

A R T S A N D L E A D E R S H I P

University of Wisconsin Oshkosh | ART 120Q2 | Tuesday & Thursday 1:20-2:50pm | Swart 217

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Office Hours: Tuesday/Thursday 12:30-1:20 & 2:50-3:30 and by appointment

Course Delivery – This is a 100% in-person course and your attendance is required.

SIGNATURE QUESTION: How Do People Understand and Bridge Cultural Differences?

EXPLORE CULTURE – Intercultural Knowledge and Competence: Global Citizenship

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

Global Citizenship is the knowledge of nations, cultures, or societies beyond the U.S.; the recognition of how interaction, interdependence, and inequity among diverse geographical, social, political, or economic systems have shaped historical and contemporary global challenges and opportunities; and the skills to engage with the responsibilities of informed citizenship in a complex, interdependent, and changing world.

- University Studies Program Emphases Covered in this Course

Course Description

This course focuses on the interconnection of arts and leadership by examining artistic creations from diverse cultures and creating artistic expression for personal strengths and leadership qualities. In this course, students will increase positive attitudes and ethical reasoning toward cultural diversity through learning in the arts, build knowledge about the

connection between cultures and leadership, and develop artistic and conceptual skills that can be applied to their actions in their campus life and early careers. The goal of this course is to expand students' diverse ideas about world cultures and transform these understanding into effective leadership qualities through art.

Prerequisites of the course: N/A

Three-Level Course Learning Outcomes

[PERCEPTION - Increasing *Attitudes*]

1. Develop awareness of the underpinning influences of one's cultural context and how they shape diverse behaviors, cultural traditions, and value systems
2. Appreciate and discover diverse human ideas, traditions, and leadership qualities national and international artists demonstrate through their art-making processes, cultural identities, ideas, and artwork

[CONNECTION - Building *Knowledge*]

1. Expand understanding of leadership qualities through examining arts, nations, cultures, and societies and construct knowledge to connect students' campus life and early career
2. Illustrate a series of concept maps that bridge cultural perceptions and leadership behaviors by understanding forms of interaction, interdependence, and inequity at the local and global levels

[ACTION - Developing *Skills*]

1. Conduct self-assessment to identify students' own leadership traits and qualities considering the role of their own cultures
2. Create a self-portrait that integrates one's leadership qualities and discuss various forms that represent the interplay of culture and leadership
3. Conceptualize how identified leadership qualities help build students' ethical reasoning, campus life, and early careers

Primary Focus of Art 120Q2

This 3-credit, Quest II, Explore Culture (XC) course will focus on the interconnection of arts and leadership by examining artistic creations from diverse cultures and creating personal artistic expression for leadership qualities. In this course, students will increase positive attitudes and ethical reasoning toward cultural diversity through learning in the arts, build knowledge about the connection between cultures and leadership, and develop artistic and conceptual skills that can be applied to their actions in their campus life and early careers. The three-level sequences are designed to identify students' perception in arts, cultures, and leadership and use this understanding as a foundation to connect to their personal leadership qualities as an effective internal awareness to develop actions for students' academic success.

This course will approach our signature question – *How do people understand and bridge cultural differences?* – through the development of cultural awareness, representation, and identity. This developmental process will challenge students to discover national and international artists' work that demonstrates the influences, interdependence, and inequality of

various cultural contexts. This discovery will lead to connections to students' personal perceptions, stereotypes, and decision-making process. Through this learning progression, students will synthesize diverse human ideas/traditions and develop critical knowledge and skills that can contribute to effective leadership qualities and illustrate a high level of cultural sensitivity. The goal of this course is to expand students' diverse ideas about world cultures and transform these understanding into effective leadership qualities through art.

Course Assignments

[**Artists/Leaders Discovery Reflection**] This course will introduce a number of national/international artist/leader and present their concepts, artwork, backgrounds, and cultural influences. A group discussion will be followed by lectures, and each individual student will complete a reflection, in various written and artistic forms based on the guidelines provided in class.

[**Show and Tell**] The show and tell assignment is designed to stimulate the class by offering interesting and novel insight into leadership. Students will be assigned a day to present. The show and tell should last no more than 5 minutes and no less than 3 minutes. The idea is to bring in an original idea or demonstration of leadership that is thought provoking. It can involve interaction with the class but does not have to. The presentation and topic should be appropriate for students from all academic departments. The show and tell will be graded based on the originality, relevance, and logical/intuitive quality of the thinking students present. The presentation schedule and due date will be announced in class.

[**Leadership Self-Assessment**] The students are required to conduct two leadership assessments using two different approaches. First, students will select two leadership frameworks introduced in this course to examine their own leadership traits and behaviors. Second, they will use Howard Gardner's theory of Multiple Intelligences to conduct an interactive assessment with people they are familiar with to illustrate their leadership traits and behaviors. Those two assessment reports will be the foundation for the students' final projects. The assessment criteria for this project include the clarity of the self-examination, an effective summary of personal leadership qualities, and a connection between leadership and cultural experiences.

