



Syllabus

Art 308 Community Engaged Art I

Fort Hays State University
College of Arts, Humanities, and Social Science
Department of Art and Design
Professor Amy Schmierbach

1. COURSE INFORMATION

1.1. 3 Credit Hours

1.2 Spring 2024

1.3. No Course Prerequisites

1.4. AD 225

1.5. T/TH 9 am- 11:45am

2. INSTRUCTOR INFORMATION

2.1. About the Instructor:

- Name: Amy Schmierbach
- Title: Professor
- Office Location: AD 226
- Office Hours: MW 8-8:30am, 3:30-4pm, T/TH 8-9am, 12-12:30, F 8-8:30am, 12:30-1pm
- Email Address: ajschmierbach@fhsu.edu
- Phone Number:785-628-4272
- Contact Procedure and Policy: Email is the best contact method. Will return correspondence within 24 hours, if not sooner.

2.2. Department Secretary Contact Information

- Name Lauren Sargent
- Title Administrative assistant
- Office Location AD 101
- Email Address Itsargent@fhsu.edu
- Phone Number 785-628-4247

3. TEXTBOOK AND COURSE MATERIALS

3.1. Required Textbook(s): Both of these books are available for free on blackboard.



Helguera, Pablo. *Education for Socially Engaged Art*. Jorge Pinto Books. October 5, 2011. ISBN-10: 1934978590 Open education resource - Pdf of book is linked in Black board.

Nonviolent Communication: Life-Changing Tools for Healthy Relationships
By Marshall B. Rosenberg and Deepak Chopra, Puddle Dancer Press
PRINT ISBN 9781892005281

3.2. Supplementary Book(s) and Article(s): International Organization of Arts and Disability. *Transition to Employment: Model Projects Fostering Careers in the Arts for Youth with Disabilities*.

https://www.kennedy-center.org/globalassets/education/networks-conferences--research/research--resources/vsa-resources/parents-and-educators/00_transitiontoemployment_all_final.pdf

3.3. Computer Requirements: Please refer to the [TigerTech webpage](#) to check the requirements. If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify to the instructor.

4. COURSE DESCRIPTION

4.1. FHSU Catalogue Description: This is a hands-on course that addresses community needs through socially engaged art practices.

4.2. Instructor Course Description: In this course students leaves the university campus to engage in art practices with individuals that are underserved in art. Our main goal is to create positive social change in our community in Western Kansas by creating awareness of diverse populations and sustainability issues.

4.3. Recommendations for Success: Students should be team players.

5. COURSE LEARNING OUTCOMES

5.1. Course Learning Outcomes/Objectives:

- Understand the significance of Socially Engaged Community Art in Contemporary Art. (CO1)
- Create art with underrepresented individuals in art practices in Western Kansas. (CO2)
- Develop curriculum and assessment for community art projects. (CO3)
- Reflect on community engage art experiences. (CO4)
- Present research about a Socially Engaged artist. (CO5)

Outcomes 3.3 for the Engaged Global Citizens Core program

- Describe complex, boundary-spanning issues that involve diverse interests;



- Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved;
- Design a project in cooperation with others that addresses a complex, boundary-spanning issue.

5.2. Prerequisites: none

5.3. Course Expectations: Students should expect to attend class daily, regardless if we meet on or off campus. Students will write a reflection of their experiences every week on a black board blog.

Note: For 600-level courses, there needs to be higher expectations for graduate students in learning activities and assessment. Download this [Best Practices for Teaching Graduate Courses](#) document from the Graduate School.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method: in person

6.2. Instructional Approach: The course provides real world art collaborations. We will learn art and communication techniques to work with a diverse group of community members

6.3. Course Structure: On most Tuesday students will create art with community partners. Thursday class time will be spent in the classroom for lecture and discussion.

7. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.

Please see the due dates and schedule on One Note.

8. ASSESSMENT METHODS AND GRADING SCALE

There are 180 points for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The assessment methods and grading scale are as follows:



First time Art 308 students

Positionality framework.	5 points	
World visioning assignment	10 points	
ARC IDD worksheet	5 points	
Mapping the Landscape for Socially Engaged Art worksheet		30 points
Kennedy Center VSA worksheet	5 points	
Non-Violent communication worksheet	20 points	
Weekly reflections x 10 at 2 points each	20 points	
Artist presentation	20 points	
Final reflection paper	10 points	
Group work for art collaborations	50 points	
Attendance	30 points	
Total	180 points	

Reflection papers

A journal entry will be due at the end of each week. These will be graded Pass/Fail. If you complete the assignment, you receive full points.

Enter 10 weekly reflections entered on the personal One Note page. Please complete a reflection before each Monday during the collaboration project. Please title each with the date.

Each reflection completed is worth 2 points.

Include:

Locations of collaboration

Activities of collaboration

Personal tasks

Problems that you experienced

How to solve or help those problems

Positionality framework

5 points

Worksheet about who we are.

World Visioning essay

10 points

It is year 2050, what do you want your world to look like. Write a couple of paragraphs about your ideal world.

Community Art Map

5 Points

Update the map

Google sheets art in Hays inventory



https://docs.google.com/spreadsheets/d/1mWvh2X6VsdsTSR-D_MCUp_ycjCPpIC-qOFYAwYOtrXk/edit?usp=sharing

Google My Maps link

https://www.google.com/maps/d/edit?mid=1AFBdE7hERPkgPGew1PvUpl_K4fgDtYY&usp=sharing

Arc IDD handout worksheet

5 points

Read the ARC handout about working with people with cognitive disabilities. Link in BB. Answer these questions. It can be copied and placed in your One Note private folder or keep in the One Note group page.

