



**EDUCATION 849**  
**Artists, Society and Arts Education**  
 (Enroll # 9459)

Fall Semester 2008	Instructor:	Dr. Vicki Kelly	
Meeting Dates:	Sept. 5/6 <sup>th</sup> , Sept. 19/20 <sup>th</sup> ; Oct. 17/18 <sup>th</sup> ; Oct. 24/25 <sup>th</sup> ; Nov. 7/8 <sup>th</sup> ; Nov. 14/15 <sup>th</sup> .	Office:	Burnaby Campus EDB 8636
Times:	Fridays 4:30- 8:30 p.m. and Saturdays 8:30- 4:00 p.m.	Telephone:	778-782-7226
Location:	Rotary Arts Centre Kelowna, B.C.	Email:	Vicki_Kelly@sfu.ca
Room:	<b>Dates and Rooms at Rotary Arts Centre:</b>		
	Sept. 5- 6th -The Scotia Bank Room		
	Sept. 19- 20th -The Scotia Bank Room		
	Oct. 17-18 <sup>th</sup> : Oct. 17 -The Scotia Bank Room; Oct. 18 –The Gorman Brothers Room		
	Oct. 24- 25 <sup>th</sup> - The Sun FM Dance Studio		
	Nov. 7- 8 <sup>th</sup> -The Gorman Brothers Room		
	Nov. 14-15th –The Scotia Bank Room		

## ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne

suivants:

<http://www.sfu.ca/policies/teaching/t10-03.htm> ou

[http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

## **COURSE RATIONALE**

The aim of this course is to critically examine differing beliefs or perspectives on various views of art, the role of the artist in society, as well as the purpose and goals of art education. The intention of this course is to provide students with knowledge of important philosophical, historical, and developmental influences on our understandings of what art is, the evolving role of the artist/educator and also the emerging task of the artist/researcher. We explore how these differing perspectives impact conceptions of curriculum and methods of instruction within art education. More specifically the course is designed to assist in the acquisition of a detailed understanding of how our orientations towards the arts and the role of the artist shape our approaches to art education, both in regards to the curriculums we enact and also our educational practices. We will focus on current issues arising within art education in light of recent trends in accountability, assessment, and changes to curriculum content. We will explore the theory and practice of selected alternative pedagogical approaches as well as the potentials and challenges of various models for teaching and learning in the arts.

## **DESCRIPTION**

This course is designed to explore the historical, cultural, and philosophical roots of the major theoretical positions influencing our concepts of what art is, and the role of the artist in society. From within these various cultural and epistemological perspectives we will focus on how cultural conceptions of art, and the role of the artist impact society, and art education. We investigate various artists' ability to seek agency in relation to today's most challenging issues, and emerging trends. We survey how differing perspectives and the understandings that have arisen in relation to art, and the role of the artist directly impact our approaches to art education. We will explore conceptions of curriculum, current concerns, and look at diverse approaches to pedagogical practice in light of these overarching themes. The student as artist/educator will be encouraged to bring together theory and practice in relation to one aspect of their own understanding of art and their particular art-form. As artist/researchers they will be encouraged to relate the above to their in-depth inquiry within their teaching specialty and/or research interest.

## **GOALS AND LEARNING OUTCOMES**

- To cultivate one's capacities as an artist/educator/researcher in a community of inquiry in collaboration with others.
- To deepen and broaden one's knowledge about the historical, cultural, and philosophic orientations to art and the role of the artist in society.

- To cultivate one's own artistic practice.
- To develop greater understanding as an artist/educator of the conceptions of curriculum and pedagogical practice and how this impacts art education.
- To develop greater capacity as an artist/researcher by exploring arts-based and arts-informed research methodologies

## **REQUIRED TEXTS**

**Eisner, Elliot. (2002). *The Arts and the Creation of Mind*. New Haven: Yale University Press. ISBN: 0-300-09523-6**

**Greene, Maxine. (2000). *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San Francisco: Jossey-Bass Publishers. ISBN: 0-7879-5291-5**

**Dissanayake, Ellen. (1996). *Homo Aestheticus: Where Art Comes From and Why*. Seattle: University of Washington Press. ISBN:0-295-97479-6**

## **COURSE OVERVIEW**

Students are required to participate in dialogues and be expected to be prepared for and participate in class discussions, complete brief assignments, keep an ongoing reflective journal and reading log, make a presentation of their arts-based narrative inquiry, and submit a final paper. Further details will be provided in class.

## **GRADING**

Reflective Journal, and Musings: Marks: 40%

Presentation of an Arts-based narrative inquiry: Marks: 20%

Final paper: Marks: 40%