

DEPARTMENT OF CURRICULUM AND INSTRUCTION
EDCI 601: History and Philosophy of Art Education
Tuesday 4:15 - 7:00 ~ Room 1315

Instructor: Dr. Susan M. Hendricks
Office: 2219 Benjamin Building
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Office Hours: Tue. 3 - 4 & 7 - 8 pm
(or by appointment)
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Course Description:

The Art Education Program at the University of Maryland College Park (UMCP) prepares discipline based, reflective teachers for a pluralistic society through the use of research based inquiry. EDCI 601 is designed to assist graduate students in developing an understanding of the historical antecedents, roots and philosophical foundations of art education and how the practice(s) for the teaching of art evolved. The emphasis will be on:

- o Encouraging critical reflection on past and current theories, beliefs and practices
- o Learning about the persons, events, theories and issues that have helped shape the field of art education
- o Understanding and linking our own personal/cultural and philosophical belief systems to those which guide our teaching practices
- o Raising questions about what we do as art educators and why.

At the completion of this course, students will have advanced their knowledge base about art education and the persons, events, theories and issues that have shaped the field over the years.

Methods for the Course:

The primary instructional methods for this class include: readings, discussions and presentations of course topics as well as an independent research project.

Performance Objectives: NOTE: These performance objectives satisfy INTASC and EDOT standards

- o Read, analyze and synthesize selected readings about the history of art education
- o Actively participate in all discussions, projects and research
- o Research, prepare and lead discussions on text chapters
- o Construct a **'personal history'** outline that reflects the influences and experiences which form the basis of your teaching philosophy and practices
- o Complete an independent research project related to the history of teaching art
- o Write a reflection paper about the course

Required Texts/Readings:

- o Amburgy, P., Et al., (1992). The history of art education: Proceedings from the Second Penn State Conference. Reston, VA: National Art Education Association ISBN 0-937652-63-6
- o Selected articles from The Journals of the National Art Education Association: *Art Education*, *Studies in Art Education* and *Keynote Addresses*

- o Selected articles from various Internet Sites (list to be given in class)
- o Handouts from the instructor and class members.

Supplemental Internet Readings/Resources:

- o <http://www.smcm.edu/msde-pt3/> (Maryland Teacher Technology Standards - Maryland's PT³ Catalyst Grant P342A990201)
- o <http://www.getty.org> (J. Paul Getty Museum. Los Angeles, CA)
- o <http://www.artlex.com> (Comprehensive art dictionary/resource links on-line)
- o <http://www.naea-reston.org> (National Art Education Association)
- o <http://msde.state.md.us> (Maryland State Department of Education web site)
- o <http://www.artcyclopedia.com> (Links to museums, books, art materials, etc.)
- o <http://www.artlex.com>
- o <http://www.britannica.com><http://encarta.msn.com><http://wwar.com/museums.html> (Links to museums world wide)

Supplemental Texts, Articles, and Journal Readings/Resources:

- o Arends, R., (1997). Classroom instruction and management. Boston, MA: Mc Graw-Hill.
- o Editorial Task Force., (1999). Purposes, principles, and standards for school art programs. Reston, VA: National Art Education Association. (ISBA 0-937652-83-0).
- o Eisner, E., (2002). The arts and the creation of mind. Reston, VA: National Art Education Association.
- o Efland, A., (2002). Art and cognition. Reston, VA: National Art Education Association. (#272)
- o Gaudelius, Y., Speirs, P. Ed., (2002). Contemporary issues in art education. NJ: Prentice Hall.
- o Gollnick, D.M., & Chinn, P.C., (2001). Multicultural education in a pluralistic society. (6th)NY: Merrill.
- o Goodwin, M.A., (2001). Visual arts education: Setting an agenda for improving student learning. Reston, VA: National Art Education Association.
- o Greh, D., (1999). New technologies in the art room: A handbook for teachers. Worcester, MA: Davis Publications, Inc.
- o Ludins-Katz, F. & Katz, E., (1990). Art & disabilities. National Institute of Art and Disabilities.
- o McFee, J. K., (1998). Cultural diversity and the structure and practice of art education. Reston, VA: National Art Education Association. (ISBN 0-937652-76-8)
- o Nyman, Andra L. Ed., (1996). Instructional methods for the artroom. Reston, VA: National Art Education Association. (ISBN 0-937652-93-8)
- o Peeno, Larry. N. Ed., (1995). Adaptations of the national visual art standards: National, state, and district examples. Reston, VA: National Art Education Association. (ISBN 0-937652-91-0)
- o Rushlow, B., Chair Ed., Task Force., (1999). Purposes, principles, and standards for school art programs. Reston, VA: National Art Education Association. (ISBN 0-937652-83-0)
- o Salend, S.J., (2001). Creating inclusive classrooms: Effective and reflective practices. (4th ed.). Old Tappan, NJ: Prentice Hall.
- o Saphier, J. & Gower, R., (1997). The skillful teacher: building your teaching skills (5th ed.). MA: Research for Better Teaching, Inc.
- o Smith, R.A., Ed. (2001). Aesthetics and criticism in art education. Reston, VA:NAEA (ISBN 1890160199)
- o Stankiewicz, M., (2001). Roots of art education practice. Worcester, MA: Davis Publications, Inc.
- o Walling, D., (2000). Rethinking how art is taught: A critical convergence. CA: Corwin Press, Inc.
- o Wilson, B., & Hoffa, H., (1985). The history of art education: Proceedings from the Penn State Conference. Reston, VA: National Art Education Association

