

Summer Session II: Four-Week Session
ART 150: Multicultural America

Instructor: Tamara Johnston

Email: johnstot@uwm.edu (I usually respond the same day, for sure within 24 hrs)

Office Location and Hours: Phone / Zoom meeting by request

PLEASE NOTE: THIS COURSE DOES NOT HAVE A SERVICE LEARNING REQUIREMENT

Course Description:

This class will examine the ways in which racial and ethnic difference has been visualized in the United States. Students will study how artists from U.S. communities of color (African American, Native American, Asian American, Latino/a American) have created works in film, video, and other visual media to express their experiences and to analyze issues of race and ethnicity in the U.S. from their perspective. Looking primarily at film and photography, but also other visual “artifacts” (e.g., video, new media, performance, “scripted spaces” such as museums and movie houses) we will explore how images have helped to “inscribe” a diverse range of narratives around cultural identity. We will begin by looking at the fundamentals of media literacy and how images not only speak to us, but also speak to us in a range of “dialects” from bias and oppression to affirmation, empowerment, and democratization.

By tracing the visual markers of difference(s) historically, we will discuss how images have operated both to “naturalize” structural patterns of oppression as well as to critique and challenge received notions regarding diversity. Students will examine how media artists of color have proposed new or alternative narratives and visions for American history and culture. The goal of the class is to understand both how images work on us and how we might make them work ourselves. To that end, the course features a “hands on” component and students will conduct visual research on cultural diversity, which is then the basis of the final project. No prior media arts experience is required/expected, and part of the course time will be utilized in lab time to demonstrate a variety of simple creative tools that might be employed.

Course Learning Objectives:

1. Analyze the ways in which racial and ethnic difference have been visualized in the United States through our application of image “codes” (framing, angle, focus, lighting, costume setting, performance) on a variety of media, including photography, film, video, new media and performance art.
2. Understand how images support and disseminate narratives regarding racial and ethnic difference in the United States and have operated to “naturalize” structural patterns of oppression.
3. Develop media literacy in order to understand and critique narratives regarding racial and ethnic difference in the United States.
4. Analyze how media artists of color have proposed alternative narratives and visions for American history and culture.
5. Write new narratives of cultural diversity through the creation of a multimedia archive and a final digital story based on research and community engagement.

Learning Objectives for Cultural and Communities Certificate Program. Students will be able to:

1. Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.

2. Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.
3. Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.
4. Describe the basic components of globalization and how nations interact socially, politically, and culturally.
5. Outline how patterns of migration, immigration, and diaspora emerge from economic and social changes, including how such patterns get expressed in new social formations and cultural activities.
6. Analyze critically the historical and social construction of categories such as “race” and “ethnicity,” their relation to “white privilege,” and their impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.
7. Demonstrate a multicultural understanding of artistic works or performances through an ability to analyze and appreciate works from distinctly different cultures and traditions.

ART 150: Multicultural America addresses the following UW System Shared Learning Goals:

Prereq: none. Carries GER-Arts and GER-Cultural Diversity credit.

1. Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration.
2. ART 150: Multicultural America addresses the following UW System Shared Learning Goals:
Prereq: none. Carries GER-Arts and GER-Cultural Diversity credit.
3. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
4. Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

GER Arts

- (a) Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.
- (b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

Art 150: Multicultural America fulfills the GER Arts requirement in that students will:

- 1) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art;
- 2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; and

3) compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

GER Cultural Diversity:

(a) Definition: Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

Art 150: Multicultural America fulfills the GER Cultural Diversity requirement in that students will be able to:

Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

- 1) understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate their experiences over historical time;
- 2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
- 3) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
- 4) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own;
- 5) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;
- 6) analyze the role of diversity in the successful functioning of a multiracial democratic society; and
- 7) delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

GER Arts/Diversity Assignment: MULTIMEDIA JOURNAL

The MULTIMEDIA JOURNAL assignment requires you to create a digital story (a first-person narrative conveyed through the use of digital media technologies). This cumulative project will examine what you have learned about your cultural identity and your understanding of the course readings, and insights from our class discussions.

The MULTIMEDIA JOURNAL will also achieve the UW System Learning Goal 3: Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

MULTIMEDIA JOURNAL: Requirements for GER ARTS

The MULTIMEDIA JOURNAL assignment will achieve GER Arts criterion

- 1) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art, and criterion

2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art.

For criterion 1, you will draw upon the course readings, assignments, and discussions **on photography, film, digital media, and performance art** to explain how images help construct and circulate racial ideologies and how artists of color use visual media to challenge racial and ethnic stereotypes (see “Course Learning Objectives”). For criterion 2, you will create a digital story, based on the course readings, assignments, and discussions (see final assignment below), using original still and moving images and digital editing technologies.

FINAL MULTIMEDIA JOURNAL: Requirements for GER Diversity

The MULTIMEDIA JOURNAL assignment will achieve GER Cultural Diversity:

Criterion 1) understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their experiences over historical time;

Criterion 2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;

Criterion 3) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;

Criterion 4) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own; and

Criterion 5) analyze the role of diversity in the successful functioning of a multiracial democratic society.

You will achieve criteria 1, 2, and 3, through your Cultural Identity Statement, which asks you to write a 600-800 word essay that must refer to three sources (class readings from *A Different Mirror* and other assigned essays and articles) to discuss the visual representation of Native Americans, African Americans, Asian Americans, Latino/as, and European Americans, as well as the intersection of gender, sexuality, transnational migration, and socio-economic class with issues of racial and ethnic identity. Criterion 4 will be achieved through the Cultural Identity Statement, where you are asked to reflect upon your upbringing, understanding of your cultural identity, your community engagement experience, and your changing notions of racial and ethnic diversity. Criterion 5 will be achieved in the Cultural Identity Statement and Narrative, and multimedia journal, where you will reflect upon and assess your understanding of racial and ethnic diversity garnered through the readings, and assignments.

