

School of Planning, Public Policy and Management



PPPM 250: Art and Human Values Fall 2022

The arts...cannot change the world, but they may change human beings who might change the world. -
Maxine Greene

*Every human being is an artist, a freedom being, called to participate in transforming and reshaping the
conditions, thinking and structures that shape and inform our lives.* - Joseph Beuys

*We have come to believe that discussions of art may be one of the most fertile grounds for teaching
critical thinking skills precisely because there is no one right answer.* --Dr. Abigail Housen

Instructor: Lisa Abia-Smith, Senior Instructor 1 **Office:** JSMA
GE: Ashly Lily
Email: abia@uoregon.edu
Office Hours: 9-11 am Thursdays, other times by appointment
Class Time: M/W 12:00 pm-1:20 pm

Course Location: 204 Tykeson and Breakout sessions at JSMA

Description: This course addresses fundamental, theoretical, and practical questions that result from a view of art as a powerful social and cultural force. Participants will examine their own aesthetic values as well as others'. Approaches to multiple perspectives in the arts will draw upon historical and contemporary analysis of education, social status, subject matter, criticism, and public perceptions as well as the institutional structures that advance the arts cross-culturally and multiculturally.

Learning Outcomes

At the end of the class participants will have an appreciation and understanding of:

- The arts as influenced by political, economic, technological, religious-spiritual, ethnic, gender, and generational influences.
- How contemporary and historical cross-cultural examples of art communicate human values.
- The importance of pluralistic dialogue about art and human values.
- Culturally-based versus universally-based theories of art.
- The role of the arts in communicating and perpetuating personal/cultural values.
- The informal and formal institutional structures that advance the arts in society.

REQUIRED READINGS:

Course text: New Museum, "Rethinking Contemporary Art and Multicultural Education" New York, NY: Routledge
Electronic Readings in Canvas.

Course Schedule – Fall 2022

Week 1 Essential Question: How are Values and Culture Illustrated through Art?

Wednesday, September 28, 2021

Introduction to the course

Breakouts: Food and Representation of Values Activity

- *What meal or dish illustrates your personal upbringing, traditions, or heritage?*

Food is one way that a family's culture is represented. Draw a sketch of your meal or dish and be prepared to share today in breakout. How does it reflect your heritage or upbringing?

Week 2 **DEFINING ART AND VALUES**

Monday, October 3

Readings Due: Reading due: *What is Art?* Horowitz

ASSIGNMENT DUE: 12:00 pm today

Breakout #1 Last names A-L - **Tykeson Classroom (GE- Ashly)**

Breakout #2-Last names M-Z **Tykeson West Lawn (Abia-Smith)**

Wednesday, October 5 Defining Art and Values

ASSIGNMENT DUE: Personal Ethnography 10 points Upload to Canvas by 11:59 AM

BREAKOUTS-JSMA Galleries

Week 3

October 10 Art and Beauty

Watch TED TALK Today: https://www.ted.com/talks/denis_dutton_a_darwinian_theory_of_beauty?language=en

Reading due: Course Text: Contemporary Art and Multicultural Education pp. 3-15

October 12 Portraits and Representation

Artist Spotlight: Artist Spotlight: Kehinde Wiley and Carrie Mae Weems

Readings Due:

Course Text: Un-commissioned Portrait Pages 406-408

<https://art21.org/artist/collier-schorr/>

ASSIGNMENT: BRING IN ONE PHOTOGRAPH OF A PERSON YOU WILL PORTRAY IN YOUR PORTRAIT

Week 4

Artist Spotlight: Kiki Smith and Collier Schorr

October 17

Readings due:

Disrupting Convention: Un-commissioned Portrait

STUDIO Activity Portrait

Assignment 20 points

Artist Spotlight: Glenn Ligon

Reading due: Course text pp 269-271

October 19 Art and Contemporary Events

Reading Due: Course Text: pp 314-317 Class and Unequal Development:

Rights Versus Privileges

WATCH, WRITE, RESPOND: Can Art Change the World?

Week 5

October 24 Identity and Art

Artist Spotlight: Hank Willis Thomas

<https://www.forbes.com/sites/chaddscott/2020/09/23/hank-willis-thomas-asks-and-answers-americas-toughest-questions-about-race-at-cincinnati-art-museum/#3bdf4ec64602>

<https://impakter.com/hank-willis-thomas/>

Post to chat site on Canvas by Midnight:

Who is Hank Willis Thomas and how does his art relate to the course theme: Art and Human Values? (5 points)

October 26 Public Spaces and Access in the Arts

ASSIGNMENT: (Worksheet on Canvas)

BREAKING NEWS: Activity

Week 6 Context, Social Practice and the Arts

October 31

MIDTERM ASSIGNMENTS UPLOADED By 11:59 pm Inspired by Hank Willis Thomas

Illustrating a Historical Event

November 2 Museum Gallery Assignment: Mark Bradford

Artist Spotlight: Mark Bradford

Week 7 Confluence of History and Narrative

Nov 7

Artists and Activism

Artists spotlight: Titus Kaphur and Chris Jordan

Create: Statistic

November 9

Readings Due: P 202-204 Lorna Simpson, P 76-78 Mark Bradford

Week 8 Art, Politics, and Public Spaces

November 14 Artist Spotlight JR

Reading Due:

