

ARE 6933: Globalization, Art, and Education

Summer A 2020

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- All email communication should be through Canvas mail. After the course ends, email me via regular email.

Course Description

This course explores connections between globalization, art, and education. Themes and questions examined in this course include ideas about the nature of creative cultural expressions (*aka* “art”) in diverse global contexts, the dramatic impact of transcultural and transglobal interaction on local peoples and communities, and how all of this impacts personal, educational, cultural, and public policies, practices, and institutions. Over the next 8 weeks you will read scholarly texts, examine contemporary art, discuss texts and art, conduct independent research, create original art, share your research and art, and establish your own online presence.

Course Objectives

To achieve the objectives of this course, you will:

- Identify personal, local, and global influences on *your own* identity(ies).
- Investigate and describe connections between *the local* and *the global* in selected creative and cultural practices in your own community.
- Investigate cultural, economic, religious, and socio-political influences on creative practices around the world.
- Examine contemporary artistic and creative practices around the world that expand your own understandings about the nature and impact of globalization.
- Examine ways in which art, education, and cultural practices around the world both are impacted by and contribute to globalization.
- Utilize the “global knowledge commons” ethically and creatively in furtherance of art education and global civil society.
- Connect your own creative and professional practice to a larger global realm.

Course Materials

Required Textbooks

- Delacruz, E. M., Arnold, A., Parsons, M., & Kuo, A. (2009). *Globalization, art, and education*. National Art Education Association.
 - This NAEA book may be purchased online through the publisher’s website at https://members.arteducators.org/naeassa/ecssashop.shopping_page
 - DO NOT WAIT UNTIL THE LAST MINUTE TO ORDER THIS BOOK (please)! It may take up to two weeks to get it from NAEA.

- Amazon.com might also have used copies of this book for sale. (Amazon orders are shipped faster.)
- *Publication Manual of the American Psychological Association, Seventh Edition*. All students are also required to purchase and use the *Publication Manual of the American Psychological Association, Seventh Edition*. (Published by the American Psychological Association). This book is available both on the APA Website <http://www.apastyle.org/manual/index.aspx> and on Amazon (where you might find an inexpensive used copy).

Other Course Materials

- APA Handout. In addition to the APA book, students may find especially helpful an APA Handout that I created for you. Download and look over this handout. Save the handout for future courses, and for your Capstone Research. It condenses the APA book to about 18 pages of APA rules that graduate student writers need to know.
 - The APA handout may be found by clicking on Modules in the left menu area of our course site, in the Getting Started area.
- Writing Tips. I also created a Writing Tips handout for you. I based these tips on typical errors I have seen over the past 30 years in graduate student writings and in professional writings submitted to *Visual Arts Research* journal which I edited for 10 years.
 - The Writing Tips handout may be found by clicking on Modules in the left menu area of our course site, in the Getting Started area.
- Professional Website Tips. Check out the Professional Website Tips handout that I created for you. It has links to some of my former students' websites
 - The Professional Website Tips handout may be found by clicking on Modules in the left menu area of our course site, in the Getting Started area.
- Course Schedule. Download the Course Schedule. This schedule provides all of the due dates and Zoom meetings on one convenient PDF handout.
 - The Course Schedule handout may be found by clicking on Modules in the left menu area of our course site, in the Getting Started area.
- Assignment Handouts. Assignment guidelines and grading criteria (downloadable PDF formatted handouts) articulate instructions for the content, format, and submission of assignments to the assignment drop boxes. Students are expected to download and read the complete instructions found on these assignment handouts.
 - Assignments are found by clicking on "Modules" or on "Assignments" in the left-hand menu of our course site. When you go to a specific assignment, look for the assignment guidelines and grading criteria (a link to a PDF handout which will be linkable from each assignment).
- Course readings are available in the NAEA book *Globalization, Art, and Education*. Additional readings are available via web links in the Modules. Students will also independently find articles and resources for their individual research projects.
- Need Help Conducting a UF Library Search?

The UF Library staff will also help you learn how to conduct an online search of the UF Library online databases for articles about individual research

interests. As a UF student, you should not be asked to pay for articles contained in the UF online digital databases.

Note: You must install and connect to Gatorlink AnyConnect VPN in order to login remotely to the UF Library digital databases. Call the UF Help Desk if you have difficulty getting VPN working on your computer. Call the UF Library for help conducting searches.

