

SYLLABUS

Arts in Education (#93-804)

Carnegie Mellon University
Heinz College
Master of Arts Management (MAM) Program
Spring 2019 (Mini 4)
March 18 – May 6, 2020
Wednesdays 6:00 – 8:50pm
Online

Instructor: Jeff M. Poulin

Contact: jpoulin@andrew.cmu.edu

Office Hours: By appointment, via phone/video

Course Description

Arts education is a fundamental human right. Navigating the complex ecosystem of policies and players to foster an environment for this human right to flourish requires a specific set of skills for arts and cultural managers. In this course, students will explore the underpinning philosophical frameworks utilized in the policy, pedagogy, and practice of contemporary arts in education by examining the field's scholarship, history, and research. Examining the theoretical through the lens of real-life examples, students will grapple with the question: *What is my role as an arts manager to create an environment for arts education to thrive serving learners in my community?*

Grounded in the practice of professional reflection and culminating with an exploration of educational futures, each class will provide multiple opportunities for students to discuss, interrogate, expand, or develop their own connection to the work. This course adopts an explicit anti-racist, liberatory, and intersectional feminist approach to interrogate the existing norms of arts and cultural learning in the U.S. Over the semester, students will develop a concept paper proposing a new or reformed arts education program relevant to their own context.

Through the combination of multimodal (online, in person / discussion, reading, presentation) learning experiences and cumulative assessment, student will develop the capacities to:

- Examine the theoretical and historical underpinnings of contemporary arts in education;
- Explore current themes in policy, pedagogy, and practice of in- and out-of-school arts learning through an anti-racist, liberatory, and intersectional feminist lens;
- Interrogate relevant models of program design, evaluation, and funding within their own context focused on eliminating power imbalances;
- Connect with established practitioners from the field; and
- Question contemporary systems, policies, and players to envision the future for arts in education.

Course Materials

There are no required texts. All course materials, including papers, articles, reports, and videos, will be available via the course's Canvas site, email link and/or in-class handouts.

Evaluation Method/Grading

Assessment Breakdown: 25% Attendance and Participation
 35% Formative Evaluations
 40% Summative Evaluation

A+	99-100 points	B-	81-83 points
A	94-98 points	C+	78-80 points
A-	91-93 points	C	74-77 points
B+	88-90 points	C-	71-73points
B	84-87 points		

Assessments

Attendance and Participation (25%): Students will be expected to attend all classes (unless providing proper documentation, outlined below) and participate in all in-person and/or virtual discussions. Specific direction for participation in discussion-based reflection or synthesis will be provided based on progress made in class each week.

Formative Evaluations (35%): Each week, students will be asked to reflect on the content of the course through written analysis in response to posed questions. Each assignment should be no longer than 500 words utilizing conventional writing procedures and proper citations. All assignments will be due no later than 12:59pm EST each Saturday.

Summative Evaluation (40%): At the conclusion of the course, students will craft a concept paper for a new (or reformed) arts in education program connected to their own professional context. They should address the underpinning philosophical framework of the program, connection to policy, program design, professional development, considerations for evaluation, funding, and future sustainability. This assignment should be no longer than 2,500 words utilizing conventional writing procedures and proper citations. Students will have the opportunity to workshop their concept with the class prior to submission. Submissions will be due by 11:59pm EST on Monday May 12, 2021. All presentations, utilizing conventional or creative mediums and lasting between 7-10 minutes, will be made during the exam period on Wednesday, May 14, 2021 from 6:30-9:20pm EST.

Course Expectations

Attendance: Each student is expected to attend all class sessions, except for extraordinary circumstances and only after receiving a confirmed absence from the instructor and providing proper documentation. In the event of an excused absence, the student will be expected to complete all readings and assignments and demonstrate comprehension of all content.

Participation: Prior to each class, students are expected to complete all reading assignments and be prepared to participate actively in discussion.

Late Assignments: Late assignments will not be accepted, unless the student has secured permission 24 hours PRIOR to the deadline. No Late submissions will be accepted after the following class.

