



May 16, 2016

TO: Muriel McClendon, Chair
General Education Governance Committee

FR: Peter Nabokov, Interim Chair ⁷¹
Faculty Executive Committee
School of the Arts and Architecture

RE: GE Course Proposal: Arts Education 20, Effective Fall 2016

At its meeting of May 13, 2016, the Faculty Executive Committee (FEC) of the School of the Arts and Architecture approved the creation of a new course, Arts Education 20 (Arts Ed), Introduction to Community Engagement through the Arts. The FEC is requesting that Arts Ed 20 be considered for General Education in the Foundation Areas of Arts and Humanities (Visual and Performance Arts Analysis and Practice) and Society and Culture (Social Analysis). Although the CIMS form has been routed to the Registrar's Office, a copy is attached along with the course syllabus, GE Course Information Sheet, and letters of support from Barbara Drucker, Associate Dean and Director of the Visual and Performing Arts Education Program, and Diane Favro, Associate Dean of Academic Affairs.

If you have any questions, please do not hesitate to contact me (pnabokov@arts.ucla.edu) or Associate Dean and Director, Barbara Drucker (bdrucker@arts.ucla.edu). If additional forms or documentation are required, please contact Merrilyn Pace, Director of Student Services (mpace@arts.ucla.edu).

Thank you for your consideration.

cc: C. McCluskey, Registrar's Office
L. Hennig, Registrar's Office
M. Pace, Student Services, SOAA



SCHOOL OF THE ARTS AND ARCHITECTURE

MEMORANDUM

April 14, 2016

TO: Curriculum Subcommittee / FEC
School of the Arts and Architecture

FROM: Barbara Drucker
Associate Dean, Community Engagement & Arts Education
Director, VAPAE Program, School of the Arts and Architecture

SUBJECT: New General Education course for Arts Education subject area, effective winter 2017

On behalf of the Faculty Advisory Committee for the Visual and Performing Arts Education (VAPAE) Minor in the School of the Arts and Architecture, I am recommending the addition of a new General Education course—**Arts Education 20—Introduction to Community Engagement through the Arts** under the subject area of **Arts Education**, effective winter 2017. All UCLA students interested in arts education will have the opportunity to enroll in this lower-division course. Priority enrollment will be given to VAPAE and SOAA students, but non-major undergraduates and graduate students will be encouraged to enroll.

As proposed, this course will be a qualifying GE course in the foundation areas of the *Arts and Humanities—Visual and Performance Arts Analysis and Practice*; and *Society and Culture—Social Analysis*. In creating this new course, the number of course offerings for the School of the Arts and Architecture and under the Arts Education subject area will be increased. This course will introduce undergraduates to the field of community engagement through the arts and humanities, developing the next generation of artists, scholars, and patrons of the arts. Students will engage with important issues and advances in the arts and humanities; synthesize different perspectives; and understand how different artistic disciplines can address community engagement.

We recommend the addition of this new course, and expect it to develop into a cornerstone of the SOAA and VAPAE curriculum, offering a comprehensive introduction to community engagement and the arts for students across the campus. Please find the syllabus for this course attached to this document. The new course being proposed is:

Arts Education 20: Introduction to Community Engagement through the Arts

By adding this course we are actively engaging with student learning and development in and through the arts, providing a rich platform from which our students can draw from when teaching in the community. Introducing students to a diverse range of approaches to community engagement and how that can be an integral component to a comprehensive collegiate education—something that is currently not specifically addressed in the courses available at UCLA.

No additional resources will be needed for this new course. Please feel free to contact me if you have any questions or concerns regarding this proposal.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Barbara Drucker".

Barbara Drucker
Associate Dean, Community Engagement & Arts Education
Director, Visual and Performing Arts Education Program
UCLA School of the Arts and Architecture



SCHOOL OF THE ARTS AND ARCHITECTURE

Diane Favro
Associate Dean, Academic Affairs

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April 21, 2016

TO: SOAA Faculty Executive Committee
GE Governance Committee
Undergraduate Council.