GER Assessment:

To assess your achievement of the GER-ARTS, GER-DIVERSITY criteria, and UW System Learning Goal 3, the FINAL MULTIMEDIA JOURNAL will be assessed with a rubric that evaluates aesthetic organization, critical exploration of cultural identity, and presentation of each component of the final multimedia assignment. The assignment consists of the following: Multimedia Journal 100 points

Required Books and Software:

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. First new ed. New York: Back Bay Books, 2008/2023. *A Different Mirror* can be purchased at the UWM Bookstore (Student Union, 1st Floor) or via an online bookseller. Either version, the 2008 edition or the revised edition with foreword by Clint Smith, 2023 are acceptable.

Additional readings posted as .pdf on CANVAS

Required Equipment and Software:

- Computer (Windows or OSX). If you do not own a laptop, you can borrow one from the Media Library.
- Flash Drive (at least 8 GB) for backup media storage. If you have a personal computer or laptop, create a separate folder for Art 150 media projects.
- A smartphone with camera (still or video) and voice recorder, with the ability to upload media to your laptop or campus computer.
- Audacity (free audio and sound editor website link on CANVAS).
- Pixlr (free image editor website link on CANVAS).
- Lynda.com on Linked In (digital media tutorials FREE for UWM students)

COURSE ASSIGNMENTS AND PERCENTAGES:

ASSIGNMENT INSTRUCTIONS, PROMPTS, AND RUBRICS WILL BE INTRODUCED IN CLASS AND POSTED ON THE CANVAS COURSE SITE

3 PREASSESSMENTS (Quizzes/Discussion Forum) [10% of final grade/75 pts]

FINAL MULTIMEDIA JOURNAL (GER Arts and Diversity Assignment) [30% of final grade/100 points]

FINAL CULTURAL IDENTITY ESSAY [20% of final grade/100 points]

Meets course learning objective 3 and 5

4 READING REFLECTIONS [40% of final grade/50 points each]:

Meets course learning objectives 1, 2 and 4

Attendance/Participation Policy:

The course is divided into four workweeks + study period. Each workweek will begin on Monday at 12:01AM and end the following Sunday at 11:59PM.

If you cannot complete a workweek due to illness, religious holidays, family circumstance or other issues, please inform me as soon as possible. An official letter (doctor's note, court letter) is required for an excused absence. Official letters for excused absences are due within two weeks of the absence date. If you do not participate or if you display any disruptive behavior online (including inappropriate language), the instructor reserves the right to issue a zero (0) for the assignment grade and in extreme cases this behavior may result in academic misconduct action.

Email Etiquette:

Email is the best and fastest way to get in contact with me. I will respond to email inquiries within two business days (48 hours) of receipt. Please note I will only respond to emails that have proper formal greeting lines and adhere to basic rules of etiquette.

***Statement of Time Investment:**

This is a 3cr. undergraduate GER course. The course is fully online and runs during a four-week session. You should expect to take at least 95 hours over the course of the session completing online lectures and assigned readings. You should expect to take at least 30 hours completing reading reflection assignments based on the readings and lectures for this course. The digital media projects (multimedia essay) should take approximately 20 hours to complete. This class may take approximately 145 hours of your time this session. *Please note this is an estimate of the student's time investment. Students are graded on performance, not the achievement of estimated time investment.

Media:

When available, screened films will be placed on reserve at the UWM Multimedia Library or through the libraries' streaming service, KANOPY. However, students are encouraged to make use of video/DVD rental outlets or online streaming. Because course assignments require you to produce multimedia projects, it is recommended that students purchase an external drive for project storage.

Screening:

When available, films will be placed on reserve at the UWM Multimedia Library or be available streaming through KANOPY. When noted, you will have to view the film outside of class, either through the UWM Multimedia Library, rental outlet, purchase, or online streaming.

Special Needs and Questions:

If you need accommodations in order to meet any of the requirements for this course, please contact me as soon as possible. If you have questions, please contact me via UWM email.

Academic Policies:

The Department of Art and Design follows UWM academic policies, which are posted on the departmental bulletin board, or available online at: <https://uwm.edu/secu/policies/saaps/> Plagiarism will not be tolerated. Information on plagiarism and other forms of academic misconduct can be found at https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/

Drops & Incompletes:

No drops are permitted after the second week of the session. Incompletes will be considered ONLY for situations in which you are unable, because of illness or other circumstances beyond your control, to complete your course work. You must provide written documentation to the instructor indicating that you were prevented from completing your course requirements. You must complete course work for an Incomplete during the first eight weeks of the next semester of enrollment (excluding summer sessions). Access to department facilities for the purpose of completing course requirements is extended five weeks into the next semester. Please consult the Registrar's Calendar for semester deadlines: <https://uwm.edu/registrar/dates-deadlines/>

Use of Copyrighted Material:

Use of copyrighted material is strictly prohibited unless the images, sounds, texts, etc. are being significantly altered and it is clear in the opinion of the instructor that the original material is being studied, analyzed and commented upon by the student. Grades for work failing to satisfy this requirement for copyrighted materials will be significantly lowered. The instructor reserves the right to determine what constitutes fair use of copyrighted material. Helpful resources concerning copyright and fair use are available at <https://uwm.edu/libraries/music/music-library-copyright/>
<https://uwm.edu/libraries/digital-collections/copyright-digcoll/>
<https://uwm.edu/libraries/scholarly-communication/copyright-and-fair-use/>