

**Course Tag Reflection Exemplar**  
**Ethics, Integrity, and Commitment to Diversity and Inclusion**

**Sascha Scott, Ph.D.**

**HOA 576: A Critical History of American Art, 1880s-1980s**

**Identify the course learning objectives in the syllabus that are clearly aligned to Ethics, Integrity, and Commitment to Diversity & Inclusion and respective assignment(s).**

"Students will...contribute to intellectual discourse by questioning norms, challenging biases, and seeking out diverse perspectives."

This learning objective is embedded in all aspects of the course. As the "Course Description" explains, "This course will examine art production in the United States from the 1880s through the 1980s with a focus on those artists who have been historically underrepresented, ignored, or elided. This critical history of American art will ask how and why the "canon" (the roster of artists and movements foregrounded in American art histories) was established and will seek to disrupt dominant narratives that long excluded artists based on race, religion, ethnicity, gender, and/or sexuality."

The related "Learning Outcomes" include:

- develop a foundation in the history of art in the United States, including mechanisms of exclusion;
- contribute to intellectual discourse by questioning norms, challenging biases, and considering diverse perspectives.

**Explain the connection between specific assignment(s) and Ethics, Integrity, and Commitment to Diversity & Inclusion. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

1. Class Participation (15%)

Class participation asks students to reflect on the "dynamic relationship among power, inequality, identities, and social structures" learned through course lectures and readings. All

This competency will also be achieved through...

1. Engaged Art History Reflection (10%)
2. SU Art Museum Object Assignment (10%)
3. Oral Presentation (15%)
4. Research Paper (35%)

Students are required to select and write about an artist from an underrepresented, marginalized, or historically oppressed group for these assignments.

**Describe in detail the instructional strategies faculty use to intentionally teach Ethics, Integrity, and Commitment to Diversity & Inclusion in the course.**

1. Faculty lectures and course readings offers contextual frameworks for understanding "dynamic relationship among power, inequality, identities, and social structures" via art
2. Faculty then leads the class in small and whole group discussions, including via Blackboard, to help them process lectures and course readings.
3. Students further process and engaged with the readings, contextual frameworks, and worldviews and epistemologies via all of the course assignments, including by leading class session, through written reflections, and via guided research papers.

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity & Inclusion.**

1. Faculty engages with students during class sessions via in-class and virtual participation
2. Students receive feedback on all written assignments
3. One-on-one meeting with students