FROM: Diane Favro
Associate Dean of Academic Affairs
School of the Arts and Architecture

Subject: New General Education course for Arts Education subject area

The School of the Arts and Architecture offers arts education courses and an interdisciplinary Visual and Performing Arts Education Program (VAPAE) minor. The minor and arts education program have been well-attended and successful, training UCLA students through arts education courses, internships, projects, and public presentations for the university and the LA community at large. Among other recognition, the program received the *Superintendent's Award for Excellence in Museum Education Competition* for the VAPAE Classroom-in-Residence Program (2016), and the *Catalyst Award* for successful outreach to the greater Los Angeles community (2015). The proposed GE course, *Arts Education 20 - Introduction to Community Engagement through the Arts* will support both arts education and the VAPAE minor, the broad subject of Arts Education will be of interest to all four departments in the SoAA, while also providing other undergraduates from the greater campus with the opportunity to learn about community engagement through the arts and humanities. I strongly recommend the course be approved as a qualifying GE course in the foundation areas of the *Arts and Humanities - Visual and Performance Arts Analysis and Practice*; and *Society and Culture - Social Analysis*.

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Arts Ed 20
 Course Title Introduction to Community Engagement Through the Arts
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice X

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines the historical, societal, cultural and institutional developments integral to understanding community engagement through the arts and in arts education. This course explores the theoretical approaches and methods that are common to the work of practitioners, scholars, and critics in the fields of the arts and community engagement. This course provides students with the basic means to appreciate and evaluate the ongoing efforts of humans to explain, translate, and transform our diverse experiences of the world through a variety of visual and performance arts practices, including visual arts, photography, dance, theatre, music, design, and media arts.

3. List faculty member(s) who will serve as instructor (give academic rank):

Kevin Kane, Academic Administrator, VAPAE Program

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 3

4. Indicate when do you anticipate teaching this course over the next three years:

2015-16	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2016-17	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>60</u>	Enrollment	_____
2017-18	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>60</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	This course introduces students to the field of community engagement through the arts and humanities. Exploring theories of progressive education and arts education, methodologies of working in community, and other ways of knowing.
❑ Integrative Learning	Students will compare and synthesize assorted perspectives and understand the ways different artistic disciplines can address relevant topic in society and in diverse communities.
❑ Ethical Implications	This course will inform students about important issues in the fields of community engagement and arts education, raising questions about issues of access and social inequality in the arts and humanities. These investigations will highlight the ethical implications of using the arts to engage with and empower communities and prepare students to evaluate the impact of these issues as responsible and informed citizens and leaders.
❑ Cultural Diversity	Students will be required to contextualize issues of race, ethnicity, gender and multicultural interactions through the arts and humanities on both a local and global scale. Diverse perspectives will illuminate the values, goals and inequities that individuals and groups promote through the arts and in community.
❑ Critical Thinking	Participants will be required to make critical and logical assessments through texts, images, performances, classroom discussions, and research findings.
❑ Rhetorical Effectiveness	Students will develop the ability to frame and deliver a reasoned and persuasive argument in speech and writing.
❑ Problem-solving	Students will develop the ability to identify a topic or problem, to determine what knowledge is needed to fully comprehend the topic and its implications, how to research and acquire relevant information and how to use this knowledge in order to describe and solve a problem.
❑ Library & Information Literacy	Students will develop the ability to search, select, organize, manage relevant information from a variety of sources, both traditional and digital, and in a range of writing styles.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>1</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>2</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>2</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)

7. Research Activity:

2 (hours)

(B) TOTAL Out-of-class time per week

10 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

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15 (HOURS)

AE20: Introduction to Community Engagement through the Arts Winter 2017

Instructor: Kevin M. Kane, Ph.D., MFA; VAPAE Director

5 Units: Lecture, three hours per week; plus one hour discussion. GE Course.

Tuesday, 6:00-8:50 PM; 2101 Broad Art Center; Friday Discussion Groups, one hour per week.

