

ARE 6049: History of Teaching Art

Meeting Time: M 10-E1 periods, 5:10-8:10 pm. Location: Norman 12. Instructor: Dr. Craig Roland. Office: Norman 12E. Office Hours: M, 4:00-5:00 PM/ or by appointment. Office Phone: 392-9165. E-mail: rolandc@ufl.edu.

Description of the Course

History of the theory and practice of teaching art in the public schools.

Objectives of the Course

This course is structured to assist graduate art education students in developing an understanding of the philosophical foundations of art education. The emphasis will be on linking personal and cultural belief systems about the nature of art education to their historical antecedents and roots. At the completion of this course, students will be able to explain:

- their own personal belief systems upon which their art teaching practices are based.
- the historical bases for their own beliefs as well as other contemporary art education theories and practices.
- how certain persons, events, and issues have shaped the field of art education over the years.

Methods of the Course

The primary instructional methods of this class include lectures and group discussions of course topics. Extensive reading and library research will be required to help the student achieve the course objectives.

Course Requirements

To achieve the objectives of the course, the student will:

- read and synthesize selected readings from historical art education literature.
- construct a "personal history" that outlines the influences and experiences that form the basis for his/her teaching philosophy and practices.
- complete an independent research project related to the history of teaching art in the public schools.
- present a seminar on a person who made a significant contribution to the history of art education.
- attend class regularly, participate in discussions and contribute to class activities.

Final Grades

Final grades will be calculated according to the following criteria: Readings (40%); Independent Project (30%); Seminar Presentation (10%); Personal History Web (10%); and Class Participation (10%). Evaluation criteria used in each of these areas will be discussed in class.

Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D; 0-59 E. For more information on the impact of grades on GPAs, see: www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

Text and Materials

Required Textbook: *Roots of Art Education Practice* by Mary Ann Stankiewicz, Worcester, MA: Davis Publications, 2001.

Additional readings from periodicals are in the Education Library (Norman Hall) and available through the library's website. Copies of a few readings will be given out in class. Online resources can be found at: <http://delicious.com/dcrol/ARE6049>

Attendance Policy: Excessive absences or tardiness will impact a student's final grade. **More than three absences will lower a student's final grade 6 points.** Students are expected to (1) arrive to class on time; (2) be prepared to participate in all class activities; and (3) make appropriate use of time given in class to complete the course assignments.

Make-up Work: Please communicate with your instructor about any anticipated absences, and plan to complete missed work or exams in a timely manner. Work turned in late will not receive full credit. Arrangements to make up missed work or exams will be made only in special circumstances including religious holidays, school-sponsored trips, and documented medical illnesses. The decision to excuse an absence is left to the discretion of the lab instructor.

Class Decorum: Turn off your cell phone, text messenger, or other electronic device before class begins.

Academic Honesty Policy: Students are expected to abide by the UF Academic Honesty Policy that defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this means properly citing sources for any materials (both printed and on-line) used in completing course assignments.

Students with Disabilities: individuals with disabilities need to register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations.

Changes to the Syllabus: The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through SAKAI email.

Course Evaluations: At the completion of the course, please fill out the online course evaluation at: <http://evaluations.ufl.edu>.

ARE 6049 Spring 2013 Tentative Calendar (Mondays, 6:15-9:10 PM)

Monday January 7

Topic: Introduction to the course • An Abridged History of Art Education

Do: Construct a "Personal History Web" (due 1.17), purchase textbook, Reading One Review (due 1.14)

Monday January 14

Due: Personal History Web • Reading One Review

Topics: Share Personal History Webs • The Beginnings of Western (Art) Education (Froebel, Pestalozzi, Rousseau, Locke)

Do: Reading Two Review (Written Review of Chapter One in Stankiewicz due 1.21)

Monday January 21

Due: Reading Two Review

Topic: Art Education in Late 19th Century America: Learning to Draw

Do: Reading Three Review (due 1.28)

Monday January 28

Due: Reading Three Review

Topic: Art Education in Early & Mid-20th Century America: Child-Centered Art Education

Do: Reading Four Review (due 2.4)

Monday February 4

Due: Reading Four Review

Topics: Art Education in Mid-20th Century: Holiday Art

Do: Reading Five Review (due 2.11)

Monday February 11

Due: Reading Five Review

Topic: Art Education in Early - Mid 20th Century America: Teaching Order and Beauty

Do: Reading Six Review (due 2.18)

Monday February 18

Due: Reading Review #6

Topic: Art Education in Early-Mid 20th Century America: Aesthetic Taste via Picture Study

Do: Reading Seven Review (due 2.25); Choose Seminar Topic (due 3.25)

Monday February 25

Due: Reading Review #7 & Seminar Topic (Great Moment)

Topic: Art Education in Late-20th Century; 1960-1969 • Share Seminar Topics

Do: Reading Eight Review (due 3.11) •

Spring Break March 4-9

NAEA Conference – NYC – March 7-10

Monday March 11

Due: Reading Review #8

Topic: Vincent Lanier ~ A Rebel with a Cause

Do: Reading Nine Review (due 3.18) • Independent Project Proposal (due 3.18) • Research Seminar Topics (due 3.25)

Monday March 18

Due: Reading Nine Review & Independent Project Proposal

Topic: The Rise of Discipline-Based Art Education • Share Independent Project Proposals

Do: Reading Ten Review (due 4.1)

Monday March 25

Due: Seminar Summary Pages and PowerPoint (Great Moments in Art Education History)

Topic: Present Seminar Topics

Do: Work on Independent Project (due 4.22)

Monday April 1

Due: Reading Ten Review

Topic: Share Reading Ten Reviews

Do: Work on Independent Project (make appointment w/me prior to 4.22 for feedback)

Monday April 8

Topic: To be determined.

Do: Work on Independent Project & Revise Personal Art Education History Web (Final copy due 4.22).

Monday April 15

No Class: Work on Independent Project & Revise Personal Art Education History Web (Final copy due 4.22).

Monday April 22

Revisit Personal History Webs • Independent Project Presentations • Course Evaluations & Wrap-up