

Multicultural Art Education

GV5506, Spring 2008

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3 credit hours (Graduate)
Wed. 5:10 ~8:00 PM
Classroom: 美教 307

National Hualien University of Education
College of the Arts
Dept. of Art Education
Office TEL: 03/822-7106 ext. 1930

Instructors:

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Office Hours: Thur. 08:30 ~ 11:30 AM and by appointment

Course Description:

This course introduces you to a general concept of multiculturalism in general and multicultural art education in particular. However, multiculturalism is affiliated with postmodernism. While learning about multicultural art education, you are likely to be introduced to postmodern conditions. By stating this, it is hoped that your learning from class to class is not compartmentalized like your schedule from one to the next with a break inbetween.

Postmodern art thrives at its ambivalence; multicultural art education thrives at its integratability. Let's find out how we can contribute ourselves to the integration of cultures cross space and time.

Course Objectives:

It is hoped that through the learning process of this class, you will

- Develop a general understanding of multiculturalism in general and multicultural art education in particular;
- Better understand indigenous cultures in Taiwan, especially in Hualien.
- Acquire certain multimedia production skills so as to be able to practice multicultural art education.

Format of the Course:

This class will take place in such formats as reading, writing, invited specialist's presentation, project planning, and discussion. We shall engage ourselves in cross-cultural learning and teaching. If possible, we shall be teaching at an indigenous elementary school. This will make this class practical, rather than theoretical.

Required Texts:

- 林道生. (2003). *原住民神話與文化賞析*. 臺北: 漢藝色研.
- A packet of reading has been put together for you. Please see TA for the readings.

Responsibilities and Course Policies:

1. **Attendance:** Timely attendance is honored. Your regular and timely attendance is required. PLEASE DO NOT BE LATE FOR CLASS.

All are required to attend the final weeks of presentations. Otherwise, your final grade might not be given.

All absences require an email to the instructor explaining the reason for the absence, preferably before the class meeting.

In order for an absence to be excused, you must provide appropriate documentation (i.e., a medical excuse from your doctor). The document must be received **no later than** the class following the absence, unless otherwise arranged with the instructor. **One's final course grade will be reduced by half a letter grade for each unexcused absence that occurs after one excused or unexcused absence.** One may fail the course due to poor attendance. It is your responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems.

Three (3) incidents of unexcused tardiness and/or leaving class early equals to one unexcused absence.

Should you be absent, it's your responsibility to find out what you have missed and turn in your assignments in time.

2. **Guidelines for Class Discussions:** All are expected to use appropriate terms and language within all course discussion. Racial slurs, derogatory names or remarks disrespectful of the rights and dignity of "others" will not be tolerated. Beliefs and worldviews divergent from yours may be shared. Respect for those differences is to be maintained within the classroom.
3. **Class Participation:** Active participation in classroom is highly valued. Therefore, excessive absences and highly inconsistent participation will impact your grades negatively. Quality participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions and other activities, working constructively in the group and submitting assignments on time.
4. **Late Assignments:** **Assignment grades are reduced by 1/2 a letter grade for every weekday an assignment has not been handed in after the assigned due date.** Late assignments can be handed in at the beginning of class on scheduled class days, during office hours, or in the instructor's mailbox.

5. **Plagiarism:** Copying or claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. APA or MLA citation style should be used when using words or ideas of other people. Suspected cases of plagiarism will lead to serious consequences that range from probation to expulsion. Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

ADA Statement:

If you need an accommodation based on the impact of a disability (defined by the office for the impaired services), please contact me as soon as possible, so that we can discuss the course format, your needs, and potential accommodations.

Assignments:

Except the final paper, all assignments are due in **hard-copy** form at the start of each class, unless otherwise announced. The final paper's final draft should be turned in in **hard-copy** form as well as an electronic format through **email**.

1. Participation and Contribution (15)

Timely attendance and active participation are highly valued. Your contribution to the class is as helpful to your own learning as it is to others of this class.

2. Paper Sculpture and Lesson Plan (20 + 20)

For this assignment, you are required make a paper sculpture based on the myth that we discussed and chose to use in the earlier class. This can be a group project, or individual ones. However, this should be based on the agreement made by the whole class. Creativity is the key, and the team spirit is highly valued.

3. Unit Plan and Presentation (30+15)

The unit plan is based on the second project that the class decide to do. Sample artwork is included in the unit plan. Revision is highly valued as well. Details will be given later.

