



**Syllabus**  
**Teaching Through Art**  
**The Arts and Social Justice**  
July 23-27, 2018

**Monday, July 23 | Social Justice and the Arts**

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- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the museum's Cafe or bring your own.
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**Readings for Tuesday**

- Chapter 1:
  - Art Education
  - Teaching Social Justice by Christina Torres, [Teaching Tolerance](#)
  - Teaching Social Justice in Theory and Practice by Caitrin Blake, [Blog by Concordia University](#)
- Chapter 3:
  - The Harlem Renaissance. Teacher Guide, [Library of Congress](#)
  - [Ask Your Mama: 12 Moods For Modern Jazz](#) by Langston Hughes
  - The 'Epic Drama' Of The Great Migration: The Work Of Jacob Lawrence, Code Switch by Hansi Lo Wang, [All Things Considered, NPR](#) (Transcript).
  - Why Faith Ringgold Matters, [Artsy.net](#)
  - [Caged Bird Sings](#) by Maya Angelou, [Poetry Foundation](#)

**Daily Grading: Requirements for Graduate Credit Hours**

- Attendance is required between 8:30 & 4:00
- Active participation in discussions and activities as observed by the instructor.
- Journal page reflective of the day—readings, activities, thoughts turned in the next day.

**MORNING SESSIONS**

8:30	-	9:00	Registration in the M.J. Murdock Charitable Trust Education Center
9:00	-	9:30	Welcome and Introductions
			The Week Ahead: Conceptual Framework, Expectations & Outcomes
9:30	-	10:30	Appreciating & Sharing Art: Heart, Hand & Mind
			The Integrated Lesson Aesthetics, Criticism, History & Production
10:30	-	10:45	Break
10:45	-	11:45	Model Lesson: Making a Social Justice Journal
11:45	-	12:15	Model Lesson: Journaling about Social Justice (Journaling to Understand).

**Lunch—12:15 to 1:00**

**AFTERNOON SESSIONS**

1:00	-	1:45	Presentation: <a href="#">A Wretch Like Me: Sad/Black/Ugly/Queer</a> with Ebin Lee
1:45	-	2:30	Model Lesson: Drawing for Self-Understanding
2:30	-	2:45	Break
2:45	-	3:30	Presentation: Social Justice & Broadway with Elizabeth Schafroth-Bell
3:30	-	4:00	Model Lesson: Posters with Attitude

**EXTRA-CURRICULAR ACTIVITY**

3:30	-	5:00	Enjoy Maryhill Museum of Art until it closes at 5PM
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**Tuesday, July 24 | Storytelling**

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- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the Museum's Cafe or bring your own.
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**Readings for Wednesday**

- Chapter 1:
  - Properties of Art
- Chapter 3:
  - Ben Shahn's Passion of Sacco and Vanzetti: A Painting of Social Protest – Part I and II by Helen MacDiarmid, [Contramare](#)
  - The Garden by Moonlight and Patterns by Amy Lowell, [Poetry Foundation](#)
  - Amy Lowell: "The Garden by Moonlight" by D. A. Powell, [Poetry Foundation](#)
  - Beyond Place and Ethnicity: The Uses of the Triangle Shirtwaist Fire, by Paula E. Hyman, [Jewish Women's Archive](#)
  - Environmentalism Was Once a Social-Justice Movement by Jedediah Purdy, [The Atlantic](#)

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**MORNING SESSIONS**

- 8:30 - 9:15 Readings, Discussions, Sharing, Q & A
- 9:15 - 10:30 Presentation: The Harlem Renaissance
- 10:30 - 10:45 Break
- 10:45 - 11:30 Presentation: Civil Rights and Jacob Lawrence, Faith Ringgold and Langston Hughes
- 11:30 - 12:15 Model Lesson: Visual Storytelling

**Lunch—12:15 to 1:00**

**AFTERNOON SESSIONS**

- 1:00 - 3:00 Film: *Maya Angelou: And Still I Rise*; Discussion to Follow.
- 3:00 - 3:15 Break
- 3:15 - 4:00 Model Lesson: Words and Images

**EXTRA-CURRICULAR ACTIVITY**

- 4:30 - 5:30 Studio Visit: Dylan McManus (Social Justice), The Dalles
- 6:00 Dinner, TBA



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**Wednesday, July 25 | Social Realism**

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- Coffee, tea and treats available at 8:15 a.m.
  - Lunch is on your own: you may order it from the Museum's Cafe or bring your own.
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**Readings for Thursday**

- Chapter 1:
  - Steam vs. Stem: Does it Matter? By Kristin DeJohn, Blog, [Empower Studios](#)
- Chapter 3:
  - Why Have There Been No Great Women Artists? by Linda Nochlin, DeYoung, [Fine Arts Museum of San Francisco](#)
  - Interview: Judy Chicago with Robert Wilder, [El Palacio Magazine](#)
  - Behind The Obama Portraits: Artists Put Their Own Spin On A Presidential Tradition by Barton Girdwood. [Morning Edition, NPR](#)
  - The Obama Portraits and the History of African American Portraiture by Steven Nelson, [Hyperallegetic](#)
  - Frida Kahlo: In Her Own Words by Brittany Dawson, [Dazed](#).
  - Lillian Pitt (1944-), by Rebecca Dobkins, [Oregon Encyclopedia](#)

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- Journal page reflective of the day—readings, activities, thoughts turned in the next day.