Enrollment Cap: 60 students

Room: TBD

Course Description:

Through the arts, individuals and communities construct and exchange meaning, identity and inspiration. In that intersection where artistic and community practices inform, influence, and draw from each other, individuals can connect to and impact their communities with vision, agency and creative expression. This course provides an introduction to the fields of community engagement and arts education informed by the philosophies of the progressive education and social justice movements. Referring to the disciplines of visual arts, music, theater, dance, and design | media arts, the course explores the ways the arts help create, engage, and foster community. The course focuses on these possibilities within four different settings: K-12 settings; afterschool (ASP) and out-of-school time programs (OST); community arts and non-profit arts programs; and within social and civic practice.

In this course, students read about the history, philosophies, politics, and socio-cultural trends of community engagement and arts education in American society, starting with the progressive education movement through to the contemporary moment, from both a national and local perspective. By looking at arts education as an issue of equity and social justice, students learn basic theories of creative process, artistic development, and community partnership, and conduct an ethnographic case study on a local arts program, arts organization, or socially engaged arts practitioner.

The course helps students learn about real world applications of these practices by requiring students to attend several campus arts presentations, by introducing creative process in the classroom and by hosting several guest presenters who will describe their work in the arts and community. Readings and discussions seek to understand the workings of arts and community as disciplines and to establish a historical framework in which the importance of arts education, seen as a crucial element of a comprehensive education, can be explored. An emphasis will be placed on the writing process, including regular writing assignments that require students to read, analyze, critique, and evaluate community arts practices and arts education scholarship.

Course Objectives

1. To develop reading, dialogue, and critical thinking skills
2. To develop historical and cultural knowledge that revolve around issues of community engagement and arts practices
3. To practice and improve writing skills, exploring a variety of academic and creative writing styles
4. To learn a basic set of theoretical and analytical concepts to understand the relationship of artistic practice, creative process, and social practice to culture, society, politics, and economics.

In this course, students will:

- Read and discuss key histories, theories, authors, and movements in the arts education and community arts fields, especially as they intersect with the progressive education movement;
- Create in-class and out-of-class creative responses to various ideas, topics, and explorations
- Write papers that describe, investigate, and analyze various theories, philosophies, and practices situated within the progressive education, arts education, and community engagement fields;

- Learn to understand and advocate for core issues of educational equity and the importance of high quality arts for all students; arts education as a social justice issue
- Attend and report on three public arts events sponsored by the School of the Arts and Architecture (SOAA);
- Conduct an introductory case study report on an arts organization, community arts program, socially engaged artist, or relevant arts education movement or school site.

Assignments and Requirements:

- Attendance and Participation (25%)
 - Roll will be taken. Each unexcused absence will lower a student's grade by one half grade (for example, one unexcused absence lowers an A grade to a A- grade, and etc.) Three or more unexcused absences result in an F, for the entire course. All students are expected to participate in large group and small group discussions.
 - Weekly Discussion Groups: Students will enroll in a small discussion group that meets for one hour each week, apart from regular lecture. Facilitated by the course TAs, these group discussions will unpack that week's readings and topics, pose pertinent theoretical and philosophical questions, prepare and review all writing assignments
- In-class Creativity Assignments (5%)
- Required reports on sponsored SOAA arts events (10%)
 - Students will be required to attend three SOAA-sponsored arts events and write a 1-2 page response report.
- Two 5-page papers (20%; 10% each)
 - Paper #1: investigating and analyzing The Progressive Education Movement and its Impact on Arts Instruction
 - Paper #2: investigating and analyzing The State of K-12 Arts Education in California
- One 10-page mid-term paper (15%); Investigating and analyzing the intersection of Arts and Community
- Case Study Poster Presentation (5%)
- One final 10-page Case Study Project (20%); Identifying and describing a particular, school, program, project, or artist that is working within the intersection of arts education and community engagement.

