



### **Community Arts Practice: The Zimmerman Library "Three Peoples" Murals**

**Spring 2018, M/W 12:30-1:45pm**

Room CFA 2100

**Dr. Kymberly Pinder and Dr. Alex Lubin**

The 1939 *The Three Peoples' Murals* in Zimmerman Library have had a rich and controversial presence at UNM. This interdisciplinary class explores the many issues surrounding art in public places. Students from multiple disciplines will delve into critical issues related to the impact of public art on communities through discussion, research, collaboration and problem-solving. What is public art's responsibility to its audiences? Other topics covered in the class: public art history, site-specific artwork, space and identity, monuments and historic preservation, free speech, race and social justice, community building, interventionist/facilitation processes, art preservation, museum studies, public rhetoric, art patronage, community engagement and organization, and sociology. This course employs history and discourse through practice; the class will become informed in these many areas in order to present options for the future to the university president. Guest speakers and faculty from departments across campus will also contribute.

**Problem:** Kenneth Adams's 1939 mural *Three Peoples* is a public art work that offends students, faculty and staff who work in the Zimmerman Library.

Weekly class lectures, readings and discussions will be on topics relevant to this problem, its history and potential solutions.

**Attendance:** In addition to the weekly classes, there will be four 5pm lectures to which attendance is strongly recommended. Please note that some classes are in the Willard Room in Zimmerman.

**Assignments:** will be 1) individual and 2) related to group work. All written work must be submitted via LEARN.

**Weekly readings and discussion:** Readings are available in Learn. Submit two questions via Learn about the readings listed for each class and participate in discussion in class and online. Problem solving demands respectful discussion and collaborative work. Such skills are part of student outcomes. (20%)

**The Year 1939:** Analyze four issues of a monthly periodical or one month (four installments) of a weekly periodical from the year 1939 found in Zimmerman. In your 5-page paper answer these questions:

- a) what are 5 prominent and recurring topics in the articles?
- b) What demographic info about the periodical's readers can you glean from what is in the periodical and how? (cite specific things you see as evidence)
- c) Why did you choose this periodical? (15%) FEB 5

**I am in the mural (or not):** Each student will be given a figure to research and provide a description of what that person may have experienced from 1700-2018. Topics to include: occupation, life expectancy, demographic info such as marital status, family size, location in New Mexico, geographical and social mobility.

Include works cited for your resources. You can structure the paper around information for each century. (20%)  
MARCH 5

**Local mural visit:** Short research paper on a local mural: visit one of these murals in Albuquerque: a) write a formal analysis of it, b) discuss who painted it, when and the context (location, building, wall, audience) in which the mural was painted, c) what do you think it is communicating to its audiences and why? (10%) APRIL 21

**Cycle of Science reproductions, Zimmerman Library**

**Multiple mural choices, Indian Pueblo Cultural Center 2401 12<sup>th</sup> NW**

**Justice Tempered with Mercy, Old Federal Building and Courthouse, 421 Gold Street SW**

**The Pueblo Rebellion, Old Federal Building and Courthouse, 421 Gold Street SW**

**Protect Mount Taylor, 510 Central Ave SE**

**Mundos de Mestizaje, National Hispanic Cultural Center, 1701 4<sup>th</sup> Street SW**

**Proposal:** Each group will follow this mural proposal process/one group will create an archive: a) turn in a written proposal w/preliminary drawings and an explanation b) give a 10-minute Power Point presentation of the proposal. These proposals will first be critiqued in class and then final drafts presented to UNM's president. This community arts project will be approached in a professional manner; it involves balancing teamwork, creativity, and a reliable work ethic. It includes a reflection paper that enables each team member to discuss their roles in the proposal process. This class is purposely cross-listed with multiple disciplines for a proper mix of skillsets and interests for each group. (35%) MULTIPLE DEADLINES

**Course Goals:** To have a survey knowledge of the history of the Adams's murals and its historical and socio-cultural context, competency in critical thinking, collaborative work, organizing information and writing a research paper about an aspect of New Mexico history and/or art based on readings, lectures and in-class experiences; understanding how murals are created and competent written and oral formal analysis skills.

**Student Outcomes:** Critical thinking, historical knowledge, peer review and assessment, collaboration, community organizational skills, respectful oral and written communication, archival research, site-specific community engagement and respectful dialogue.