**MORNING SESSIONS**

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|-------|---|-------|--|
| 8:30  | - | 9:15  | Readings, Discussions, Sharing, Q & A  |
| 9:15  | - | 10:15 | A Dialogue with Social Justice in the Museum's Exhibitions<br>Louise Palermo, Curator of Education |
| 10:15 | - | 10:30 | Break  |
| 10:30 | - | 11:30 | Presentation: Social Realism in the United States  |
| 11:30 | - | 12:15 | Model Lesson: Ben Shahn: If Not Now, When?   |

**Lunch—12:15 to 1:00**

**AFTERNOON SESSIONS**

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|------|---|------|--|
| 1:00 | - | 2:30 | Presentation: Uncovering Unconscious Bias<br>Dañel Malán, Artistic Director Teatro Milagro, Portland |
| 2:30 | - | 2:45 | Break  |
| 2:45 | - | 4:00 | Presentation and Model Lesson: The Environment and Social Justice                                    |

**EXTRA-CURRICULAR ACTIVITY**

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|------|---|------|---|
| 4:30 | - | 5:30 | Studio Visit: Christopher Pothier, The Dalles |
| 5:30 |   |      | Garden Treats at the Schafroth's              |



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**Thursday July 26 | Gender, Status & Image**

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**Readings for Friday**

- Chapter 1
  - Review Looking at Art: Scanning and Scanning Art
  - Why Arts Education is a Matter of Social Justice and Why it will Save the World, Parts 1 & 2 by Lucia Brawley, [Huffpost](#).
- Chapter 3
  - A Collection of Resources for Teaching Social Justice by Jennifer Gonzalez, [Cult of Pedagogy](#)
  - It's Not Beautiful by Evan Osnos [Ai Weiwei], [New Yorker](#)
  - How Art Has Depicted the Ideal Male Body throughout History by Daniel Kunitz, [Artsy.net](#)
  - What Art History Can Tell Us about Female Beauty Ideals by Daniel Kunitz, [Artsy.net](#)
  - Examining Culturally Imposed Aesthetics by Larissa Boiwka, [An Artist's Perspective Artists Explore the Themes and Topics of Civilizations, NPR](#)

**Daily Grading: Requirements for Graduate Credit Hours**

- Attendance is required between 8:30 & 4:00
- Active participation in discussions and activities as observed by the instructor.
- Journal page reflective of the day—readings, activities, thoughts turned in the next day.

**MORNING SESSIONS**

- 8:30 - 9:15 Readings, Discussions, Sharing, Q & A
- 9:15 - 10:00 Presentation: Women and the Arts
- 10:00 - 10:15 Break
- 10:15 - 11:15 Model Lesson: The Dinner Party, Judy Chicago
- 11:15 - 12:15 Presentation: Portraits Turned Upside Down: The Obama Portraits and Others

**Lunch —12:15 to 1:00**

**AFTERNOON SESSIONS**

- 1:00 - 2:00 Model Lesson: Frida Kahlo: Self Portraits
- 2:00 - 2:15 Break
- 2:15 - 3:00 Guest Presentation: Lillian Pitt, (Warm Springs, Wasco, and Yakama)
- 3:00 - 4:00 Workshop: Paper Mask-making with Lillian Pitt

**EXTRA-CURRICULAR ACTIVITY**

- 4:00 - 5:30 Art Technique: Drypoint Without a Press
- 5:30 - 6:30 Dinner at Maryhill Museum
- 6:30 - 8:30 Film: Ai Weiwei Never Sorry (Chinese, 1957-)



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**Friday, July 28 | The Body as Image**

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**Final Assignment & Grading: Requirements for Graduate Credit Hours**

Written art lesson plan based on an integrated art approach with social justice as a theme is required for credit. For "A" work, it must include all the elements modeled throughout the week in the Model Lesson and an annotated bibliography for sources used. Due by August 10 either by email at [colleen@maryhillmuseum.org](mailto:colleen@maryhillmuseum.org) or mail to Colleen Schafroth, Maryhill Museum of Art, 35 Maryhill Museum Drive, Goldendale, WA 98620.

**MORNING SESSIONS**

- 8:30 - 9:15 Readings, Discussions, Sharing, Q & A
- 9:15 - 10:30 Film: How Do We Look (Civilizations, PBS) & Discussion
- 10:30 - 10:45 Break
- 10:45 - 11:45 The Gowns: Lou Palermo, Curator of Education
- 11:45 - 12:15 Model Lesson: Accordion Book: Me, Myself and I

**Lunch—12:15 to 1:00**

**AFTERNOON SEASONS**

- 1:00 - 2:00 Model Lesson: Accordion Book, Cont.
- 2:00 - 2:15 Break
- 2:15 - 3:00 Pulling it All Together: Creating the Lesson for the Classroom (Review)
- 3:30 - 4:00 Wrap-up, Final Questions & Evaluations