

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:

Contemporary Art and Multicultural Education, S. Cahan and Z. Kocur, editors, (Routledge: NY, 1996)

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:

Paulo Freire, Pedagogy of the Oppressed, (Continuum Publishing: NY, 1990), pp. 57-92.
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. (Temple Univ. Press: Philadelphia, 1990), pp. 56-67.

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.

“After the Canon: Knowledge and Ideological Representation in the Multicultural Discourse on Curriculum Reform,” by Cameron McCarthy in Race, Identity and Representation in Education, Cameron McCarthy and Warren Crichlow, eds. (Routledge, NY: 1993), pp. 289-305.

WEEK 6: Race, Culture and the Classroom Setting

Discussion of how three educators look at race and cultural difference in the classroom.

Assigned reading:

“Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom,” by Beverly Daniel Tatum, Harvard Educational Review (Vol. 62, No. 1), Spring 1992, pp. 1-24.

“Embracing Change,” bell hooks, Teaching to Transgress: Education as the Practice of Freedom (Routledge: NY, 1992), pp. 35-44.

“Education in a Multicultural Society: Our Future’s Greatest Challenge,” in Other People’s Children: Cultural Conflict in the Classroom by Lisa Delpit (New Press: NY, 1995), pp. 167-183.

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.

“Approaches to Multicultural Curriculum Reform,” by James Banks, Multicultural Leader (Vol. 1, No. 2, Spring 1988), pp. 1-3.

“Multicultural Education and School Reform,” Ch. 8 in Affirming Diversity: The Sociopolitical Context of Multicultural Education by Sonia Nieto (Longman: White Plains, NY: 1992), pp. 207-223.

WEEK 9: Contemporary Art and Interdisciplinary Study

Discussion about role of contemporary art in interdisciplinary curriculum.

Assigned reading:

“Enhancing ESL: Why Contemporary Art?” by Elyse Rivin, in Contemporary Art and Multicultural Education, pp. 24-30.

“The Texture of Memory: Historical Process and Contemporary Art” by Rayna Green, in Contemporary Art and Multicultural Education, pp. 39-44.

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:

Renee Tajima, “Site-Seeing through Asian America, Chapter 17 in Mapping Multiculturalism,

Avery Gordon and Christopher Newfield, eds. (Univ. of Minn. Press: Minneapolis, 1996), pp. 263-294.

WEEK 11: Issues of Representation

Focus on deconstructing monolithic group identities.

Assigned reading:

“The Body in Question,” by Lisa Kennedy, in Black Popular Culture, pp. 106-11.

“Ghost in the Machine” by Paul Chaat Smith, in Strong Hearts: Native American Visions and Voices, (Aperture, 1990), pp. 6-9.

“Photography’s Next Era” by Rick Hill in exhibition catalog for Silver Drum: Five Native Photographers (Native Indian/Inuit Photographers’ Association: Hamilton, Ontario, 1986), pp. 20-23.

“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