21st Century Learning Environment: *This course will utilize distance-based instruction and online discussion.* Students are expected to conduct themselves with the appropriate decorum to enable this type of learning environment. Laptops and mobile devices may be utilized as educational aids. Such devices will be utilized for note-taking and class-related research only. Recording classes is not permitted.

Intellectual and Professional Integrity: Students at Carnegie Mellon are engaged in preparation for professional activity of the highest standards, including the highest standards of ethics and integrity. These are detailed in the Student Handbook. Plagiarism and other forms of academic misrepresentation (e.g., cheating) are viewed by the University as extremely serious. Cheating and/or plagiarism on any assignment will result in failure of that assignment. Cases of cheating and plagiarism will be submitted to and reviewed by the Dean's office. Severe penalties may be imposed, *up to and including expulsion from the Heinz School.*

Online Course / Login Information

Meeting

<https://cmu.zoom.us/j/95509740588?pwd=ajFNeFJmcUZ3OURCdk9pNIM2QzdLUT09>

Meeting ID: 955 0974 0588

Passcode: 849912

Course Schedule

Introduction & Critical Reflection

Wednesday, March 24, 2021

Essential Question: *What connections exist between your experiences and contemporary arts education occurring in American schools and communities today?*

Assigned Readings:

- Miller, B. (2010) *Brookfield's Four Lenses: Becoming a Critically Reflective Teacher*. Faculty of Arts Teaching and Learning; University of Sydney. ([link](#))

Additional materials:

- [Glossary of Terms](#) from Grantmakers In the Arts
- [The Arts Education Field Guide](#) By J. Poulin & K. Engebretsen, Americans for the Arts
- Raelin, J. A. (2007, December). Towards an Epistemology of Practice. *Academy of Management Learning and Education*, 6(4), 495-519. ([link](#))
- The Reflective Practitioner: How Professionals Think In Action by Donald Schon ([book](#))
- Schon's Reflective Practice explained ([video](#))
- Stephen Brookfield on Creative and Critical Thinking ([video](#))

Assignment (Due: Saturday 3/27/21 at 11:59pm): Professional reflection as practitioner: *How do I, as a cultural professional, connect my experiences to the contemporary arts education occurring in American schools and communities today?*

Leadership & Systems Change for Arts Education

Wednesday, March 31, 2021

Essential Question: *How can I lead arts education toward new futures?*

Assigned Readings:

- Poulin, J. M. (2020). Redefining Leadership: Results from a Global Study on Leadership in Arts and Cultural Education. Young & Emerging Leaders Forum, Online. ([link](#))
- Poulin, J. (2018). The 12 Core Competencies of an Arts Education Leader. Washington, D.C.: Americans for the Arts. ([link](#))
- Poulin, J. M. (2020) Responding to crises: Constructing a response through organizational change. Arts Education Policy Review. ([link](#))

Additional materials:

- Stephanie Baer (2020) The Future Is Ours: Lighting the Fire With Preservice Advocacy Experiences, *Art Education*, 73:5, 38-43, DOI: 10.1080/00043125.2020.1766920

Guest Speakers: Eric Booth and Dennie Palmer Wolf

Assignment (Due: Saturday 4/3/21 at 11:59pm): Professional reflection as practitioner: *What strengths or opportunities of growth do I observe within myself and within the field of arts education?*

Arts Education as a Fundamental, Civil, and Human Right

Wednesday, April 7, 2021

Essential Question: *How does the global arts education community frame its promise of arts education for young people?*

Assigned Readings:

- Kuttner, P. J. (2015). Educating for cultural citizenship: Reframing the goals of arts education. *Curriculum Inquiry*, 45(1), 69-92. ([link](#)) ([other link](#))
- Poulin, J. M. (2020) Campaign 2020: Arts And Cultural Education Is A Fundamental, Civil, And Human Right. *Creative Generation blog*. ([link](#))
- Azoulay, A. (2020) Message from Audrey Azoulay, Director-General of UNESCO, on the occasion of International Arts Education Week 25-31 May 2020. *UNESCO*. ([link](#))
- Ottone R., E. (2020). Video Message of UNESCO Assistant Director-General for Culture. *UNESCO*. ([link](#))
- UNESCO (2020). Why Arts Education Matters. ([link](#))

