Wayne State University  
College of Education  
Course Syllabus

Division: Teacher Education  
Program Area: Visual Arts Education  
Course Name and Number: Art of Indigenous Cultures: K-12 Curriculum; AED 5890  
Credit: 3 credit hours  
Term Year: Winter 2014  
Course Location: Community Arts 158  
Time: Tuesday; 4:30 to 7:30  
Instructor: Jim Brown, Ph.D.  
Phone: 577.0490  
E-mail: ap7377@wayne.edu  
Office Hours: Wednesday 3:00:00 to 5:30 pm. Call 577.0902 to schedule  
Prerequisites: AH 1110, AH 1120, ADE 1200, and ADE 1210

Course Description: This course is designed to expose learners to the art and architecture of cultures that have developed “independently of the western traditions”. The purpose is explore the formal and expressive elements of these art forms as a way of understanding the cultures, the creative process as it arises in these cultures, and to develop methods of integrating these cultures and their arts into classroom experiences. Course content will include a focus on cultures such as Tibetan, Pre-Columbian, Balinese, Aboriginal Australian, Chinese, Native-American, Javanese, Japanese, Mughal, Sikh, and Dogon. We will also introduce the Neolithic cultures at Gobekli Tepe and Çatal Huyuk, which predate all Asian, European, African, and South American cities, and therefore, are proto-cultures.

Course Objectives:  
1.) Learners will study a sequence of art forms in non-western cultures.  
2.) Learners will develop detailed lesson plans for children at different levels.  
3.) Learners will develop a deeper level of understanding of expressive potential of indigenous art.  
4.) Learners will explore the evolution of gender roles in the art and architecture of these cultures  
5.) Learners will utilize on-line resources to research pertinent data.  
6.) Learners will be able to discuss the primary features of diverse cultures and their art and architecture.  
7.) Learners will discuss this art and architecture in terms of basic design principles  
8.) Learners will be responsible for discussion of indigenous Arts that respects the originating culture, and ways to integrate those learnings without mimicry.  
9.) Learners will be able to identify ways in which Indigenous Cultures are similar to their own.

Your Commitment to Process (P):
You are working towards advancement in your preparation as a teacher of Visual Arts. You cannot become a professional educator just by completing assignments. No state cannot afford to recommend for certification, students who do just enough to satisfy the requirements for a course. Becoming a teacher of Visual Arts is the hardest job in education (my belief only). We need students who come to class prepared for their week’s work, ready to be fully participating, and committed to a professional attitude of challenging yourself to work and grow. This course has been designed incorporating Social Constructivist methods, which assert that learning occurs best in a community of engaged-learners. Active participation, discussion, and strong creative projects are features of such a community. Your P also includes:

1. Arriving promptly and consistently.
2. Working until the end of class periods.
3. Showing enthusiasm. If you aren’t enthusiastic about your own learning in this field, why study it?
4. Having completed each week’s research or reading assignment.
5. Having an open mind to new ideas, and the differing perspectives of others.
6. Willingness to share knowledge, skills, and time with classmates.
7. Keeping cell phones off, for the entire class period, unless directed to do internet research. Yes, that means no texting (recently a teacher did not get tenure, because she spent too much time with “Social Networking”).
8. Using laptops only for class work if assigned (email, and things like Facebook, are not a part of this class).

Required Text(s):

Reference Text(s):
Earning Grades/Course Requirements:
Each learner will be expected to complete readings, engage in thoughtful questioning of class assignments, actively participate in large and small group discussions, offer ideas for the class to explore, and produce lessons that demonstrate an understanding of concepts and inspirations from cultures differing from our own. We will utilize a highly interactive, group-focused process of learning. Consistent and mindful participation is essential. Since learning will be created by group synergy, if you are not here, you can neither contribute to, nor receive from this living process. Evaluation for grades will be based on the following requirements:

1) Each member of the class will be responsible for writing a Research Paper on a non-western art form, not covered in class. The learner will choose the culture, medium, and period for their research. Focus should be on material that you would like to study and that you would like to expose to children. In one section of your paper you will discuss 3 specific ways to motivate and engage children that your apply learnings and research about the specific non-western culture you have chosen. Undergrads and Post-Baccalaureate students should write 6+ pages. M.A.T. and M.Ed. students should write 10+ pages. Completion of this paper will contribute 50 points of your grade.

2) An Observational Journal of the assigned readings and web research. This Journal will be turned in at the end of the semester and will constitute another 50 points of your grade.