Technology Requirements

Specific technology requirements are given as expectations for admission to this degree program. These expectations include:

- Computer. A well-functioning up-to-date networked computer of your own, and to use at home. Do not rely on a computer borrowed from your workplace or a friend. You need your own computer.
- Internet. Reliable 24/7 high bandwidth Internet access at home.
- MS Word and PowerPoint. You need Microsoft Word and PowerPoint software for this course. Converting files from other software programs will result in formatting issues. You Can get MS Office from UF for free while you are a student in the online MA program.
- Camera. A digital camera (if your cellphone takes good quality images, that may work)
- Headset. A good quality USB headset/mic for your computer for our live sessions in Zoom. I have a Logitech USB headset/Mic that I bought from Best Buy 4 years ago and it works great!
- Your web site. In addition to the technology requirements listed for admission to this degree program, grad students in the UF online graduate program need to establish their own account on a web host for creation of a professional website that they will use throughout the program. Many web hosting sites offer free accounts.

Required Software

- Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations. Using Apple's Pages or Keynote software is not acceptable as both programs present formatting problems when translating files. You can get MS Office for free as a UF student, and for as long as you are a UF student. Go to <https://portal.office.com> and sign in with your UFL email address. That takes you to a login page. Log in with your UF name and password. Once you are on the page with MS products, look for the "install Button" in the upper right area of the page. Click on the "Install Button". That will download the install file to your computer. Click on the install file and install. Contact the UF Help Desk for assistance if you need it.

Recommended Software

- Adobe Creative Suite for software to use for video-editing, image-processing, etc.

If you don't want to pay for Adobe Photoshop, you can use Pixlr, a free online photo editor. <https://pixlr.com/x/> or GIMP, a free, cross-platform imaging app that works a lot like Photoshop. <https://www.gimp.org/>

Technical Assistance

Students needing technical assistance with their computing or software needs should call the UF Help Desk. The Help Desk is open Monday through Thursday 8:00 a.m. - midnight and Friday, Saturday, & Sunday 8:00 a.m. - 10:00 p.m.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. Learning activities include readings, discussions, development of a professional website, creative and scholarly research projects, a literature review of selected course readings, and a final showcasing of your work for the semester. Most of our work will take place asynchronously. Students have 24/7 access to our learning site (Canvas).

We will also meet two times during the semester in real time, on specific dates and at specific times, in an online conferencing site called Zoom. Dates for our scheduled Zoom meetings real-time sessions are given in the Course Schedule.

- *To find the Course Schedule, click on the "Modules" link in the left-hand menu area of our course site. The Course Schedule is linkable from that location.*

Assignments are briefly articulated with each lesson, are briefly summarized on this Syllabus, and are further articulated on Assignment handouts. Assignment drop boxes and assignment handouts with complete assignment instructions are found by clicking on "Modules" or on "Assignments" in the left-hand menu of our course site. Students are expected to download and read the complete instructions found on the assignment handouts. A summary of course work, and grading points and weights for assignments are also stated later in this syllabus. Due dates for all learning activities are provided in the Course Schedule.

Assignment guidelines and grading criteria for each assignment may be found within the assignment handouts. Using these guidelines and grading criteria, students should make sure they fully understand and follow the instructions, and they should carefully self-assess and self-edit work prior to submission for evaluation by the instructor.

- *To find the Assignment handouts, click on either "Modules" or on the "Assignments" link in the left-hand menu area of our course site.*

Note: Due dates for all synchronous meetings, assignments, and learning activities are provided in the Course Schedule.

Discussion Forums

Throughout the course, we will engage in two different types of discussions: (1) over the assigned readings, and (2) to share our creative and scholarly research and findings. Students are required to fully participate in all Discussion Forums each lesson.

Forums over Readings

For the Discussion Forums about course readings, it is very important for students to have read the assigned readings before posting to the Discussion Forum. The point of our readings' Discussions Forums is not to summarize the reading assignments or to achieve one particular understanding of a reading or author's point of view for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the articles or chapters. Initial guidelines and guiding questions for each Discussion Forum over the readings will be posted in the lessons. In addition to responding to these discussion prompts, your personal approach is welcome. You should submit your initial post to the discussion forums by day three of each lesson.

In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to the postings of at least two different class members and to respond at least two times when someone posts to your original posting. Participation in Discussion Forums will be assessed according to the (a) clarity, relevance, and focus, (b) promptness, (c) significance and development of your posts, and (d) degree of participation in a forum. Posting your initial response to the readings by day three of the lesson and contributing a minimum of FIVE substantive posts and replies (combined) is expected to meet expected standards for this assignment. "Meeting" expected standards for a discussion forum earns up to 3 points. Additional participation is encouraged and will earn higher points in grading. You should read as many of your peers' initial responses as possible each lesson, even if you only reply to a few.

