

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

College of Arts and Letters
Department of Liberal Studies
Summer Quarter 2013

Course Number, Title, and Units: LBS 234 (1)—Multicultural Arts, L.A. (4)

Instructor: Dianna M. Santillano

Class Meetings: Mon. & Wed. 11:40 AM – 1:20 PM, E&T A129

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(Email is preferable means of communication)

1. Course Description

A. Catalog Description--Cultural, historical, social context for community/ municipal arts in Los Angeles (performance, visual, musical, literary, etc.). Emphasis on race, ethnicity, class, gender & sexuality, and youth. Attend performances/museums; discussion with artists/ experts.

B. General Course Description—LBS 234 is a required course in the Multicultural Arts depth track and an elective in both the Cultural Studies and the Race and Ethnicity Studies depth tracks within the Liberal Studies major. It also fulfills General Education Area C2 and diversity requirements.

Through the comparative study of community arts (aesthetics, artists, institutions, etc.) and municipal/national arts (aesthetics, artists, institutions, etc.) this course explores the tenets and varying definitions of multiculturalism (critical, liberal, conservative, and corporate) in Los Angeles arts (past and present). The course focuses on key concepts and *cultural-political* practices as well as artistic practices, conveyed in the contrast between community-based art making and arts praxis that is informed by community, along with the history of community development, identity based artistic practices, and social movements in Los Angeles. By focusing on the relationship between arts, aesthetics, memory, and place, we can better understand how the arts play a significant role in the processes of democracy and creating and activating urban space, civic identity formation, community organization, and struggles for justice.

The course focuses on the contrast between “mainstream arts institutions” on the one hand, and community-based art making and art-based community making on the other. Our primary goal is to understand what we can refer to as “the arts of engagement”. In so doing the course highlights the social, political, and economic uses of art/culture as they relate to contemporary issues such as community development, heightened agency for historically marginalized communities, youth social welfare, and immigration and labor. In sum the course attends to fundamental ideas about the relationship between cultural/arts institutions, communities, artistic practices, and the community members those institutions serve in greater Los Angeles.

This class will also introduce you to some of the many arts and cultural organizations and spaces in the local area. We will learn about a number of museums, galleries, theaters, public arts spaces and cultural events during the course of this quarter. By the end of this class, not only will your knowledge about the city we work and live in be expanded, but hopefully have a heightened appreciation of the city that will lead you to a more engaged understanding of Los Angeles, its history, and the rich and multifaceted artistic and multicultural terrains that inform it. This course will hope to pave that road through various fieldtrips in the city and through written assignments that are based on the combination of your engagement with the texts, as well as your own experiences, reflections and observations of the city and its multi- and interethnic cultural landscape.

A very partial list of arts organizations and spaces in Los Angeles includes: MOCA, LACMA, Korean Cultural Center, Plaza de la Raza, Watts Towers Art Center, California African American Museum, Japanese American National Museum, Beyond Baroque, The Getty Museum, The Skirball Cultural Center, Self-Help Graphics, SPARC, The Fowler Museum of Cultural History at UCLA, The Luckmann Fine Arts Complex (CSULA), The Armand Hammer Museum, The Norton Simon Museum, Barnsdall Art Park, Mariachi Plaza in Boyle Heights, Estrada Courts Murals, The Armory Center for the Arts, 18th Street Arts Complex/Highways Performance Space, Vincent Price Museum at ELACC, and the Santa Monica Museum of Art. Also keep in mind all of the museums and art spaces on the campuses of the universities and community colleges in Los Angeles, including: UCLA, USC, CSUN, CSULB, CSU Pomona, ELACC, LACC, Pasadena City College, and many, many more. You can get information about exhibitions and events by checking the websites of the individual organizations (find them by looking on a good search engine, such as google.com).

2. Professional Statements.

A. Statement of Reasonable Accommodation--The instructor will provide reasonable accommodation to any student who is registered with the Office of Students with Disabilities (OSD) and who needs and requests accommodation.

B. Student Conduct--All students shall conduct themselves in a manner congruent with University policies and regulations. Academic honesty is expected of all students in the College of Arts and Letters, in accordance with University policy.

Plagiarism: All work you turn in for this class must be **your own** work. Your student handbook, in accordance with University policy, contains information regarding academic dishonesty and academic misconduct. The unacknowledged use of another's materials (either words or ideas and including virtual discussions, chats, and web pages) is called plagiarism. We will discuss how to avoid plagiarism, including the proper citation of source materials for your essays. Plagiarism is a serious issue. It **will** result in a failing grade for the course, disciplinary action and/or expulsion from the University.

For more information on what plagiarism is and how to avoid it, consult these websites:

[Cal State LA Library Web Page on Plagiarism](http://www.calstatela.edu/library/research/IL10.htm)

<<http://www.calstatela.edu/library/research/IL10.htm>>

[Academic Honesty – Students' Rights and Responsibilities](http://www.calstatela.edu/usu/csdp/StudentRights.html)

<<http://www.calstatela.edu/usu/csdp/StudentRights.html>>

C. Technology—Each student should have a mastery of basic computer skills, ample access to a computer (e.g., in CSULA computer labs, at home, or at work), and an email account (available free of charge to all CSULA students).