Grading:

Participation and Contribution,	15
Paper Sculpture and Lesson plan	40
Unit Plan and Presentation	45
TOTAL	100

Grading Scale:

A :	100-95	A-:	94-91		
B+:	90-87	B:	86-83	B-:	82-80
C+:	79-77	C:	76-73	C-:	72-70
D+:	69-65	D:	64-60	D-/F:	59 and lower

References:

- Corbin, B. (2008). *Unleashing the potential of the teenage brain: 10 powerful ideas*. Thousand Oaks, CA: Corwin Press.
- Crane, D. (2002) *Global culture : Media, arts, policy, and globalization*. New York: Routledge.
- Errington, S. (1998). *The death of authentic primitive art: And other tales of progress*. University of California Press.
- Grimshaw, A. (2001) *The ethnographer's eye: Ways of seeing in anthropology*. Cambridge, MA: Cambridge University Press.
- Inglis, F. (2000). *Clifford Geertz: Culture, custom, & ethics*. Cambridge, UK; Malden, MA: Polity Press.
- Kamm, F. M. (2007). *Intricate ethics: Rights, responsibilities, and permissible harm* (Oxford Ethics Series). Oxford, MA: University of Oxford.
- Mercer, K. (2007). *Pop art and vernacular cultures* (annotating art's histories: Cross-cultural perspectives in the visual arts). Cambridge, MA: MIT Press
- Morphy, H. & Perkins, M. (2006, Eds.). *The anthropology of art: A reader* (Blackwell anthologies in social and cultural anthropology) New York: Wiley.
- Kramer, J. (1995) *Whose Art Is It?* (Public Planet). Durham, NC: Duke University Press.
- 林道生. (2003). *原住民神話與文化賞析*. 臺北: 漢藝色研.
- _____. (民 90). *原住民神話.故事全集.1*. 臺北: 漢藝色研.
- _____. (民 91a). *原住民神話.故事全集.2*. 臺北: 漢藝色研.
- _____. (民 91b). *原住民神話.故事全集.3*. 臺北: 漢藝色研.
- _____. (民 93). *原住民神話.故事全集.4*. 臺北: 漢藝色研.
- 張世明. (民 89). *九族創世紀: 臺灣原住民的神話與傳說*. 臺北: 南天.
- 杜石鑾、陳景生、文魯彬. (民 92). *布農族: 與月亮的約定*. 臺北市: 新自然主義.
- 林志興、陳建年、文魯彬英. (民 91). *卑南族: 神秘的月形石柱*. 臺北市: 新自然主義.
- 簡史朗、陳俊傑、文魯彬. (民 91). *邵族: 日月潭的長髮精怪*. 臺北市: 新自然主義.
- 陳俊男、林順道、文魯彬. (民 91). *阿美族: 巨人阿里嘎該*. 臺北市: 新自然主義.

里慕伊阿紀、瑁瑁瑪邵、文魯彬. (民 91). *泰雅族: 彩虹橋的審判*. 臺北市: 新自然主義.

亞榮隆撒可努、見維巴里、文魯彬. (民 92). *排灣族: 巴里的紅眼睛*. 臺北市: 新自然主義.

希南巴娜姐燕、席傑勒吉藍、文魯彬. (民 92). *達悟族: 飛魚之神*. 臺北市: 新自然主義.

鄭信得、阿伐伊尤于伐那、文魯彬. (民 92). *鄒族: 復仇的山豬*. 臺北市: 新自然主義.

奧威尼卡露斯、伊誕巴瓦瓦隆、文魯彬. (民 92). *魯凱族: 多情的巴嫩姑娘*. 臺北市: 新自然主義.

潘秋榮、賴英澤、文魯彬. (民 91). *賽夏族: 巴斯達隘傳說*. 臺北市: 新自然主義.

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Tentative Schedule

	Wed	Activities	Assignments	Reading Due	
W 1	02/27	Syllabus overview			
W 2	03/05	Discussion- Art & Myth		林道生. (2003). 原住民神話與文化賞析.	
W 3	03/12			The Native American Mascot Suite, (1)	
W 4	03/19			The Native American Mascot Suite, (2)	
W 5	03/26	Paper Sculpture Invited artist			
W 6	04/02	Paper Sculpture Presentations	Paper Sculpture Lesson Plan due	Art class Safety issues	
W 7	04/09	Discussion		<i>Does the Focus on Multiculturalism Emphasize Differences & Foster Racial/Ethnic Stereotypes?</i>	
W 8	04/16	Discussion		<i>Multicultural Art Ed: Modernism and Postmodernism (1)</i>	
W 9	04/23	Discussion		<i>Multicultural Art Ed: Modernism and Postmodernism (2)</i>	
W 10	04/30	Discussion		<i>Can Valid Research on Ethnic Minority Populations Only be Conducted by Researchers from the Same Ethnic Group?</i>	
W 11	05/07	Discussion		洪泉湖 (2007) 族群與多元文化 In 臺灣的多元文化. 臺北: 五南.	
W 12	05/14	Discussion	Unit Plan	原住民神話 (2)	
W 13	05/21	Discussion	Lesson Plans of the Unit	原住民神話 (3)	
W 14	05/28	Presentations and Discussion	Sample Art work	Banks & Banks, <i>Multiculturalism 1</i>	
W 15	06/04	Discussion	Plan Revisions	Banks & Banks, <i>Multiculturalism 2</i>	
W 16	06/11	Individual work			
W 17	06/18	Presentations	Final paper due		
W 18	06/25	Presentations			