

School of Planning, Public Policy and Management



PPPM 250: Art and Human Values Fall 2023

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

Instructor: Lisa Abia-Smith, Senior Instructor 1
Email: abia@uoregon.edu
Class Time: T/TH 2:00 pm-3:20 pm

Office: Remote and JSMA
Office Hours: By appointment

Discussion Groups: Assigned and Required.
Fridays with Bree Baumgartner
10:00 am 230 Lawrence
11:00 am 202 Cascade
12:00 pm 230 Lawrence

GE: Bree Baumgartner
Email: breebaum@uoregon.edu

Course Location: 204 Tykeson, Most Thursdays at JSMA, and Discussion Groups Lawrence Hall or Cascade

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 museums and 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: Electronic Readings on Canvas.

Course Schedule – Fall 2023

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

Tuesday, September 26 INTRODUCTION TO THE COURSE

Review Course Overview and Expectations

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?

Thursday, September 28. MEET AT JSMA- Stager your Arrival today! (Meet in FRONT of the Art Museum)

Last Names **A-L 12:00 pm**

Last Names **M-Z 12:15 pm**

Reading due: *Values Chart (On Canvas)*

WORKSHEET/GALLERY ACTIVITY Use the worksheet provided and find a work of art today in the museum that is on *display* and illustrates your identity. Upload the image and one paragraph description by Friday's discussion group and come to the Discussion Group on Friday to *share your thoughts*. (5 pts)

Friday: Discussion Group (Assigned) facilitated by GE Bree

Week 2 DEFINING ART AND VALUES

Monday, October 3

Readings Due: *What is Art? F. Horowitz*

ASSIGNMENT DUE Friday, October 6----10 am: Many Functions of Art (5 points)

Thursday, October 5

Reading due: 1) Contemporary Art and Multicultural Education pp. 3-15 2) Values Sheet

Intake of my values and what I know: Sara Kay IN CLASS (5 points)

Friday, October 6: Discussion Group: Functions of Art, Values and Ethnography Discussion

Bring your Function of Art image or actual object to **share**

Reading due: Aesthetic Experience and Human Development, Ellen Dissanayake

Week 3 ART AND BEAUTY

October 10 Social Constructs of Beauty, Representation and Art

Readings due: 1) *Art Works, Chapter 6*, Ken Grossinger

October 12 Portraits and Representation

MEET AT JSMA- (Meet in FRONT of the Art Museum)

Worksheet provided in Class (5 points)

Friday DISCUSSION GROUP: *How do portraits and self-portraits illustrate values and identity?*

ASSIGNMENT: BRING IN ONE PHOTOGRAPH from your Ethnography

ASSIGNMENT DUE:

Personal Ethnography 10 points Upload to Canvas by midnight

Week 4 PORTRAITS, POWER AND DISPLAY

October 17

Readings due: Un-commissioned Portrait Pages 406-408

Disrupting Convention: Un-commissioned Portrait

Artist Spotlight: Glenn Ligon and JR

Reading due: Multicultural Education pp 269-271

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

October 19 JSMA Classroom

Ligon, Art and Contemporary Events: **Worksheet**

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

Rights Versus Privileges

Friday: Discussion Group Essential Question: *How do artists such as JR instigate change and awareness? **Bring** one work of JR's art to class and describe how it represents your values or what is important to you.*

Week 5 IDENTITY AND ART

October 24

Artist Spotlight: Hank Willis Thomas

Readings due:

<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/>

ASSIGNMENT DUE by midnight: Portraits and Values 20 points

October 26 Fieldwork Day

CONTEMPORARY EVENTS AND DOCUMENTATION THROUGH THE ARTS

Fieldwork: Art in the Community Visit JSMA, Black Cultural Center, Knight Library or Visual Art Gallery/or any Public Art. (Worksheet on Canvas)

DUE: Post your response by Midnight tonight

October 27 Friday: Discussion Group

DUE: *Who is Hank Willis Thomas and how does his art relate to the course theme: Art and Human Values?*

Share your public art or contemporary art work found during your fieldwork that illustrates a contemporary event.