Forums for Sharing your Work

You will share your completed work on assignments in our Peer Sharing discussion forums. Submit your post on the day you submit your work to the assignment dropbox. Then in the days after, view and respond to your classmates' posts about their work. Because initial posts to these forums take place on the last day of a lesson, your replies will take place during the following week.

- *To find the Discussion forums, click on the Modules link in the left-hand menu area of our course site. The Discussion forums for each lesson are linkable from each of the lesson areas.*

Your Website

In this course, you will develop a professional website that serves as a repository of your best practices and establishes your online presence in the global knowledge commons. You will use this website to self-publish your creative and scholarly research projects conducted in this course. On your professional website, you will create a webpage devoted exclusively to each of the major projects in this course. A handout with suggestions for your professional website is available in the Getting Started area of this course.

- *To find the handout with suggestions for your professional website, click on the "Modules" link in the left-hand menu area of our course site. The Professional Website Tips handout is linkable from "Getting Started" area.*

Scholarly and Creative Research Projects

Family Migration Study

We live in a nation of immigrants, in a world in which people are increasingly mobile. Our unique identities and cultural practices are, in fact, multi-layered, hybridized, and constantly evolving reflections of multiple peoples and places.

Research the history of your journey to your current location, or your family's migration from your ancestors' place of origin to their present location. If possible, collect and digitize old family snapshots, maps, letters, memorabilia, etc. Find and/or take new digital pictures. Interview your oldest living relatives. Create a work of art in any medium that tells the story of you or your family's migration to your/their present location in the world. Accompany your image with a text narrative that tells a story about some aspect of yours or your family's migration history. Using your original artwork, your collected photos, letters, maps, memorabilia, or whatever you were able to collect, and your narrative story either create an e-Book on a free site called ISSUU or create a movie and publish it on YouTube or Vimeo. Self-publish your work on a webpage that you create for this assignment and share your work with peers in this course.

- Links to the guidelines and grading criteria for this assignment are found in the lessons, by clicking on the "Modules" link or on the "Assignments" link.

Community Study

Underlying universal questions of life: Who am I? Where did I come from? and Where am I going? are intricately intertwined with our connections to family, community, ethnic and racial groups, religion, nature, and nation. Local social institutions, civic organizations, and cultural practices reinforce our sense of self in relation to others, and to the world; and people convey their individual and communitarian identities and aspirations in a vast array of creative expressions. Globalization puts everything in motion, including some of those basic questions of life.

Conduct research on a local creative, cultural, or civic organization, program, cultural heritage site, or event somewhere near where you live. Write Summary about your selected site, organization or event, and a Plan to Connect to your organization, site, or event at some time in the future. Self-Publish your work on this assignment to your Web page created exclusively for this assignment and share your work with your community organization and with your peers in this course.

- Links to the guidelines and grading criteria for this assignment are found in the lessons, by clicking on the "Modules" link or on the "Assignments" link.

Globalization and Me

Artists, scholars, educators, and other cultural creatives are both global citizens and valuable members of their local communities. Yet, the complexity, problems, and potential of globalization are immense and sometimes incomprehensible. What does this all mean, to you?

This assignment has several parts: (1) Research a globalization-related topic that is of interest or concern to you. Collect scholarly resources and artists that address your topic, (2) make an original work of art (any medium or mixed media) about your topic, (3) Write an APA referenced 1000-word "Research Brief" that explains your topic or issue. Using your art and your Research Brief, make a movie of you narrating your research. Publish your original work of art, your Research Brief, and a link to your movie on your website. Share your work on Facebook Uf-Arted.

- Links to the guidelines and grading criteria for this assignment are found in the lessons, by clicking on the "Modules" link or on the "Assignments" link.

Literature Review

During the final lesson of class, students will complete a 1500 - 1800-word APA formatted literature review of selected readings in this course. The Literature Review will bring together ideas and insights that you have derived from the course.

- Links to the guidelines and grading criteria for this Literature Review are found in the lessons, by clicking on the "Modules" link or on the "Assignments" link.

Final Presentation

During our final Zoom session, students will present a 10-slide, 5-minute presentation showcasing their best practices from this course. Students will select what constitutes their best practices in this course. Final Presentations will be assessed in terms of (1) Focus, (2) Clear Articulation of your Ideas and Best Practices, (3) Image quality, and (4) Staying within the 5-minute time limit.