The Academic Expectations:

- Plagiarism of any form is a violation of UCLA Student Conduct Code Section 102.01 Academic Dishonesty: <http://www.deanofstudents.ucla.edu/conduct.html>
- Wikipedia is an essential contemporary tool, but using it in academic situations is tricky. Here's a great Student Wikipedia Use Policy written by Alan Liu from UCSB: <http://www.english.ucsb.edu/faculty/ayliu/courses/wikipedia-policy-short.html>
- Assignments turned in late will incur substantial points deductions for every day that passes. In effect, an A paper will drop to an A- on the first day it's late, then it will drop to a B+ on the second day, etc. Students with approved accommodations, who might need extensions throughout the quarter, are expected to communicate with the instructors early in the quarter to discuss arrangements.

Students with Disabilities:

If you wish to request an accommodation due to a suspected or documented disability, please inform your instructor and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083, telephone for the deaf.

Website: www.osd.ucla.edu

Note: Reading assignments are subject to change at instructor's discretion.

Syllabus:**AE20: Community Engagement through the Arts****Week 1 Introductions & Foundations of Community Engagement in the Arts**

- Introduction to Community Engagement in the Arts
- Video: *Edible Education: Social Practice* – Peter Sellars
(<https://www.youtube.com/watch?v=iCutrx6nbic>)
- Syllabus and Course Overview
- Review Small Discussion Groups

CREATE in-class: Timeline of Experience with Arts Education

Reading Homework:

- Hoffmann Davis, J. (2008.) *Why Our Schools Need the Arts*, p. 1-42.
- Dewey, John. (1897). "My Pedagogic Creed," p. 1-12.

Writing Homework: *Who am I Poem*

Small Group Discussion Topic: How do the arts and community intersect in the making of identity? How do both and make an impact in our lives?

Suggested Readings:

- Rogoff, B. (2003). "The Cultural Nature of Human Development," p. 1-23.

Week 2: The Influence of The Progressive Education Movement on the Arts

- Introduction to The Progressive Education Movement
- Video: *Changing Education Paradigms* – Ken Robinson
(https://www.ted.com/talks/ken_robinson_changing_education_paradigms)
- Discuss: Hoffmann Davis Reading – Review Examples of Arts Education in our Schools

CREATE in-class: Students work in random teams to brainstorm and present on one of the 8 types of "arts in education" models as described by Hoffmann Davis.

Reading Homework:

- Dewey, John. (1938). *Experience & Education*. "Traditional vs. Progressive Education," p. 17-50.

Writing Homework: Paper #1 – The Progressive Education Movement and its Impact on Arts Instruction

Small Group Discussion Topic: How "progressive" were our own educations and how did the arts play a role in these educations? How did Dewey's progressive philosophies alter arts instructions in our schools? How do we prepare to write our first paper for this class? What type of research and writing styles will be appropriate for these papers? Review the criteria for the first 5-page paper.

Suggested Readings:

- Simpson, D. & M. Jackson, J. Aycok. (2005). *John Dewey and the Art of Teaching*, p. 19-39.

Week 3: The Arts in K-12, Part 1

- Introduction to K-12 Arts Education models
- Guest: Carolyn McKnight, Principal of the East Los Angeles Performing Arts Magnet school

- Video: Classroom-in-Residence at the Hammer – VAPAE Program (<https://www.youtube.com/watch?v=yGPS9i5hNbU>)
- Discuss: Dewey's Philosophies of *The Whole Child*

CREATE in-class: "What I Value" Activity: what are our Values as people, artists, and educators?

DUE WEEK 3: Paper #1 – The Progressive Education Movement and its impact on Arts Education and quality arts instruction

Reading Homework:

- Graham, M. (2009). The Power of Art in Multicultural Education: The International Stories Project. *Multicultural Perspectives*, 11(3), 155-161.
- Lai, A. (2012). Culturally Responsive Art Education in a Global Era. *Art Education*, 18-23.
- Remer, Jane. (2003). "Artists Educators in Context: A Brief History of Artists in K-12 American Public Schooling." p. 69-79.