Week 6 CONTEXT, SOCIAL PRACTICE AND THE ARTS

October 31 Artist Spotlight: Mark Bradford and Titus Kaphar

November 2 Tykeson Classroom

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

Friday, Nov 3 Discussion Group:

Essential Question: *How does the work of Mark Bradford illustrate Social Issues and Historical Events?*

What did you create or illustrate for your midterm?

MIDTERM ASSIGNMENTS UPLOADED By 11:59 pm Inspired by Hank Willis Thomas
Illustrating a Historical Event 25 points

Week 7 CONFLUENCE OF HISTORY AND NARRATIVE

Nov 7 Artists and Activism

Artist spotlight: Chris Jordan

Reading due: *Artworks, Chapter 1*

November 9 Fieldwork- Create: Statistic **NO IN PERSON CLASS TODAY**

(Supplies provided during week #3 for those who need them)

Friday Discussion Group: *What Statistic is Important to You? How can that be Illustrated through a Visual work of art or museum display?*

Week 8 ART, POLITICS, AND PUBLIC SPACES

November 14 Artist Spotlight Banksy and Vhils

November 16—JSMA Classroom

In Class: Worksheet (5 points)

Friday Discussion Group: *How do the artists Banksy and Vhils use public spaces to illustrate their values and social issues?*

Week 9: PUBLIC ART, SOCIAL JUSTICE, ADVOCACY:

Artist Spotlight: Banksy and street art

November 21 – Class asynchronous today

ASSIGNMENTS: (Both due by Midnight)

- Upload your Banksy public artwork to Canvas by Midnight (5 points)
- COMPLETE THE AUTOBIO WORKSHEET AS YOU PREPARE FOR YOUR FINAL. (P/NP)

Thanksgiving: November 23 NO CLASS Happy Thanksgiving

No Friday discussion group

Week 10 ART AND REPRESENTATION

November 28

Required Reading **Course Text:** Pp 350-352 Pluralizing the Uniformity of Voices

Artist spotlight: Cindy Sherman

November 30 Art as Performance

MEET AT JSMA Classroom

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

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

December 1 FRIDAY DISCUSSION GROUP: *Share your living tableau with your peers and upload it to Canvas by 5 pm today*

Week 11. NO CLASS-

Finals Week – **Final due December 7 HAND IN VIA CANVAS**

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	

GenAI Tools

Students can use GenAI tools in this class to help with certain aspects of course work and assignments. This includes brainstorming ideas, creating a paper outline, or summarizing research findings of articles. However, you cannot use content such as text or graphics created by GenAI tools in your work; rather, you must be the author/creator of your work submissions. For example, you can use a GenAI tool to suggest a paper outline based on a draft you provide it, but you cannot submit a paper with text generated by GenAI as if the text is your own writing. **Be advised, in accordance with UO policy, if I believe you've handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the**

Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. So, if you are in doubt or have questions about a particular GenAI tool and if its use is okay, check in with me and let's discuss.

ATTENDANCE POLICY

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss 6 or more classes will be able pass this course. We know our UO community will still be navigating COVID-19 along with flu and other respiratory illnesses, and some students will need to isolate and rest. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success.

Do not come to class if you are ill, exposed to COVID-19 or not well.

Diversity, Equity, Access 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.

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>.

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://aao.uoregon.edu/> or contact the non-confidential AAO 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://aao.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.

Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. *Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<https://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 in 360 Oregon Hall at 541-346-1155 or <https://aec.uoregon.edu/> for assistance with access or disability-related questions or concerns.*

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, Sylvia Thompson, (541) 346-2483 sthomps5@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 (Sylvia Thompson, (541) 346-2483, sthomps5@uoregon.edu).

Course Incomplete Policy

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

