

Course Outline for: ART 1135 Art Activism and Creative Citizenship: Empty Bowls

A. Course Description:

1. Number of credits: 3
2. Lecture hours per week: 2
Studio hours per week: 2
3. Prerequisites: ART 1130 Introduction to Ceramics: Wheel Throwing
4. Corequisites: None
5. MnTC Goals: Goal #9 - Ethical and Civic Responsibility

A significant percentage of community college students experience food insecurity and other basic needs issues. Food insecurity can influence grades, health, attendance, course completion and degree attainment. To address this, the Empty Bowls Project investigates how policy, social inequities, and racial injustice perpetuate this problem, uses ceramic art to raise awareness, and applies creative citizenship to help alleviate food insecurity within the campus community. Through service-learning, students collaboratively create, donate, and organize the sale of wheel-thrown ceramics to raise awareness about food insecurity and local resources while providing tangible support for their peers in need, fostering civic engagement and positive social change.

B. Date last reviewed/updated: May 2025

C. Outline of Major Content Areas:

1. Examine Art Activism
2. Investigate the Empty Bowls Metaphor and Basic Needs Insecurities
3. History of Social Programs Addressing Basic Needs
4. History of Policy Addressing Basic Needs
5. Create Bowls for the Empty Bowls Project
6. Indirect and Direct Service Learning
7. Service in Food Banks, Service at Campus Cupboard
8. Development and Execution of Charitable Pottery Sale

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Describe how contemporary visual artists apply political, economic, and social justice concepts to affect social change. (Goal 2b, 9b, 9d)
2. Apply the conceptual metaphor of the Empty Bowls Project to artwork that promotes and advocates for food security among community college students. (Goal 2a, 9b)
3. Explain how creative civic engagement promotes artistic agency of change to address the root cause of a social problem. (Goal 2d, 9d)
4. Examine their view on the ethical duty of the creative citizen to engage in art activism. (Goal 9a, 9c)

5. Explain how creative civic engagement can be leveraged to improve the social conditions of others in the immediate and long term. (Goal 9e)
6. Demonstrate an understanding of health and safety issues within ceramics.

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Instructor's record of student's active participation in the class as demonstrated by regular attendance, preparation, class discussions, and group or individual critiques.
2. Instructor's record of student's understanding of discipline appropriate terminology and concepts as demonstrated in critiques, whether oral, written, group, or individual.
3. Instructor's analysis of student's well-presented, completed work that demonstrates comprehension, exploration, and strong technical skills.
4. Exams focusing on discipline specific terminology, historical concepts, and processes.
5. Written work (essays, critical response papers, research projects, and etc.) using discipline appropriate terminology and appropriate academic style.

F. Special Information:

Students with prior wheel throwing experience may register with instructor permission.