Note: Due to the final week of this course being only 5 days long, your Final Presentation materials are due to the Assignment Dropbox on Tuesday noon of Lesson 8. You will present your material in Zoom during Lesson 8.

- See the Course Schedule for exact due dates and time.
- Links to the guidelines and grading criteria for this assignment are found in the lessons, by clicking on the "Modules" link or on the "Assignments" link.

Teach Anything Digitally (Optional Extra Credit Project)

Using any means of digital recording possible, teach anything in 5 minutes and digitally record it. Upload your *Teach Anything Digitally* to YouTube or Vimeo, post a blurb about and a link to your *Teach Anything Digitally* video somewhere on your Web site, and share your work on Facebook Uf-Arted.

- You may submit this extra credit project anytime during the course.
- Your points earned on this extra credit assignment will be added to the Projects total points. Earning points on this extra credit assignment will boost your Projects total points earned.

Summary of Coursework and Grading Policies

Summary of Coursework

- 7 sets of readings
- 8 Graded Discussions over our readings and research insights.
- Ungraded (but required) Peer Sharing of work completed (using our Discussion Forums, and for the "Globalization and Me" assignment, Facebook UF-Arted.)
- 1 Literature Review
- 3 Creative and Scholarly Research Projects Plus Extra Credit Option
 - *Family Migration Study* – Image and Family Story Text
 - *Community Study* –Summary and Plan to Connect
 - *Globalization and Me* – Image and Scholarly Research Paper
 - Optional Extra Credit Creative Project: Teach Anything Digitally
- Your Final Presentation
- Your Professional Website (ungraded but expected)
- 2 Zoom live (synchronous) sessions (Attendance required)

Grading

Assignments, Point Values, and % of Final Grade

Assignments	Point Value	% Weight of Final Grade
Literature Review	80 points.	Weighted at 25% of your final grade

8 Graded Discussions <i>Graded discussions are about the assigned readings and online experiences and examinations.</i> <i>Additional ungraded discussions involve sharing work in Peer Sharing Discussion forums, talking to each other in other social media sites, and sharing our research projects and online networking finds.</i>	5 each for graded forums, 40 points total.	Weighted at 20% of your final grade
Family Migration Study	100 points	Weighted at 50% of final grade
Community Study	50 Points	
Globalization and Me	100 Points	
Optional Teach Anything Digitally (extra credit)	10 Points	
Final Presentation	10 Points	Weighted at 5% of final grade
Your Professional Website	expected	
Attendance at Zoom Meetings	expected	

Note: Refer back to the designated assignment drop boxes to find instructor comments on graded assignments.

Grading Scale: 95-100% A; 92-94% A-; 88-91% B+; 85-87% B; 80-84% B-; 77-79% C+; 74-76% C; 70-73% C-; 67-69% D+; 63-66% D; 60-62% D; 0-59% E.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

Late Policy

Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

Incomplete Policy

University policy dictates that an incomplete grade (or “I”) should only be given in situations in which a student is in “good standing” in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an “I” is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the “I” grade. If the work is not completed by the end of the next term, and the “I” grade is not changed via a grade-change form, the “I” grade is automatically converted to an “E” grade.

Evaluation criteria used in each of these areas is available. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Additional Course Policies

Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times per week. On average, you should expect to be on one of the course sites (e.g, Canvas or Adobe Connect) approximately six hours per week. Later in the term, once the class projects get underway, additional online time is expected. As for time spent on outside study (e.g., reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week (or for some people more). This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for Zoom session dates and times). During these sessions, the instructor will be able to talk with students about the course content in real time, and vice versa. The expectations for each project will be explained in detail during these sessions, and students will be able to ask questions. Students will also share and discuss their independent research projects they’ve completed in class. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting on the Zoom site.

In addition to checking the Canvas site, make sure to check your UF email account daily for time-sensitive announcements, deadlines, and forms.

Academic Honesty

Students are expected to abide by the UF Academic Honesty Policy (<http://www.dso.ufl.edu/judicial/academic.php> (Links to an external site.)Links to an external site.), which defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In

the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments.

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (<http://www.albion.com/netiquette/corerules.html> (Links to an external site.)Links to an external site.) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Student Support Services

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu> (Links to an external site.)Links to an external site.. For a list of additional student support services links and information, please visit <http://www.distance.ufl.edu/student-services> (Links to an external site.)Links to an external site..

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the Web at <http://www.ehs.ufl.edu/programs/ada/> (Links to an external site.)Links to an external site. or reached by phone at (352) 392-7056 TDD: (352) 846-1046.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> (Links to an external site.)Links to an external site. to submit a complaint.

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.