**Teaching Assistant:** Maxine Marks, [Maxine@unm.edu](mailto:Maxine@unm.edu)

**Accommodations:**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. Accessibility Resources Center (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have

disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. Also inform me so I can provide any required accommodations in a timely manner that will best help you meet course needs. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

**Academic Integrity and a respectful campus:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder: <https://pathfinder.unm.edu/campus-policies/academic-dishonesty.html>

Practicing a civil and open dialogue is at the core of the academic mission and humanity. All participants in this course are expected to follow the respectful campus policy: <http://handbook.unm.edu/policies/section-c/employment-appointment/c09.html>

**Course Schedule: (subject to change at instructor's discretion)**

January 15: MLK Day, No School	January 17: Class overview  UNM Library Staff discuss their letter to the president about the mural
<a href="#">Historic Preservation</a>	
Jan. 22  Historic Preservation Panel: Patrick Hogan, UNM Historic Preservation Steven Moffson, New Mexico Historic Preservation Division <b>At Willard Room in Zimmerman</b>	Jan. 24  Kathy Flynn, National New Deal Preservation Association UNM Public Art Tour
Jan. 29  What demands does historic preservation impose on murals?: Heather Galloway, art conservator <b>At Willard Room in Zimmerman</b>	Jan. 31  Shaping race, space and gender Lloyd Lee, Native American Studies

<a href="#">The Politics of History and the History of UNM</a>	
Feb. 5  WPA Art and Inter-American influence: Breanne Robertson, USMCU  <b>Additional 5pm lecture At Willard Room in Zimmerman</b>	Feb. 7  History of Tri-culturalism and the colonial university: Chris Wilson, Cultural Landscape Studies
Feb. 12  Chicano Art and Mural Movement: Holly Barnet-Sanchez, Art History emerita Miguel Gandert, Communications and Journalism	Feb. 14  The Case of Nuevomexicanos Felipe Gonzales, Sociology
Feb. 19  Resistance and Protest/ Effecting Change: Panel on mural protests with UNM alumni/faculty: Moises Gonzales, Michael Trujillo and Frederico Vigil  <b>Additional 5pm panel discussion at Hibben Center</b>	Feb. 21:  Student Activism and UNM: Nick Estes, Harvard University Fellow (Red Nation) and Jennifer Marley, Kiva Club
Feb. 26  UNM Kwakwaka'wakw Totem Case Study: Lea McChesney, Maxwell Museum Les Field, Anthropology Devorah Romanek, Maxwell Museum Steve Verney, Psychology  <b>Additional 5pm panel discussion at Hibben Center</b>	Feb. 28  New Mexican Design and Pan-Americanism: Tey Nunn, National Hispanic Cultural Center
<a href="#">What is Restorative Justice?</a>	
Mar. 5  What is restorative and transitional justice?: Kathy Powers, Political Science  <b>Additional 5pm lecture At Willard Room in Zimmerman</b> with Christian Correa and Kathy Powers	Mar. 7  Role of Art in Restorative Justice: Kym Pinder, Nanibah Chacon and Joe Stephenson and John Pitman Weber.  <b>Additional 5pm panel discussion in Hibben Auditorium</b>
<a href="#">Mar. 12: Spring Break</a>	
Mar. 19:  Landscape Representation: Thinking Through Place, Kirsten Buick, Art History Mural Proposals and Procedures Sherri Brueggemann, Office of Public Art, City of Albuquerque	Mar. 21  Steve Verney, Psychology
<a href="#">The World We Want to Represent</a>	
Mar. 26:  Native Representation and Murals:	Mar. 28:  Chicano/a Representations:

Greg Cajete, Native American Studies Aaron Fry, Art History	Suzanne Schadl, Latin American Collections Irene Vasquez, Chicano/Chicana Studies
Apr. 2  Field Trip to Maisel's Indian Crafts	Apr. 4:  ARTSLab tour and demonstration
<a href="#">Logistics and Planning</a>	
Apr. 9  Institutional process for change  Pamina Deutsch, Director, Policy Office Libby Washburn, Chief of Staff and Compliance Officer Claudia Miller, Senior Planner	Apr. 11  Museum visit to see Willard Nash 1934 murals for old library
Apr. 16 Whose University? Lawrence Roybal, Office of Equity and Inclusion TBA to allow for flex time with lecturers	Apr. 18 TBA to allow for flex time with lecturers
Apr. 23: Proposal Presentations	Apr. 25: Proposal Presentations
Apr. 30: Proposal Presentations	May. 2: Proposal Presentations
May. 7: Finals	May. 9 Finals