Additional materials:

- [Arts Education as a Fundamental Human Right](#) by Barb Whitney
- Poulin, J. M. (2019). Arts Education as a Fundamental, Civil, and Human Right. *Guild Notes*, 13-15. National Guild for Community Arts Education. ([link](#))
- Universal Declaration of Human Rights. *UN General Assembly*. Paris. ([link](#))
- United Nations (1989). Convention on the Rights of the Child. *United Nations Commission on Human Rights*. Paris. ([link](#))
- United Nations Educational, Scientific and Cultural Organization. (2006). Road Map for Arts Education. *The World Conference on Arts Education: Building Creative Capacities for the 21st Century*. Lisbon: UNESCO. ([link](#))
- United Nations Educational, Scientific and Cultural Organization. (2010). Seoul Agenda: Goals for the Development of Arts Education. *The Second World Conference on Arts Education*. Seoul: Republic of Korea Ministry of Culture, Sports and Tourism. ([link](#))
- World Alliance for Arts Education (2019). The Frankfurt Declaration for Arts Education. *The World Alliance for Arts Education Conference*. Frankfurt. ([link](#))
- [The Wow Factor: Global research compendium on the impact of arts in education](#) by Anne Bamford

Guest Speakers: Barb Whitney & Justin Jalea

Assignment (Due: Tuesday 4/10/21 at 11:59pm): Professional reflection as practitioner: *How do you observe organizations or schools delivering on the promise of arts education globally or in the United States?*

The History of PreK-12 Arts Learning in the US

Wednesday, April 14, 2021

Essential Question: *In 2019, what systems, policies, and players have authority over the delivery of systemic arts learning for students?*

Assigned Readings:

- Montgomery, D. (2016). The Rise of Creative Youth Development. *Arts Education Policy Review*. ([link](#))
- Sabol, F. (2013). Seismic Shifts in the Education Landscape: What Do They Mean for Arts Education and Arts Education Policy? *Arts Education Policy Review*, 33-45. ([link](#))
- Wolff, K. (2019). *ESSA: Mapping Opportunities for the Arts*. Arts Education Partnership. Denver: Education Commission of the States. ([link](#))

Additional materials:

- [Reflecting Back & Projecting Forward: 25 Years of the Arts Education Partnership](#) by Doug Herbert
- [Historical Timeline Of Public Education In The US](#) from Race Forward
- [National Coalition for Core Arts Standards Launch – October 2014](#)
- [The Status of Arts Standards Revision in the United States Since 2014](#) – NCCAS Report
- [7 Basics to Know about ESSA and the Arts – Americans for the Arts](#)
- [“Waiving” Goodbye to No Child Left Behind – ARTSblog](#)
- [In ESSA, Arts are Part of a Well-rounded Education – Education Week](#)
- [Your Guide to Navigating Opportunities for the Arts Under ESSA](#) – Education Commission of the States
- [Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act](#) from the Wallace Foundation
- [Review of Evidence: Arts Education Through the Lens of ESSA](#) from the Wallace Foundation

Guest Speaker: Jamie Kasper, Director of the Arts Education Partnership

Assignment (Due: Saturday 4/17/21 at 11:59pm): Synthesis as manager: What are the biggest threats, opportunities, or disruptions to the current context for arts education (versus your own experience)?