November 16-- Street art and public installations

Week 9: Public art, Social Justice, Advocacy: Banksy

November 21

Artist Spotlight: Banksy and street art

STENCIL ACTIVITY

November 23 NO CLASS

Week 10 Art and Representation

November 28

Required Reading **Course Text:**

Pp 350-352 Pluralizing the Uniformity of Voices

November 30 Art as Performance

Artist spotlight: Cindy Sherman

Watch: Art 21: Cindy Sherman

Readings due: 1 --Course Text PP 279-281

2--<https://www.fondationlouisvuitton.fr/en/events/cindy-sherman-at-the-fondation>

Week 11

Finals Week – Final due December 7

ASSIGNMENTS

#1 Weekly Gallery and Participation Assignments- 35 points

Due: As Assigned in Syllabus Dates vary

Personal Ethnography: Due October 7 **5 points**

#2 Many Functions of Art 10 points

Due: October 9

#3 Uncommissioned Portrait - 20 points

Due: October 21

#4 Midterm Assignment

Due November 4 Via Canvas

Confluence of History and Narrative

Illustrate a historical or current event and utilize visual images to represent the event.

25 points

Essential Question:

How does the event or outcomes represent a community/region/ or personal values?

#5 Final Project

Due: December 9

Illustration of Your Values Through Art

Drawing upon inspiration from the artists we have investigated this term Identify 2 artists from across the globe, living or deceased, who illustrate your core values and beliefs. **25 points**

Outcomes/Deliverables:

- 3 page Essay, double spaced, 12 pt font
- 2 citations outside of class readings
- 2 works of art created by each of the artists (4 works total)

Essential Question:

How do the artists depict a cause or philosophy of yours?

TOTAL 120 points

Policies, Process, and Campus Resources

Grading Scale

95-100 – A	90-94 – A-	85-89 – B	80-84 – B-	75-79 – C
70-74 – C-	65-69 – D	60-65 – D-	<59 – F	

Citations used in assignments should conform to a standardized citation system – i.e. APA, Chicago, etc.

Incomplete Policy:

Students are expected to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Class participation:

Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

Participation in this class assumes that:

- the dignity and essential worth of all participants is respected;

- the privacy, property, and freedom of participants will be respected;
- bigotry, discrimination, or intimidation will not be tolerated; and
- personal and academic integrity is expected.

Shared Responsibilities in a Learning Community:

All members of a learning community (i.e. our class) willingly share the responsibilities of gathering, synthesizing and building meaning.

As your instructor I am responsible for:

- giving you as much control as possible over your own learning
- experience within the boundaries of the course purpose and expected outcomes,
- clarifying expectations and helping you establish quality criteria for your work,
- helping you achieve success in this course,
- demonstrating the value of this course,
- helping you access quality resources and clarifying concepts, and
- guiding you in the completion of tasks to demonstrate your achievement.

At the same time, I expect you to take responsibility for your own learning by

- openly sharing your work and asking for feedback,
- relating concepts and skills to your real world experiences,
- gathering and synthesizing information from a variety of sources,
- making us aware of your individual learning needs, and
- being prepared and on time for all of our sessions.

Method of Instruction: Dialogue

My method for teaching this class is to encourage the understanding and appreciation of course content by facilitating critical thinking and written/verbal dialogue. Emphasis is placed on thought rather than memorization. My intent is to encourage the following.

- Appreciation and understanding of a topic and the controversies associated with it.
- Generation of multiple responses and perspectives on issues of common concern.
- Consideration of taken for granted assumptions in new ways.

- Concentration on discovery.
- A desire to know more.
- Provocative and well-argued discussion.

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we: respect the dignity and essential worth of all individuals.

- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Land Acknowledgement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

In following the Indigenous protocol of acknowledging the original people of the land we occupy, we also extend our respect to the nine federally recognized Indigenous Nations of Oregon: the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde, the Confederated Tribes of Siletz Indians, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We express our respect to the many more tribes who have ancestral connections to this territory, as well as to all other displaced Indigenous peoples who call Oregon home.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's

gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information: <https://studentlife.uoregon.edu/pronouns>.

Accessibility

Appropriate accommodations will be provided for students who require accessibility accommodations. Please *let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with accessibility or disability-related questions or concerns.*

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>.

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Reporting Obligations

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>.

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>.

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, [Lillian Duran, 541-346-2502, lduran@uoregon.edu](mailto:Lillian.Duran@uoregon.edu). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Lillian Duran, 346-2502, lduran@uoregon.edu](mailto:Lillian.Duran@uoregon.edu)).

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see: <https://education.uoregon.edu/academics/incompletes-courses>.