3) The final assignment will be a five page assessment of what you have learned about the study of non-western cultures, their Art, and approaches to teaching according to the outline that follows below. The assessment will comprise the final 50 points of your grade.

Class and Attendance Policy:
Class is from 4:30 pm. to 7:30 pm. Tuesdays. Since Veterans have guidelines established by the federal government regarding attendance and we cannot have two
attendance policies without discriminating against one or another group, all learners will please note the following: **There are 14 class periods in this semester, participating in less than 11 seminars earns a Failing grade for the course.**

I trust that you will make responsible decisions based on your values and best judgment. If you have registered “late” for this class, missing the first class is still considered an absence.

There will be a 10-minute break in the middle of each class. Being on time for class and returning from breaks is a sign of respect for the class, your peers, and yourself. Being a few minutes late once or twice a semester is understandable. Being habitually late is a result of conscious choices and time management priorities, a reflection of what you consider important. If you plan to arrive a few minutes late, or leave early, please discuss this with me, so you do not lose credit for a half class. Chronic tardiness at the beginning or at break will affect your final grade as follows; for every four times you are late will result in a grade reduction. For example if you had a B, with 4 times tardy it would become a B-, if you had an A, with 8 times tardy, it would go down to B+.

**** Under extenuating circumstances (documented, serious illness, death in the family, etc.) that limit appropriate completion of one of the preceding requirements by the end of the semester, a learner may request permission to receive an Incomplete Grade (I). Not completing an assignment on time does not make a learner eligible for an incomplete grade.

**Additional requirements for Advanced Graduate credit**: To be defined by instructor and learner. Learners will work individually or in a group on the defined problems.

**Plagiarism Policy**:
In the process of writing any paper, it would be desirable and sometimes necessary to quote an author’s wordings exactly as she or he wrote them. At other times it would be acceptable to paraphrase an author’s meaning in your own words. In each of these situations there is an acceptable, as well as unacceptable, way of presenting their original work. Just as you would want personal credit for an image, poem, structure, or performance that you had created, we need to credit others for the same reason. There are several accepted literary styles that you may use to cite the authorship of others. For those students who want some parameters, at the end of the syllabus is a brief guide for using the APA writing style. Since plagiarism is tantamount to copying another artist’s work, any plagiarism or copying of any writing without giving complete credit to the author or source for a citation will result in a 20% reduction in grade for one omission.
No credit (F or 50%) will be received for more than one plagiarized passage, or if a paper has been copied, used in a previous course, or purchased.

Class Schedule:

01.07.14 Introduction to Course and its purpose; Discussion and experiential learning about what makes a culture, and the values that help it last over time. Discussion of the TADA\textsuperscript{i} model of instruction; and how children may learn in the cognitive, social-emotional, and kinesthetic domains; discussion of the Neolithic cultures at Gobekli Tepe and Catal Huyuk and Phenomenology in the classroom.

01.14.14 Journal entry from web research; Discussion on Euro-centrism, the value of different cultures, and the disrespect of mimicry. Review of Principles and Elements of Design, Indonesian textiles, and the Kilims of Anatolia, Small group discussion on the application of “Task”.

01.21.14 Journal entry from web research; Great Tales in Asian Art; Discussion on religion and metaphor; Small group discussion on the application of “Activation”.

01.28.14 Readings in; Native American Story Telling; Talking with stones, Small group discussion on the application of “Demonstration”.

02.04.14 Readings in Forrer, Plates 1 to 44, Columbia: Legacy of the Kogi; Discussion on Teacher Dispositions, Small group discussion on the application of “Application”; Research Paper Due.

02.11.14 Readings in Forrer, 45 to 90; Art of The Dogon People, African culture, how do we honor its richness? Small group discussion on the application of “Integration”

02.18.14 Readings in Forrer, pages 90 to 133; Balinese Architecture, and Small group discussion of lesson plan using the TADA\textsuperscript{i} model.

02.25.14 Journal entry from web research; The Arts of the Aboriginal People of Australia, Small group discussion of lesson plan using the TADA\textsuperscript{i} model.

03.04.14 Journal entry from web research; Hassan Fathy and Medieval Islamic Architecture; Escher and Islamic geometry. Applications for the classroom
Outline for Research Paper
The Research Paper must include all the following areas and have three (3) references cited according to APA style (see OWL website).