Grading/Evaluation:

The following items are required for successful completion of the course:

Items

Points

| | |
|-----------------------------|-----------|
| o Attendance/Participation | 50 |
| o Text Handouts/Discussions | 100 |
| o Personal History Outline | 100 |
| o Research Project | 200 |
| o Course Reflection Paper | <u>50</u> |

500**Grading Rubric:**

A+ = 500-490 A final grade of **A** denotes **excellent** mastery of the subject. It represents the **complete** understanding as well as the **creative use** of the principles and concepts presented, as exhibited in **all** class work, assignments and presentations. Assignments are submitted on time, judged to be **superior** in quality, complete in content and show evidence of going **'above and beyond'** the basic requirements.

Active class participation and **regular** attendance must be evident.

B+ = 469-460 A final grade of **B** denotes **good** mastery of the subject. It represents the **complete** understanding as well as the **successful** use of the principles and concepts presented, as exhibited in **all** class work, assignments and presentations. Assignments are submitted on time, judged to be **good** in quality, complete in content and show some evidence of going **beyond** the basic requirements. **Active** class participation and **regular** attendance must be evident.

C+ = 439-430 A final grade of **C** denotes **basic** mastery of the subject. It reflects completion of **all** assigned work. **C = 429-420** and reflects a **rudimentary** understanding of the principles and concepts presented. Assignments are submitted on time, are complete in content and fulfill the **basic** requirements. Class participation and attendance are irregular.

Attendance/Participation:**Attendance and participation in class are essential to your success!**

This course is designed to help you reflect on your current teaching practices and the way in which your students learn by examining and developing an understanding of the philosophical foundations of art education. As such, you will be given many opportunities to engage in a variety of learning experiences both within and outside the scheduled class time. Participation requires you to be **actively involved** in **all** class discussions and insightful in your contributions. It goes without saying that you cannot participate if you do not attend. Therefore, non-attendance/non-participation will affect your grade. On the other hand, mere attendance/participation is not the central criteria that will be used to assess your grade. It will be compiled as outlined above.

NOTE: In case of an emergency/missed class, students are responsible for contacting/notifying the instructor and/or a class mate not only to find out what they missed but also to make arrangements to make-up and/or reschedule work.

Guidelines for Written Work:

All written work will be typed/word processed with standard margins and include annotated references using the **Publication Manual of the American Psychological Association style (APA online at <<http://www.apastyle.org>>)** unless otherwise noted in an assignment. Assignments should be submitted in a folder that is clearly labeled with your name, date, course number and title of the assignment. **Please do not** submit any papers to be graded in plastic sleeves!

Honor Pledge:

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The University Senate approved the honor Pledge. The University of Maryland Honor Pledge reads: ***“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”*** Unless you are specifically advised to the contrary, this Pledge Statement should be handwritten and signed on the front cover of all papers, projects or other academic assignments submitted for evaluation in this course.

http://www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.htmlThe University of Maryland’s Code of Academic Integrity is available for your review on the Internet at www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.html

Religious Observances: It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observances. The UMCP’s diversity calendar is available for your review on the web at www3.kumc.edu/diversity.

Considerations:

Students with a documented disability who wish academic accommodations in order to take this course should contact the instructor as soon as possible.