Wayne State University  
College of Education  
Winter Semester

**Division:** Teacher Education  
**Program Area:** Art Education  
**Course:** AED 7500, Multicultural Issues in Art Education and Art Therapy  
**Course Location:** Art Building, room 161  
**Time:** Monday: 5:00 - 7:45 p.m. for 8 classes; and 4 hours for 10 weeks (or a combination of hours/weeks that adds up to 40 hours) at a Service Learning site.  
**Credits:** 3  
**Instructor/Facilitator:** Jim Brown, Ph.D.  
**Office:** 163.6 Community Arts Bldg  
**Office Hours:** Wednesdays: 3:00 to 5:30 PM  
**Appointment Phone #:** 313.577.0902  
**E-mail:** ap7377@wayne.edu Monday from 10:00 am through Friday at 12:00 pm  
**Emergency numbers:** Weather/snow cancellation: The News Line 313-577-5345 or www.wayne.edu  
**WSU Police:** 313-577-2222 (please add to the speed dial on your phone)

**Course Description:** This course considers multicultural and pluralistic issues in the fields of art therapy and art education. This includes the examination of concepts and strategies related to teaching art and conducting art therapy with persons from cultural backgrounds different from one’s own. Concurrently, we will develop an increased understanding of our personal cultural history and the role that history plays in our world view. This course is required for M.Ed. degrees in Art Therapy and/or Art Education. This course covers content AATA 2007 Education Standards IV.A 1.h 2.d.

The Visual Arts have long been used to create bridges between peoples of different origins. In educational or therapeutic environments it is essential to develop relationships that begin with a willingness to open to the fact that there may be much that we do not know about others, or within ourselves, to become effective facilitators. Because of the complexity and subtlety of multicultural presuppositions and assumptions, this course will have a significant portion of time and reflection devoted to Service Learning at an agency, program, or organization that is very different from our own.

- This course will address aspects of psychology that involve solutions to the fundamental problems of human justice and equitable and fair treatment of all segments of society.
- This course will promote and encourage the utilization of psychological knowledge to advance equal opportunity and to foster empowerment of those who do not share equitably in world-wide resources by practitioners of Art Therapy and Visual Arts Education.
- This course will review the post-colonial cultural and psychological sequelae of stigmatization, historization, “re-oppression”, and unconscious privilege (entitlement).
- This course will examine culture, class, race/ethnicity, gender, sexual orientation, age, and discrimination; to support equality for all persons.

**Course Outcomes:**

1. Learners will describe their individual processes for introspection, self-examination, and self-development in cultural awareness and competency while completing their Service Learning component. (assignment # 4)
2. Learners will gain greater self-awareness of the influences of their own culture, and the beliefs and assumptions inherent in their family of origin. (assignment #1 & 2) (Classroom small group discussions)
3. Learners will develop and nurture critical thinking and intercultural collaborative skills through Service Learning. (assignment #1, 2 & 3)
4. Learners will identify examples of art from their SL experiences. (as well as from other cultures) both as source of meaning and values, as well as, an agent of social/cultural change and stability. (assignment #3)

5. Learners will discuss culturally based theories of art and aesthetics within a broad range of cultural traditions. (assignment #1 & 3)

6. Learners will identify values, beliefs, and attitudes in themselves and others, to enhance and support competent multicultural practice in art therapy and art education. (assignment #1 & 3) (Classroom small group discussions)

7. Learners will discuss ethical issues and concerns relevant to cross-cultural practice. (Classroom small group discussions)

8. Learners will complete an ethnographic study of their immersion in another culture. (assignment #4)

Required texts:


Recommended texts/ resources for Content:

Dilg, Mary, ed. (2003) Thriving in the multicultural classroom, Principles and practices for effective teaching. NY: Teachers College Press

Recommended texts/ resources for Writing:


APA Resource: http://owl.english.purdue.edu

Assignments: All assignments must exhibit personal investment in process and product. If a hard copy of an assignment is not submitted by the due date it is considered late.

