Course Syllabus:
CONTEMPORARY ART AND CRITICAL PEDAGOGY (SYLLABUS FROM A
MASTERS LEVEL COURSE DESIGNED AND TAUGHT BY ZOYA KOCUR, NYU
Department of Art and Art Professions)

Course Overview: This course focuses on:
1) a survey of and materials on contemporary art produced in the United States, including
   consideration of issues of representation in contemporary art and culture;
2) discussion of multiculturalism and theories of multicultural education;
3) discussion of teaching practices and critical pedagogy as they relate to both multicultural
   education and art education;
4) integration of contemporary art into the building of interdisciplinary and multicultural
   curriculum

Required text:

WEEK 1: Course Overview and Introduction to Contemporary Art
Discussion of course objectives, materials and texts.
Discussion of definitions of contemporary art.
Slide lecture and discussion on contemporary art.

Assignment for next week: Write down your own philosophy of multicultural teaching (may be
a general teaching philosophy or may focus on art). Length: one page.

WEEK 2: Controversial Art and the Classroom
Discussion of Mapplethorpe work and article.
Presentation of teaching philosophies in class.
Assigned reading:
   “Twelve High School Students, a Teacher, a Professor and Robert Mapplethorpe’s
   Photographs: Exploring Cultural Difference Through Controversial Art,” by Terry Barrett and
   Sharon Rab, from the Journal of Multicultural Education (n.d.).

WEEK 3: Contemporary Artists, Images and Words
Assigned reading:
   “Artist’s Voices,” pp. 107-165, from Cahan and Kocur, eds., Contemporary Art and
   Multicultural Education

WEEK 4: Critical Pedagogy
Discussion of pedagogical theories that lead to multicultural teaching practices.
Assigned reading:
   Excerpt from We Make the Road by Walking: Conversations on Education and Social
   Change/ Myles Horton and Paulo Freire, Brenda Bell, John Gaventa and John Peters, eds.
WEEK 5: Multiculturalism: History and Theory
Review of multicultural theory, history and issues.
Assigned reading:
“Multiculturalism’s Unfinished Business” by Christopher Newfield and Avery F. Gordon, in Mapping Multiculturalism, Newfield and Gordon, eds. (Univ. of Minn. Press: Minn., 1996), pp. 76-115.

WEEK 6: Race, Culture and the Classroom Setting
Discussion of how three educators look at race and cultural difference in the classroom.
Assigned reading:

WEEK 7: Self and Identity
Discussion of teacher identity and how it impacts classroom dynamic.
Assigned reading:
Ch. 1, “Affirming Diversity and Humanities Education,” interview with Adelaide Sanford in Cahan and Kocur, Contemporary Art and Multicultural Education, , pp. 5-17.
Assignment: Prepare a lesson plan or series based on an exploration of your own identity, to serve as a model for a student project. Use at least 5 sources, including at least one website. Lessons will be presented in class.

WEEK 8: Multicultural Education and Curriculum Reform
Review of concepts and ideas about multicultural education and school and curriculum reform.
Assigned reading:
Introduction to Contemporary Art and Multicultural Education, Cahan and Kocur, pp. xix-xxix.

WEEK 9: Contemporary Art and Interdisciplinary Study
Discussion about role of contemporary art in interdisciplinary curriculum.
Assigned reading:


**Paper due today (3-5 pp):** short research paper on any course topics addressed thus far.

**WEEK 10: Complicating Identity, “My America”**
Exploration of the multitude of Asian American identities.
Film screening of “My America” by Renee Tajima
Assigned reading:

**WEEK 11: Issues of Representation**
Focus on deconstructing monolithic group identities.
Assigned reading:
  “Nationalism and Latinos, North and South: A Dialogue,” with Coco Fusco and Guillermo Gomez-Peña, in English is Broken Here, pp. 159-168.

**WEEK 12: Studio/Gallery Visit (Location TBA)**

**WEEK 13: Building Interdisciplinary and Multicultural Art-Based Curriculum**
Focus on thematic, multicultural lessons.
Assigned reading:
Selected lesson series from Contemporary Art and Multicultural Education

**WEEK 14 Locating Art and Multicultural Resources**
Art resources, artists, museums, non-profit art organizations, galleries, alternative spaces, media organizations, multicultural curriculum and materials for teachers. Everyone is asked to bring in at least 3 resources.

**WEEK 15: Term Project Presentations**