Writing Homework: *My Manifesto*

Small Group Discussion Topic: In what ways can the arts express our identities and values? How do our personal values engage with, subscribe to, resist, or collide with our social constructions and role as local and global citizens? How can these values and complexities be taught in a K-12 setting?

Suggested Readings:

- Stevenson, L. & R. Deasy. (2005). "Third Space: Creating the Conditions for Learning." *Third Space: When Learning Matters*, p. 9-49.

Week 4: The Arts in K-12, Part 2

- Continuing to Explore K-12 Arts Education models
- Guest: *Teaching as Creativity*, Nick Kello – music educator at UCLA Lab School, and Art Therapist
- Discuss the History of Arts Education in the U.S. and the conditions necessary for high quality arts

CREATE in-class: Identity Info-graphics

Reading Homework:

- Montgomery, D. and P. Rogouin, N. Persaud. (2013). "Something to Say: Success Principles in Afterschool Arts Programs." *The Wallace Foundation*, 16-53.

Writing Homework: Paper #2 – The State of K-12 Arts Education in California

Small Group Discussion Topic: Based on our guest presentations, class readings, discussions, and student research, what do we know and think about the state of arts education in various K-12 settings: public schools, private schools, charter schools, etc.? What is the purpose and benefit of out-of-school and afterschool arts programs? Review the criteria for the second 5-page paper.

Suggested Readings:

- Manley Delacruz, E. (2007). "Multiculturalism and Art Education: Myths, Misconceptions, and Misdirections." *Art Education*, Vol. 48, No. 3, p. 57-61.
- Botella, M. & Glaveanu, V., Senasni, F., Storme, M., Myszkowski, N., Wolff, M., Lubart, T. (2013). "How artists create: Creative process and multivariate factors. *Learning & Individual Differences*," 26, 161-170.

Week 5: The Arts in Afterschool Programs (ASP) and Out-of-School Times (OST)
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- Introduction to Afterschool Arts and Out-of-School Time Arts models
- Video: How Arts Education Fuels the Creative Economy – ARTBOUND (<https://www.kcet.org/shows/artbound/how-arts-education-fuels-the-creative-economy>); Dance @ Uni High – VAPAE Program (<https://www.youtube.com/watch?v=CWbcSI7L8Vs>)
- Discuss issues of Multiculturalism and Identity in the Arts

CREATE in-class: Who we are: Cultural Journalism Activity

DUE WEEK 5: Paper #2 – The State of K-12 Arts Education in California

Reading Homework:

- Rohd, M. (1998). *Theatre for Community, Conflict, and Dialogue*, 1-38.

Writing Homework: Starting Paper #3 – Arts and Community, create a proposal and outline; creating a bibliography; gathering sources

Small Group Discussion Topic: What is the importance of culturally responsive and inclusive arts practices? What is a bibliography? How do we start to conduct research for Paper #3 – Arts and Community? How do we start to write a ten-page paper in arts education? Starting to collect sources and creating an outline. Review the criteria for the ten-page paper.

Suggested Readings:

- Grady, Sharon. (2000). *Drama and Diversity*. "Geographies of Difference", p. 1-21

Week 6: The Arts in Community, Part 1

- Introduction to Arts in the Community and non-profit community arts models
- Video: How Arts Education Fuels the Creative Economy – ARTBOUND (<https://www.kcet.org/shows/artbound/how-arts-education-fuels-the-creative-economy>); Socially Engaged Arts – VAPAE Program (https://youtu.be/8I1_Bh5-xxs)
- Discuss the role of an artist educator, arts administrator, artistic director, executive director, and teaching artist working in community

CREATE in-class: Cultural Journalism Activity

Reading Homework:

