

### **Introduction**

History is a weaving of people, places and events. People develop philosophies based on their experiences and actions; based on observations of those experiences and actions; and by observing the experiences and actions of others; then reflecting on it all. We will be asking and answering these questions: Does culture determine philosophy and philosophy steer practice/pedagogy in arts education? Does studying current, cultural trends impact on current art education issues and trends? If culture influences and shapes philosophy and philosophy seeds and steers practice and pedagogy in arts education, then would studying cultural trends benefit an art education program by establishing proactive endeavors of “readiness” within the classroom to incorporate and address trends while they are occurring rather than as a reaction?

**Course Description: This course provides experience in critical thinking and reflection. This is a graduate level course which will further develop an awareness and understanding of current trends in art education. Students will compare, contrast and analyze contemporary theories, philosophy and trends of art education over time and within their own demographics.**

### **Course Objectives:**

Students will become acquainted with the social, historical and philosophical developments in art education by analyzing and reflecting on readings in discussions and papers. (Danielson 1a, 4a, 4e).

Students will develop a vehicle for art advocacy by reading and writing about current trends in the general population and preparing a research paper to substantiate the need for advocacy. (Danielson 1a, 1c, 1f, 2b).

Students will enhance their research skills by analyzing and reflecting on comparisons and contrasts from the readings, discussions and writings. (Danielson 1a, 4a, 4e).

### **Course Requirements:**

- Daily readings, writings and discussion of readings and surveys.
- A survey of your regional demographics.

- A paper introducing yourself starting with your childhood demographics and culture continuing with your current culture and demographics.
- A ten (10) page minimum paper comparing and contrasting 2 prominent art educators' theory and philosophy with your own theory and philosophy of art education. How have these art educators influenced you? How has your philosophy translated into your teaching practice or not? How has your experience (history) developed your art education philosophy?
- Presentation of your district's art education curriculum mapping (short versions).
- A three to five (3-5) page reaction paper to **each** of these books: "Tipping Point" by Malcolm Gladwell, "Healing the New Childhood Epidemics" by Kenneth Bock, M.D. and "Five Minds for the Future" by Howard Gardner.

**Texts:**

- Malcolm Gladwell, *The Tipping Point*, 2002.
- Kenneth Rock, M.D. and Cameron Stauth, *Healing the New Childhood Epidemics*, 2008.
- Howard Gardner, *Five Minds for the Future*, 2009.
- Mary Ann Stankiewicz, *Roots of Art Education Practice*, 2001.
- Elliot Eisner, *The Arts and the Creation of Mind*, 2002.
- Peter Smith, *The History of American Art Education*, 1996.

**Grading:** Introduction paper – 10%, ten page paper – 30%, curriculum map – 10%, three book reviews – 30%, active discussion – 20%.

**Academic Integrity:** Students are expected to submit original work. Resources and sources of information must be given credit to the original source. Any form of cheating may result in failure of the course. Includes, but is not limited to acts such as: Using the words or ideas of another person as one's own; fabrication of information or making up citations; claiming authorship of another person's work; submitting work from previous classes and/or submitting the same work to multiple classes in which you are enrolled simultaneously without the consent of the instructor.

**Special Needs:** Any student with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with Mr. William Chabala in our Counseling Center to provide me with an appropriate letter so that I may serve their particular needs more effectively. [wchabala@mansfield.edu](mailto:wchabala@mansfield.edu). South Hall, #216. 570-662-4798.

## **Course Outline:**

### **1. Introductions**

#### **A. Biographies, Philosophies and Demographics**

- 1. Instructor's**
- 2. Student's**

### **2. Historical Development**

#### **A. Non-Institutional History**

- 1. Prehistory Art Education**
- 2. Community Based Art Education**

#### **B. Western Origins**

#### **C. American 18<sup>th</sup> & 19<sup>th</sup> Century Trends**

#### **D. 20<sup>th</sup> Century Art Educators**

### **3. Current Trends**

#### **A. In the General Population: ADD, ADHD, Autism, Allergies**

#### **B. Within Your Demographics**

#### **C. Neuroscience in Art Education**

### **4. Future Outcomes**

#### **A. Summary of Enhanced Philosophy and Practice of Art Education**

**Important:** This is an on line course and it requires consistent and thoughtful communication between the students and the instructor. All assignments are expected to be fulfilled and completed at the scheduled time in order for the process of communication to benefit our learning. We have 10 servers and several back up servers. When one goes down, another will start to come on line; you will hear it in your computer. If after 15 minutes you still can not access blackboard, note which server you're on (#1, 2, 3, etc. and what it's doing or not). You will find the # server on the opening page of blackboard (My Institution Page). There are 3 icons at the top; the middle one is the number server you are on. If the server/blackboard is still down then call the 866 number on the left side of page. This will not be an MU person; this system is outsourced. Then you can always communicate with me on my email, then the phone, then the U.S Postal Service! In other words, where there is commitment, there is a way.