A. Introduction of the Non-Western Culture, which should include:
   a. a brief history for the time period chosen
   b. a section about why you have chosen this culture and the specific art form
   c. the specific visual content (E & P of Design, etc) of the art form chosen

B. Description of the Art Form
   a. Describe the methods which are used to produce the art
   b. Describe the visual content of this art form and why it appeals to you
   c. Describe what you believe is meaningful about this art form

C. What might be inspirational to children about this art form?
   a. Identify an art form, or idea within western culture of which, children have prior knowledge
   b. Discuss the similarities between the western concept and the non-western
   c. Discuss three ways in which you will use your new knowledge to motivate and engage children using the TADAI model of instruction

D. Summary:
   a. What is the value of presenting this culture and this art form to children? (your analysis)
   b. What may children learn in the cognitive, social-emotional, and kinesthetic domains?
   c. What have you learned about yourself through this study?

Format for Observational Journal:
Each week you will write a

Criteria for Self-Assessment:
At the final class, each student will turn in a written self-assessment of his or her work for the semester. This assessment must address:

a. What meaning do you think children may find in the study of Non-Western cultures?
b. What has inspired you about the Arts of Non-Western cultures?
c. What insights do you now have about Non-Western cultures?
d. Please write a brief statement about how you may integrate the values of Non-Western cultures into the Visual Arts curriculum.
e. What are the similarities between the Arts of Western and Non-Western cultures?
f. How would you describe the importance of Non-Western cultures in children's education?
g. What other areas have you explored for your own learning?
h. What is your assessment of your participation in class over the semester?
i. What is the grade you believe you earned and why you believe you earned it.

This self-assessment will be kept by the Visual Arts Education program for evaluation purposes.

Conduct Policy and Professional Ethics
Studying to be a Professional Educator in the College of Education, means developing traits and ways of participating in classes that are appropriate to the profession. Being late for class, or returning late from breaks, leaving class early, eating during class, using computers for non-class related tasks, and conducting private conversations are considered disrespectful and disruptive to any learning environment. Appropriate language and tone of voice should always be used with peers and instructors. Cell phones should always be turned off during class times (unless there is a pre-existing, emergent situation which requires your phone to be on, then it must be on vibrate), likewise, “texting”, would not be acceptable during class times. If during class discussions, you disagree with another student, take the time to understand their beliefs, rather than insisting on the “rightness” of your own beliefs. If you disagree strongly with something, meet with the person outside of class to discuss your differences, or schedule a conference with your instructor and that person. If you see someone not behaving in a professional manner, speak to him, or her. It is our professional responsibility to address issues for the health of our profession. You may learn to become good teachers, and role models for your future students, by developing these skills now in the process of your own education.

Please review the Student Code of Conduct. Any student, who is disrespectful to classmates or the instructor in any manner, may be asked to leave the class. Two such incidents will result in automatic failure of the course, with charges for Academic Misconduct filed with the Provost's office.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts, or on-line sources, or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments. This course will utilize the Wayne State University grading scale.
Undergraduate Grading Scale:

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C
- 70-72% = C-
- Below 60% = Failure of Course
- 67-69% = D+
- 63-66% = D

Graduate Grading Scale:

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C
- Below 73% = Failure of Course
- 67-69% = D+
- 63-66% = D

A = Consistently excellent work, creative participation in group projects, active demonstration a high level of understanding through critical judgment and effort, excellent class participation, and no absences.

B = Consistently good work, semester long progress demonstrating above average understanding and good critical judgment, regular class participation and effort.

C = Some consistency, basic understanding of concepts and processes, average class participation, attendance marginal.

D = Poor or incomplete work, no appreciable progress, marginal understanding, unacceptable class participation, and significant absences.

E = Poor, incomplete, missing work, lack of understanding or attempt to understand, poor effort, unacceptable class participation, extreme number of absences.

General Note on Grading

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plus and minuses are recorded and distinguish distinct grade point averages.

Withdrawal Policy:

- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the
withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Attention Students with Disabilities:**

- Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.

- If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Student Disability Services (formerly Educational Accessibility Services) in room 1600 Undergraduate Library to request an accommodation. Phone: (313) 577-1851. Email: eas@wayne.edu

- The SDS (EAS) Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.

  [http://www.eas.wayne.edu](http://www.eas.wayne.edu)

- **SDS News:**

  - Effective Fall semester 2010, Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

- Thank you for your cooperation.

- Jane DePriester-Morandini
- Interim Director
- Student Disability Services
- 1600 Undergraduate Library
- 313-577-1851