- Gnezda, N. (2009). The Potential for Meaning in Student Art. *Art Education* 62(4), 48-52.
- Gude, O. (2013). New School Art Styles: The Project of Art Education. *Art Education*, 66(1), 6-15.
- Wilkinson, Mike. (2012). Changing the Lives of At-Risk Teens through Nature Photography

Writing Homework: Paper #3 – Arts and Community, turning proposal and outline into rough draft

Small Group Discussion Topic: What are our experiences with arts in the community? What purpose does it serve? How do we prepare to write our third paper for this class, entitled Arts and Community? What approaches are efficient and appropriate for writing a ten-page paper in arts education field? Review the criteria for the 10-page paper.

Suggested Readings:

- Joseph, Miranda. *Against the Romance of Community*, Introduction, p. v-xxxvi.

Week 7: The Arts in Community, Part 2

- Continuing to Explore Arts in the Community and non-profit community arts models
- Guest: Chris Anthony – Will Power to Youth, Shakespeare Center LA

CREATE in-class: Community Portrait: a quilt of self-portraits

Reading Homework:

- Lerman, Liz. "Art and Community." *Community, Culture, and Globalization*, p. 52-69.
- Rowe, N. (2007). "Openness and Ethics." *Playing the Other: Dramatizing Personal Narratives in Playback Theatre*, pp. 11-26; 31-42

Writing Homework: Paper #3 – Arts and Community, writing and revising rough draft, polish the paper

Small Group Discussion Topic: In what ways can arts in the community empower communities, create alliances, and help build bridges of understanding? Students share their Arts and Community paper proposals, outlines, and rough drafts. Review the criteria for the ten-page paper.

Suggested Readings:

- Chung, S. (2009). "An Art of Resistance: From the Street to the Classroom." *Art Education*, p. 25-32.

Week 8: The Arts as Social Practice and Civic Practice
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- Introduction to Arts as Social Practice and Civic Practice
- Video: *Perfect Soldiers*, Gabriel Cortez: <https://www.youtube.com/watch?v=tgh8NxNnh0I>; *Shelter*, Kevin Kane: <https://www.youtube.com/watch?v=j8KpYt479gY>; *Fallen Fruit*, KCET Online: <http://www.youtube.com/watch?v=pvW-ex7Mli4>

CREATE in-class: Community Portrait: a quilt of self-portraits

DUE WEEK 8: Paper #3 – Arts and the Community

Reading Homework:

- Martin, Randy. (2006). *Artistic Citizenship*, "Introduction." p. 1-22.

Writing Homework: Interview and Dialogue practice

Small Group Discussion Topic: How can socially engaged art and civic practice make a difference in our communities? What is the potential and responsibility of working in community, sharing stories, collaborating with others? The course's final paper is to conduct a thorough case study report on an arts/ community organization, socially engaged artist, or relevant arts education movement or school site. How do we approach researching and writing a case study on an organization or an individual? Review the criteria for the 10-page Case Study.

Suggested Readings:

- Naidus, Beverly. *Arts as Change, Avoiding Amnesia*, p. 9-37.

Week 9: The Community Arts Case Study Projects
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- Introduction to and exploration of a Case Study: how to write about The Other
- Video: LA Commons (<https://www.youtube.com/watch?v=2aNMIwAkH9M>); 24th Street Theatre Dia de los Muertos (<https://www.youtube.com/watch?v=ONw6QNxmo-o>); Watts Community Tower (<https://www.youtube.com/watch?v=91GDw12iw1s>); SPARC Great Wall of LA (https://www.youtube.com/watch?v=tJRL_AhQ3u4); Versastyle Dance (<https://www.youtube.com/watch?v=HDHnl2Ot3d0>); Culture Shock LA (https://www.youtube.com/watch?v=_mq9Lnla_iE);

CREATE in-class: Identify a local arts organization and create an infographic – who are they, what do they do, what is their mission and scope, how are they funded, who are their key people, etc.

