore, Kendall Hunt Publishing at <http://www.kendallhunt.com/store-product.aspx?id=4346> , or amazon.com at <http://www.amazon.com/> .

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Course Objectives:

1. Develop an awareness of the lives and accomplishments of historical and contemporary lesbian and gay artists.
2. Understand ways to include information about the lives and accomplishments of lesbian and gay artists in a K-12 Art curriculum.
3. Develop an awareness of the call from art educators for equity, inclusion and school reform related to issues of sexual identity.
4. Gain an awareness of how schools that accept and value all students regardless of sexual or gender identity help to bring about a positive sense of self in each student.
5. Develop an understanding how a positive sense of self in lesbian, gay, bisexual and transgendered students can advance their educational achievement and personal growth.
6. Explore ways to visually represent ideas and thoughts in response to readings and digital media focused on lesbian, gay, bisexual, and transgendered issues.

Additional notes for this class:

1. Students who have special needs that may affect their ability to benefit from their educational experience are asked to disclose those needs to me as early as possible so I can arrange appropriate accommodations.
2. The grade of I (Incomplete) is given only when circumstances beyond the student's control have prevented completion of the work of a course within the official dates of a session.
3. There is no extra credit in this course. All work must be turned in on the due date. No work will be accepted after July 27.

Assignments:

1. Abstracts of Readings

Students are required to choose readings from the articles and book chapters listed for each day and write an abstract on the chosen reading for a total of ten (10) abstracts throughout the term. Please note that abstracts are due by noon and 5pm most days of the term. **Students may complete the abstracts out in advance of the due dates and times.**

An abstract consists of two items including 1 - a citation and 2 - a summary. Please note the due dates and times for each abstract listed on the syllabus. The citation must be typed using APA (American Psychological Association) format at the top of the page. **Citations are provided for each reading in the References section of the syllabus.** The summary should be between 50-100 words and should focus on the information that you think is essential to understand the general idea of the article or chapter. The articles and/or chapters to be summarized can be found in the textbook and on-line. **Please write these abstracts in your own words and DO NOT QUOTE from the article.**

EXAMPLE:

James, P. (2004). Beyond her own boundaries: A portrait of creative work. *Studies in Art Education*, 45 (4), 281-376.

The author provides results from a case study of one student conducted in an introductory, multi-media art course that integrated visual art, writing, and expressive movement. Repeated practice with open-ended thinking, exposure to diverse examples of art, a supportive environment, and structured exercises enabled the student to develop new resources. Using the student's writing and artwork, the author constructed a narrative portrait of the student's creative thinking.

2. Questions for Discussion

Each student will write two questions per week for the first three weeks based on the readings and/or digital media and post on-line. Effective questions are thought-provoking, open-ended, and encourage others to reflect in more depth on the readings. Questions could ask for clarification, be hypothetical, relate to cause and effect, and/or ask for a summary or synthesis of an issue.

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3. Responses to Questions

Each student is expected to respond to at least two other questions from a classmate or from the professor each week for the first three weeks. Effective responses are meaningful, add to the 'discussion', and help others understand the readings in greater depth. In order to answer thought-provoking questions each student must examine the readings and/or digital media in depth to effectively respond to questions from their peers and/or instructor. Effective responses are involved and go beyond simple, one-sentence phrases.

4. Art Object Inspired by Readings and/or Digital Media

Students are expected to create an art object that is inspired by and reflects some content from one or more of the course readings/digital media and is related to one's identity(ies). The art object created through any visual format (painting, printmaking, ceramics, photographic, digital, sculptural, etc.) provides students with an opportunity to visually explore, reflect, and be sensitive to issues raised from one or more of the readings. Students are responsible for obtaining art materials to complete this object. Once the art object is completed, each student will photograph the image, save in jpg format and upload the jpg to the class website art gallery. Students should include a statement about the work and post on-line.

5. Responses to artworks by peers

Students are expected to provide a response to four art objects that are created by others in the class and post on-line the last week of class. Responses can average about one paragraph. Responses to art objects can include both descriptive and interpretive language. **Do not begin** by writing whether or not you like or dislike the work. **Begin by** looking at each work, reflect and write about what you see, and then provide your initial impression of the work. Examples of initial impressions could be "it's bold due to the strong use of color," "the works makes me feel calm because of the emphasis on a strong horizontal composition," or "the work is frenzied and chaotic due to the use of multiple media." (Please do not use the previous sentences in your responses).

Next, notice the unique characteristics of the work. Include how one work differs from the others you looked at. Next, move to an interpretive response. What do you think the student was trying to say with the art object? How does the art object relate to your own personal experience?

Finally, read over the student's statement about the work. Write about whether or not the student's statement relates at all to what you wrote about.

The Mission of the Art Education Program at the University of New Mexico

The Art Education Program at the University of New Mexico prepares art professionals to meet the needs of diverse populations in the state and nation. The program supports art professionals in their examination of multiple approaches to art education; these include but are not limited to image focused, discipline-based and issues-based art education, as well as visual culture. The undergraduate program educates students toward becoming reflective art teachers who can encourage students to develop art works in response to their experiences. The graduate program, culminating in a Master of Arts in Art Education degree, supports students with a wide range of interests. Students can focus their investigations on making and studying art in cultural, social, and historical contexts. We believe art professionals need to maintain a life-long connection with visual art.

The Mission of the College of Education

Our mission is the study and practice of education through teaching, research, and service. We address critical education issues; test new ideas and approaches to teaching and learning; educate professionals who can facilitate human growth and development in schools, homes, communities, and work places and prepare students for participation in a complex and challenging society. In carrying out our mission we value **excellence** in all that we do; **diversity** of people and perspectives; **relationships** of service, accountability, collaboration, and advocacy; the discovery, discussion, and dissemination of **ideas**; and **innovation** in teaching, technology, and leadership.

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