Course Related E-Mail –E-mail correspondence is vital to your success or failure (i.e. your grade) in the course, so you **MUST ALWAYS** check your e-mail to see if I have sent out any new announcements or handouts. **I will send email to you at your calstatela.edu email address.**

3. Student Outcomes

Throughout the quarter you are expected to:

- Complete readings listed on the syllabus by the date listed on the schedule.
- Participate in class discussions, or demonstrate your engagement with the material of the course through e-mail or attendance at office hours.
- Complete assignments by the due dates listed in the schedule.
- Attend various art events, cultural happenings and spaces
- Visit art museums

LBS 234 has the following learning outcomes:

- Understand the difference between arts institutions with a municipal/national orientation and arts institutions with a community orientation.
- Understand how art and aesthetics relates to community development, social movement politics and democracy.
- Understand the social, political, and economic uses of art.
- Understand basic assumptions and strategies (epistemological, heuristic, and critical) underlying both discipline-based and interdisciplinary intellectual inquiries.
- Develop skills in reading, comprehending, and analyzing interdisciplinary theories and methods.
- At the end of the quarter, you should have a more complete critical understanding of multiculturalism and questions of equitable representation in the arts, and how it informs our understanding of social institutions, popular culture, fine arts, and everyday experiences.

Additional elaboration of student learning outcomes related to the standards established by the California Commission on Teacher Credentialing is specified in documents available in the Liberal Studies Department office.

4. Assessment and Grading

Participation (10%): Students are **expected** to attend every class and participate actively in class discussions. Students should also lead in at least (1) class discussions based on the readings. I want to be able to remember each and every one of you from something you have said in class, office hours, or e-mail that makes a constructive contribution to the class. In practical terms, participating enough that you make a lasting impression on me means that you will have to contribute to class discussions frequently. **Attendance:** Because discussion and lecture are vital to your success in this course, **attendance is mandatory**. Any unexcused absences will negatively affect your participation grade (see **participation** in the table below). **Active participation** means that you will read materials and complete any writing assignments **before** you arrive in class; bring the day's reading materials with you to class so that you may refer to them; engage with and respond to your peers during both large and small group discussions; listen attentively to every speaker and respond respectfully to the ideas of others in the classroom; exhibit a deliberate effort to apply, extend, and challenge concepts that we generate in class; demonstrate your curiosity and willingness to ask questions, advance comparisons, and make observations. If you prefer not to speak in front of large groups, I expect you to demonstrate your command of the materials in other ways (during office hours, in on-line discussions, or through e-mail correspondence with me). **NO TEXTING IN CLASS PLEASE.**

Bi-Weekly Reflection Papers (20%): These 2-page minimum typewritten papers should address the assigned readings for our class session presenting your thoughts and reflections based on the issues raised by the various authors. The main purpose of your writing is to briefly outline the readings, raise questions, respond to issues you identify, and provide a critical positioning with relation to the readings. Reflections are an opportunity for you to informally reflect upon the class material and to speak personally about how the material affects you as a person, and establish positions. These papers are due in class on **Mondays**. **Please note that late or emailed submissions will NOT be accepted. The basic parameters are: 1" margins, double-spaced, suitable font, and stapled. Cover page recommended but not required.**

Art Organization Analysis Paper (20%): You will write a paper analyzing (2) arts organizations. As a class we will visit two arts organizations. Museum of Contemporary Art (MOCA), a major arts institution *and* a community-based arts organization or 'Ethnic Museum'. Your papers will be based on these visits and the related readings that correspond to the types of institutions we will be visiting. For the paper you will analyze the (2) organizations to explain how these 2 types of museums differ from one another and analyze their role in the community; Discuss how they represents multicultural arts in Los Angeles; and how all of that relates to readings and concepts we cover in class. **A minimum of 5 pages and cannot exceed 7 pages.** These visits

count as one unit of activity for this class and you must attend them. I will post links and information on these arts organizations on Moodle for your information prior to our visit.

Exams

The **midterm or Exam 1 (20%)** will cover lectures, readings and discussions. **In lieu of a final exam** you will be working together in a creative group project. Your group will present your *LA Erased and Invisible History* project on our scheduled Finals day for this quarter.

In addition, you will have a Quiz and a *performing text* creative group project. See below. Information and parameters of this project will be forthcoming.

Classroom Etiquette:

As I encourage classroom discussion whenever possible, I will expect all students to abide by a very basic classroom principle: R-E-S-P-E-C-T. There are NO stupid questions. There are NO stupid people. We are simply on an intellectual journey together. And our goal shall be to have a calm (but spirited) level of discourse that is mutually respectful of differing opinions and differing experiences.

Grade Scale

	Due Date	Points	Percentage of Course Total	Grade Scale
Participation	On-going	100	10%	A = 925-1000 pts
Reflections: Bi-wkly Reflection Papers	On-going – every other Monday	200	20%	A- = 900-924 pts
Midterm / Exam 1		200	20%	B+ = 875-899 pts
Art Organization Analysis Paper #1		200	20%	B = 825-874 pts
Quiz	Aug. 12	50	5%	B- = 800-824 pts
No Movies (ASCO) creative project	Aug. 21, 2013	50	5%	C+ = 775-799 pts
Creative FINAL Group Project presentations	Finals Week: Sept. 4, 2013	200	20%	C = 725-774 pts
Total		1000	100%	C- = 700-724 pts

5. Required Texts and Additional Materials

- a. *The Sons and Daughters of Los: Culture and Community in L.A.*, edited David E. James
- b. Various weekly PDF readings posted on Moodle – Organized according to themes
- c. *USB Flashdrive* for additional course readings and electronic handouts.