Writing Homework: Case Study

Presentation Prep: Students prepare a poster that describes the focus of their case study – using text and images – to be presented in next week’s class.

Small Group Discussion Topic: Continue to discuss Case Study research and writing; each student brings in outline, notes, and rough draft, etc. Review the criteria for the 10-page Case Study.

Week 10: The Community Arts Case Study Projects

- Continuing to Explore Arts in the Community and non-profit community arts models
- Student Poster Presentations: Gallery Walk of Case Studies

Finals: NO Class

- Final Case Studies Due



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New Course Proposal

Arts Education 20

Introduction to Community Engagement through the Arts

Course Number Arts Education 20

Title Introduction to Community Engagement through the Arts

Short Title COMM. ENGAGED ART

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description Lecture, three hours; discussion, one hour; outside study, eleven hours. This course provides an introduction to the fields of community engagement and arts education informed by the philosophies of the progressive education and social justice movements. By looking at community engagement as an issue of equity and social justice, students will learn basic theories of creativity, artistic development, and community partnership, and read about the history, philosophies, politics, and socio-cultural trends of community engagement in American society. Students will attend UCLA Arts presentations, be introduced to the creative process in the classroom and meet presenters who will describe their work in the arts and community. Readings and discussions seek to understand community engagement and arts education as crucial elements of a comprehensive education. An emphasis will be placed on the writing process, including regular writing assignments that require students to read, analyze, critique, and evaluate community arts practices and arts education scholarship.

Justification In creating this new course, the number of course offerings and student impact in the School of the Arts and Architecture and under the Arts Education subject area will be increased. This course will introduce undergraduates to the field of community engagement through the arts and humanities, developing the next generation of informed artists, scholars, and patrons of the arts. Students will engage with important issues and advances in the arts and humanities; synthesize different perspectives; and understand how different artistic disciplines can address community engagement. By adding this course we are actively engaging with student learning and development in and through the arts. Introducing students to a diverse range of approaches to community engagement is an integral component to a comprehensive collegiate education.

Syllabus File [AE20- Community Engagement through the Arts.SYLLABUS-FINAL.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Course initiated by Lindsay Lindberg as designee for Barbara Drucker, SOAA Associate Dean, Community Engagement and Arts Education and Director, Visual and Performing Arts Education Program.

Grading Structure Attendance and participation in online and class discussions: 25%
 In-Class Assignments: 5%
 Required reports on sponsored SOAA events: 10%
 Paper #1: 10%
 Paper #2: 10%
 Midterm Paper: 15%
 Case Study Poster Presentation: 5%
 Final Case Study Project and Paper: 20%

Effective Date Fall 2016

<u>Instructor</u>	Name	Title
	Kevin M. Kane	Academic Administrator

Quarters Taught Fall Winter Spring Summer

Department Visual and Performing Arts Education

<u>Contact</u>	Name	E-mail
	LINDSAY LINDBERG	lindsay.lindberg@arts.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Pace, Merrilyn (MPACE@ARTS.UCLA.EDU) - 59707

Status: Pending Action

Role: FEC Chair or Designee - Pace, Merrilyn K. (MPACE@ARTS.UCLA.EDU) - 59707

Status: Returned for Additional Info on 4/28/2016 2:27:29 PM

Changes: Effective Date

Comments: Changed effective term in discussion with program coordinator.

Role: FEC Chair or Designee - Pace, Merrilyn K. (MPACE@ARTS.UCLA.EDU) - 59707

Status: Returned for Additional Info on 4/28/2016 2:22:48 PM

Changes: Supplemental Info, Grading Structure, Quarters Taught

Comments: Minor revisions made.

Role: Initiator/Submitter - Lindberg, Lindsay Elizabeth (LINDSAY.LINDBERG@ARTS.UCLA.EDU) - 3107944822

Status: Submitted on 4/28/2016 1:10:31 PM

Comments: Initiated a New Course Proposal

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