[**Leadership Self-Portrait**] Based on the learning materials and projects completed in this course, students will create a leadership self-portrait using the positive and negative space on the image of their faces to demonstrate the 10 most apparent leadership qualities they possess. The projects will be created on 8 in. x 11 in. cardboard. The assessment criteria for this project include formal qualities, technical skills, and conceptual complexities.

[**Exhibition of Arts, Leadership, and Sustainability**] This is the final project of the course and each of you plays an important role in this exhibition. Your projects/artwork will be displayed in the Annex Gallery at the Arts and Communication Building on campus from April 27 to May 4, 2022. Your participation and the artistic qualities of the projects will be essential for your grade.

The deadlines of all course assignments will be stated in Canvas weekly modules. Any late assignment submission will affect your disposition grade.

Grading Information

- 10 points Artists/Leaders Discovery Reflections
- 10 points Art Project 1 - Gallery Visit Creation
- 10 points Art Project 2 - Leadership Self-Portrait
- 10 points Leadership Assessment I
- 10 points Leadership Assessment II
- 10 points Show and Tell
- 25 points Final Project: Exhibition of Arts, Leadership, and Sustainability
- 15 points Disposition and Participation
- 5 points Extra Credits

Grading Scale

A	95-100 %
A-	90-94 %
B+	87-89 %
B	84-86 %
B-	80-83 %
C+	77-79%
C	74-76 %
C-	70-73 %
D+	67-69 %
D	64-66 %
D-	60-63 %
F	59% or below

- Attendance and tardiness can affect students' comprehensive grade. Refer to the policies stated above.
- The instructor may assign extra credit projects that together can be worth up to 5 points of the final grade.

Attendance, Tardiness, and Professional Disposition

Attendance is required and extremely important. You are permitted three unexcused absences. Thereafter, 10 points of your final grade will be dropped for every class missed starting with the fourth absence regardless of the reason. After an absence, it is your responsibility to complete missed work. Please meet with your classmate(s) outside the class to discuss what have been missed so you are able to catch up on your work.

Classes begin promptly when scheduled. Everyone is expected to be present at the start of class in the classroom until the end of class unless all class tasks have been completed and the student has been permitted to leave by the instructor. Tardiness will first result in a warning.

Repeated tardiness will count as an absence for each occurrence. The following dispositions are expected. Failure to meet these expectations can result in your disposition grade.

Responsibility:

- Be punctual and reliable in your attendance and complete all course responsibilities. Prepare written work professionally: appropriate layout, word-processed, accurate spelling, correct grammar, and no typographical errors. Poor presented written work will not be accepted.
- Late assignment submissions will be accepted considering the complexities due to the COVID-19 pandemic; however, your disposition grade will be affected by the total number of the late submissions and this directly has an impact on your final grade.

Collaboration:

- Exercise politeness, courtesy, cooperation, and responsibility in your interactions with others. Take responsibility for your own learning. Show respect for your instructor and peers.
- Demonstrate a positive attitude toward your learning situation through the nature of your actions, dialogue, and body language.

Caring:

- Demonstrate integrity in your interactions with the instructor and other students. Be responsive to the welfare of your professional colleagues. Foster a positive classroom climate based on trust, respect, and mutual responsibility.

Diversity:

- Demonstrate, through your classroom performance, a commitment to the belief that all students are capable of learning irrespective of their race, gender, sexual orientation, religion, ethnicity, disabilities, social circumstances, or other backgrounds.