1. Observational Journal: Students will keep a weekly journal which reflects new learning, thoughts, perceptions, ideas, and questions generated by the appropriate text, and later from your experience at your Service Learning site. The first part of this assignment is to divide the text into roughly 6 equal segments, and write about the learning from each section that you consider most important to your own understanding of Multicultural practices. The second part will be to record your reflections on your Service Learning
experience. Each journal entry will be no shorter than one page, double-spaced, and will be turned in at the end of the semester (20 points: 12 1-page entries; 18 points: 11 1-page entries; 16 points: 10 1-page entries, 14 points: 9 1-page entries).

2. Studio assignment: How do you understand the Racial/Ethnic tensions that exist in yourself, as well as, others in Michigan/The United States??: Consider all the values, beliefs, attitudes, concepts, and feelings which define you within your ethnic and racial heritage, and symbolically combine this with your perceptions of at least 3 other racial or ethnic groups that co-exist with us in Michigan. This is an art-based response and can include any media, mixed-media, or style. It must represent yourself as a person who has had specific family, educational, religious or philosophical, interpersonal, and intrapersonal experiences which identify you as a member of specific group. Your work will be discussed in class and the class as a whole will create a synthesis from everyone’s work. Please utilize the website (www.extension.iastate.edu/publications/4h634.pdf) to refresh and organize your work, based on the Elements and Principles of Design. Stimulus question: How have your values and beliefs about “other groups” evolved over the past 10 years? 20 years? (20 points maximum)

3. Service Learning Project: Each week you will spend ~4 hours assisting, writing, teaching, or otherwise engaging with a cultural group other than your own, at an Agency, school, or organization that is willing to work with you. This will last for ~ten weeks, to be scheduled as soon as possible. The results of your experience will be presented as a qualitative research paper (below), and as an oral presentation at the end of the semester. (40 points)

4. Qualitative Research Paper: The largest portion of your learning this semester will be through your Service Learning experience. The Qualitative Research Paper will be the means by which you present your learning from this experience and the text appropriate to your discipline. This paper will be 10+ pages, doubled-spaced, with ¾” margins, and should include a reference list of three sources you have consulted, whether on-line or in text form. Please see outline for paper, below. (40 points maximum)

Policies:

1.) Attendance is expected for each of the 8 classes. If you are unable to attend, please notify the instructor by e-mail 3 hours prior to class. Two (2) missed service learning experiences, will result in a reduction of grade by one level (ie: B+ to C+) for every two absences. More than three missed campus classes, will earn no credit for the course
2.) Assignments are due in hard copy, on the due date. Assignments turned in after the due date will result in a reduction of one grade level per week.
3.) All assignments must be turned in by the semester’s end. University policy dictates that failure to turn in all assignments will result in a failed grade. Incompletes will be considered only in an extreme, documented emergency situation.
4.) If you do not have access to a computer, you are required to activate your WSU e-mail; this is the email your instructor will use to communicate about class activities (there is a menu in Pipeline to forward your email to your ‘home’ e-mail).
5.) Written assignments are to be typed, and in APA format using graduate/professional level composition, spelling, and grammar. If you have difficulties in this area, please consult the Student Writing Center for assistance.
6.) References for papers must be recent, no more than 7 years old, and cited appropriately. Wikipedia is not an acceptable source.
7.) You are expected to know the WSU Policies for academic integrity and the student code of conduct. (See Dean of Students Office on Pipeline)

Class Guidelines:

1.) Class will develop guidelines for discussion of culturally sensitive issues. Each class member will be expected to contribute to & observe the guidelines as we explore these issues.
2.) The instructor uses an ‘adult learning style’ presentation for class. It is heavily dependent upon you being prepared to discuss the readings and contribute relevant experiences to the discussions.
3.) Guests in class will not be allowed unless prior approval is given by the instructor, and by vote of the class.

4.) You are responsible for understanding the material presented in class, and are responsible to obtain all materials / handouts / notes for any missed class. If any topic remains unclear, please ask questions or speak to the instructor after class.

5.) Discussions in class may involve sensitive topics and personal sharing. By reading this syllabus and continuing to attend this course, you are agreeing to hold the personal sharing of others in class in the strictest confidence. Failure to comply with this policy can result in Academic Probation or Suspension from the University.