Decolonizing the Profession of Arts Education

Wednesday, April 21, 2021

Essential Question: *How can the arts education field support the decolonizing of itself?*

Assigned Readings:

- Solomon, A. (2021) Where Do We Go From Here? A Reflection on We Can't Go Back: A Video Interview Series Focused on Anti-Racism in Arts & Cultural Education. Creative Generation, Washington, D.C. DOI: 10.51163/CREATIVE-GEN003 ([link](#))
- Poulin, J. M. (2021, forthcoming). Social Justice Arts Education (SJAЕ): Towards an Integrated Approach

Additional materials:

- Steele, J. S. (2018). The teaching artist's journey: Professional learning in a hybrid field. *Youth Theatre Journal*, 60-74.

- Lind, Vicki. (2007). High quality professional development: An investigation of the supports for and barriers to professional development in arts education. *International Journal of Education & the Arts*, 8(2).
- National Coalition for Core Arts Standards. (2016, July 21). *A Conceptual Framework for Arts Learning*. Retrieved from National Core Arts Standards: <https://www.nationalartsstandards.org>

Guest Speaker: André Solomon and Courtney J. Boddie

Assignment (Due 4/24/21 at 11:59pm): Synthesis as manager: As an adult learner, what types of programs would benefit me or my colleagues as arts practitioners in the field? Why?

Evaluating the Research on/for Arts Education

Wednesday, April 28 2021

Essential Question: *How has research and evaluation evolved overtime to interrogate and interface with arts in education?*

Key Readings:

- McCarthy, et al (2004). *Gifts of the Muse*. Santa Monica, CA.: RAND Corporation. ([link](#))
- Poulin, J. M. (2020). *Pathways for Centering Creative Youth in Community Development: A Creative Placemaking Field Scan*. Creative Generation and ArtPlace America. <https://doi.org/10.51163/CREATIVE-GEN002> ([link](#))

Additional materials:

- Engebretsen, K. (2012). *Facts & Figures*. Washington, D.C.: Americans for the Arts. ([link](#))
- Fiske, E. B. (1999). *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities. ([link](#))
- Hetland, L., Palmer, P., Seidel, S., Tishman, S., & Winner, E. (2009). *The Qualities of Quality: Understanding Excellence in Arts Education*. Boston: Project Zero. ([link](#))

Guest Speaker: Yael Silk, Executive Director of the Arts Education Collaborative

Assignment (Due: Saturday 5/1/21 at 11:59pm): Interrogation as leader: How can we adapt to answer the questions that matter for/in/about arts education?

Funding Arts Education

Wednesday, May 5, 2021

Essential Question: *What structures are in place to financially support arts education in schools and communities?*

Key Readings:

- Poulin, J. M. (2020). *Skill And Will Mapping: New Research On Funding Creative Youth Development In The United States*. Publications from the Creative Youth Development National Partnership. ([link](#))

Additional materials:

- Americans for the Arts. (2018, March). *Arts Facts: Government Funding to Arts Agencies (2018)*. Retrieved from National Arts Administration And Policy Publications Database (NAAPPD). ([link](#))
- Lawrence, S., & Mukai, R. (2015). *Foundation Funding for Arts Education: An Update on Foundation Trends*. Grantmakers in the Arts. ([link](#))
- Kaina, J., & Kramer, M. (2011, Winter). Collective Impact. *Stanford Social Innovation Review*. ([link](#))
- [Watch] Hudson, A. (2015, May 27). *NEA Arts Education Webinar: Collective Impact Trends*. Retrieved from <https://www.arts.gov/video/nea-arts-education-webinar-collective-impact-trends>
- [How Funders Can Support Arts & Cultural Education Despite COVID-19: A Report Of Considerations And Recommendations](#)

Guest Speaker: Mac Howison, Program Officer at the Heinz Endowments

Assignment (Due: Saturday 5/10/21 at 11:59pm): Interrogation as leader: What innovations might/should occur in the funding landscape for arts education? Why?

Final Presentations

Wednesday, May 12, 2021 - Exam

Essential Question: *As an arts and cultural manager, how can one find balance between the status quo and vision for the future for arts education?*

Key Readings:

- Eleonora Belfiore (2009) On bullshit in cultural policy practice and research: notes from the British case, *International Journal of Cultural Policy*, 15:3, 343-359