-List five points mentioned in the reading that are vital to you for working with a person with a cognitive disability.

Kennedy Center VSA book

5 points

Handbook is attached document in reading tab on BB.

Pick one organization and project and share it with the class. Let's make sure each student picks a different project. First come first serve.

On the One Note group page highlight the following info:

Who: What organizations partnered and serviced?

What: What did they make?

Where: Where did this take place?

Why: Why was this project important?

How could you make this project more personally reflective of you interests and skills/knowledge?

Reading worksheets

These worksheets are outlined on Black board and One note. Please complete all of the questions on One note.

PowerPoint Presentation of Social Practice Art:

For midterm, each student will research a social practice artist. This will present to the class via a PowerPoint. Please upload this PowerPoint onto blackboard. Include the following information:

- biography of artist
- at least 10 images of their art
- describe concepts and characteristics of a social practice artist
- describe the global problems addressed in the art, which may include minority groups, environmental issues, social justice initiatives, and economic or social inadequacies



- interprets the artworks in their respective cultural context, while also offering new insight into how the works engage the community, impacts positive change, and changes standing policies
- provides the positionality of themselves and the artist to the relation to the global problem
- presentation will be graded for content and oral presentation of content.

Group Social Practice Project:

The entire class will create a community art project. The student will work collaboratively with classmates to identify an environmental issue, social justice initiatives, and economic or social inadequacies in our community.

The student will develop:

- an innovative way to address these issues through art or a creative process.
- identifies strategic partners within the community.
- make a concerted effort to work collaboratively with classmates through each part of the assignment.

Final Reflection essay: will be graded on grammar, organization of content, thorough reflection and analyzation of course.

See blackboard and one note for instructions

Attendance

There will be an attendance code for each course. Please type in this code on black board to be counted as present. 30 points – 1 point per class will be given.

9. STUDENT HELP RESOURCES

Students have access to academic services, technical support and student services at Fort Hays State University. You can find the resources online at [FHSU Blackboard](#) [Student Tutorials](#)

For more information you can contact TigerTech at 785-628-3478 or [FHSU TigerTech](#)

10. COURSE POLICIES

10.1. Class Attendance: Attendance will be taken at the beginning of every class period. Attendance is mandatory. A maximum of 3 absences (excused or unexcused) will be allowed. For every unexcused absence over 3, I will reduce your final grade by one letter grade. You are welcome to email me if you are sick or unable to attend class. Please contact Student Affairs at 785-628-4276 and they will formally notify all of your instructors. Doctor or medical documentation is the only way to receive a formal exception to class attendance.



10.2. Class Participation: If you miss a class, you are responsible for making up that time. If notes or an assignment were given, you are responsible to get them. If it was a studio day, you are responsible to make up that time.

10.3. Assignment Due Date: If an assignment was due on the day you missed with an excused absence, it will be due the next day. Exchange phone numbers with the people around you!

10.4. Procedures for Assignment Submission: All written assignments will be submitted on Black board.

10.5. Test Make-ups: NA

10.6. Bonus Points or Extra Credit: NA

10.7. Collaboration Procedures: NA

10.8. Netiquette: NA

10.9. Other Course Policies: **Working in the classroom after hours**

You are required to work several hours a week outside of class studio time. Given your living situation, you may want to come to the studio and work at night or on the weekends. (Be considerate during these times. There are other classes held in this room during the week. So other students have the opportunity to use this room also.)

*Students need a pass to stay and work in the studio after 10p.m. and on the weekends. Passes are available in the art office. Please allow one day for them to be issued. The pass is free and is valid the entire semester. Campus police will ask you to leave if you do not have your pass with you.

Put this number in your phone-----Campus Police 785-628-5304 Emergency
911

Visual Plagiarism

Visual and/or written plagiarism will not be tolerated, note consequences below in the Academic Policy statement. Plagiarism is any type of copying of words or visuals that you do not note the source. You should be using anyone else's word or pictures this semester. This includes using pictures found on the Internet or drawing from images found on the Internet. Please use your own! You must take your own photos. If you use found images to draw from, you will receive a 0 for that assignment and possibly fail the class. If you need assistance finding copyright free images, please let me know and I will assist you.

11. UNIVERSITY POLICIES

11.1. [Academic Honesty](#)

11.2. [Attendance](#)

11.3. [Withdrawal](#)

11.4. [Student Accessibility Services](#)

11.5. [Kelly Center Support Services](#)



11.6. [Title IX Policy](#) : FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer and the FHSU Title IX Coordinator, at alschaffer@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

11.7. [Career Services](#)

11.8. [Technology Services](#)

11.9. [Smarthinking](#)

12. ADDITIONAL ITEMS REQUIRED BY DEPARTMENT/COLLEGE IF APPLICABLE

13. ADDITIONAL ITEMS NEEDED BY INDIVIDUAL INSTRUCTOR IF APPLICABLE

DIVERSITY AND INCLUSION STATEMENT

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official FHSU records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Dr. Teresa Clouch, Assistant Vice President for Student Affairs
Title IX Coordinator, Senior Diversity Officer, tlclouch@fhsu.edu.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including myself) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

RESPECT FOR DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a



resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.