Plagiarism:
Plagiarism includes copying any authors written material (any more than 5 consecutive words) from outside texts, journals, websites, etc. or presenting outside information as if it were your own by not crediting authors through citations. Plagiarism can be deliberately intended, or as a result of carelessness, it is considered academic dishonesty in both cases. 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 Academic 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.

Portfolio Note:
Art Therapy students complete an portfolio by the time they graduate; the portfolio is constructed as students progress through their classes. The portfolio should include, but is not limited to: a statement of philosophy, examples of client work, student’s personal art work, a case study, and assessment and a list of classes completed. Your work for this class might make an important contribution to your Portfolio.

Visual arts Education students also complete a teaching portfolio at the end of their student teaching. Both your visual and written work for this class might make an important contribution to the section on how you are “committed to diversity”.

Class Schedule and Assignments:

1.06.14  Introductions; discussion of syllabus and assignments; Pre-Test of Multicultural Competency; The challenges of Social-Emotional learning in the Multicultural field; Presentation and Discussion of the Psychological and Sociological constituents of “Separateness and Entitlement”, as seen in the Holocaust, slavery, and post-colonial racism in Central America.

1.13.14  Presentation and discussion: The Euro-centric Vision of the world; video: Many Ways to See the World; Learners will discuss values and their relationship to perception; Class will write a 1-2 page reflection on their family of origin

1.20.14  No Class: Martin Luther King Day: Please find a way to celebrate this great role-model of multicultural awareness.

1.27.14  Symbol of your Ethnic/Racial Perceptions is due;  Presentation and discussion: Language, communication, thinking, and interactional styles among different cultures; Class may write a 1-2 page reflection on hand-out covering culturally responsive relationships; Discussion on culturally responsible and responsive interactions; Academic Journal writing on text; Service Learning Assignment begins

2.03.14  Presentation on romanticism, mimicry, and finding middle earth; Discussion on creating meaningful art experiences involving the study and inclusion of cultures other than one’s own; Academic Journal writing on text; Service Learning Assignment

2.10.14  Class will share and discuss initial experiences at SL Site. Counseling Experiential and discussion, Academic Journal writing on text; Service Learning Assignment
Outline for Qualitative Research at your Service Learning Site

The purpose of this study is to focus on what you are learning about yourself in the context of working with people who have different ethnic, racial, or cultural backgrounds from your own. Through the use of this research methodology you will be able to expand both your understanding, and your sensitivity to the growing diversity of our population. You study should include:

1. A written Introduction that includes background information on your choice of your site, identify the age, grade, gender distribution (using a pseudonyms for students/clients, if appropriate), and identify any presuppositions or experiences and perceived concerns that you might have had prior to beginning your Service Learning.

2. Describe your activities at your Service Learning site, over time, including any experiential art work, lesson plans, artifacts of work, or individual behaviors exhibited. Create a "learning profile" for your class(es), or group(s) that would allow someone reading it for the first time to construct an image of who the class is and how they learned.

3. Describe the strategies you used to gather information. Attach samples of the assessment tools (e.g. field-notes, interviews, surveys, checklists, videotapes, audiotapes, photographs, etc.) you used to document the case study as an appendix at the end of your paper.

4. List all of your relevant observations (inferences) of events that happened, and conversations in which you learned about yourself or your group. This should go into some detail for each of your Service Learning days.

5. Describe what you think each event means to both yourself and to the individuals engaged in the event. Use the Eidetic Variation process to help you explore

6. Offer your own insight about why you and the participants had the experience, feelings, thoughts, or actions that you did. Write a section that compares your ethnic/racial identity at the beginning of the semester to what it has evolved to be.

7. A final reflective section describing what you learned about your class (es), or group (s), the progress made overtime, what you learned about yourself, and how you might use this information as a teacher or therapist.
8. Provide a Reference List for all articles, books or websites used in the time of your SL experience and for writing this paper.

9. Provide appendices as necessary to offer data collection samples, images of art work, or transcripts of interviews.

**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 on insisting in 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.

**Graduate Grading Scale:** This course will utilize the Wayne State University grading scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>Below 73%</td>
<td>Failure of Course</td>
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**General Note on Grading**

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.
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

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.