Course Calendar

Week 1 – February 1

Introduction – Course Syllabus, Assignments, and Expectations

Identify & remember your class number

Week 1 – February 3

Interconnections between Arts, Leadership, and Sustainability 1

Time Management Activity

Artists/Leaders Discovery Reflections

Week 2 – February 8

Introducing Q2 Academic Open House Participation & Leadership Assignment 1

Week 2 – February 10

Workday - Leadership Assignment I & 16 Personalities Test

Week 3 – February 15

Q2 Academic Open House Participation and Assignment

Week 3 – February 17

Q2 UW Oshkosh Alumni Guest Speaker

Week 4 – February 22

Interconnections between Arts, Leadership, and Sustainability 2

Week 4 – February 24

Q2 Career Development & Attending Career Fairs

Developing a Strong Resume for Your Career

Resume due date: March 31

Week 5 – March 1

Community Engagement through the Arts

Week 5 – March 3

Field Trip: Rooms of Blooms 1

Week 6 – March 8

Art Project 1-1

Week 6 – March 10

Field Trip: Rooms of Blooms 2

Week 7 – March 15

Art Project 1-2

Week 7 – March 17

Art Project 1-3

Spring Break – March 22&24

Week 8 – March 29

Introducing Exhibition of Arts, Leadership, and Sustainability

Week 8 – March 31

Art Project 2-1

Week 9 – April 5

Art Project 2-2

Week 9 – April 7

Art Project 2-3

Week 10 – April 12

Leadership Assessment II

Week 10 – April 14

Art 120Q2 Exhibition Creation Day 1

Week 11 – April 19

Art 120Q2 Exhibition Creation Day 2

Week 11 – April 21

Art 120Q2 Exhibition Creation Day 3

Week 12 – April 26

Art 120Q2 Exhibition Set-up

Week 12 – April 28

Art 120Q2 Exhibition Opening/Reception

Week 13 – May 3

Show and Tell Presentations

Week 13 – May 5

Art120Q2 Exhibition Clean-up

Week 14 – May 10&12

Final's Week

SOS Evaluation Survey

Syllabus Change Policy

This syllabus is both a guide and a legal contract. While every attempt is made to provide an accurate overview of the course, unanticipated circumstances or events may make it necessary for the instructor to modify the syllabus during the semester. Such circumstances may arise as a consequence of the progress, needs, and experiences of the students, or may result from other extraneous circumstances. Changes to the syllabus will be made with advance notice so as not to disadvantage students. Should the indicated change present any unanticipated difficulties, please contact the instructor immediately.

University Studies Program (USP)

At UW Oshkosh, your general education will inspire and transform your intellectual curiosity and introduce you to the opportunities of university life. The USP is the gateway to a

21st-century college education. USP designs all Quest II courses to integrate knowledge, skills, and responsibility into student learning through the incorporation of disciplinary content, a signature question, and ethical reasoning. The USP provides an assessable, common intellectual experience that also embraces the traditional breadth of a liberal arts education to prepare you for the challenges of work, for engaged citizenship and for a meaningful and satisfying life. In these courses, you will be exposed to three following signature questions:

- How do people understand and engage in community life?
- How do people understand and bridge cultural differences?
- How do people understand and create a more sustainable world?

This USP course will address the question *How do people understand and bridge cultural differences?* by introducing artists from various cultural contexts to allow you to conceptualize the role culture plays in the arts as well as leadership development. In this course, you will be strongly encouraged to become an effective leader within your classroom, campus, and community who possesses a strong sense of cultural diversities and creative artistic skills. This course design contributes to your understanding of a liberal arts education by unpacking your artistic talents, leadership qualities, and cultural awareness to help you establish a holistic world view as a caring and thoughtful global citizen.

Required Text and Materials

All course readings, materials, and announcements will be posted on Canvas. Handouts, assignment instructions, and grading rubrics for the course projects will be explained in class.

Liberal Education

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings (<http://www.aacu.org/leap/what-is-a-liberal-education>). This course will enhance your logical thinking, ethical reasoning, and decision-making abilities by investigating personal perceptions, human ideas, and cultures from both arts and leadership perspectives.

Ethical Reasoning

The importance of ethical reasoning is emphasized in this Quest II course because ethical reasoning helps you develop strong understanding of your social surroundings and complement your general education at UW Oshkosh. Ethical reasoning requires your comprehensive understanding of the world and human interactions in order to help you recognize your decision-making process and construct your theoretical reasoning within cultural and social contexts you are within. This course will introduce a number of different artists and leaders across disciplines to offer the processes of ethical reasoning to inspire your

independent recognition of your practical reasoning. This course will also allow you to explore development of ethical reasoning from a cultural lens and build your understanding of how culture plays an important role and creates underpinning influences for individuals' perception and actions.

Early Alert Program

After the fifth week of class, you will receive a grade for your overall progress in this course. This process is called "Early Alert." You will receive this information during the 5th week of this class. Early Alert is designed to help you evaluate your study skills and your class attendance so you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript. The three written Artist Discovery reflections are the early alert assignments in this course, and your attendance from week 1 to week 5 will also be considered.

UW Oshkosh Student Consumer Information

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:
<https://uwosh.edu/financialaid/resources/consumer-information/>

Campus Resources

Your success is critically important for us at UW Oshkosh. A number of resources are available on campus to provide support for your learning. Please visit <https://car.uwosh.edu/campus-resources-2/> to learn about all the campus resources available to support your academic pursuit. A list of selected resources is as follows:

- Counseling Center
- Writing Center
- Polk Library
- Multicultural Education Center
- Center for Academic Resource
- Reading/Study Center
- Career Service

Academic Integrity Statement

Academic integrity is critical to the mission of the University of Wisconsin Oshkosh. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Students are expected to uphold the core values of academic integrity, which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning produce students who become extraordinary citizens. For more information, visit <http://www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct>.

UWO Accommodations for Individuals with Disabilities

The University of Wisconsin Oshkosh is committed to providing reasonable accommodations for students with disabilities. Please contact the Accessibility Center located in the Dean of Students Office, 125 Dempsey Hall, 424-3100, for the University's accommodation request form and documentation requirements. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a 'need to know' basis. It is the policy and practice of UWO to create inclusive learning environments.