Course Description: Introduction to theoretical frameworks and current research in critical art education, with particular emphasis on the relationship between art education and social inequality and change.

This course will situate critical art education within the context of critical theory, critical pedagogy, and contemporary critical art practices. We will examine the aesthetic commitments of critical pedagogy, before looking towards attempts to conceive teaching as an art, and conversely the “educational turn” in art curating.

Course Objectives
The goals of this class are thus to deepen our understanding of critical pedagogy by analysing its aesthetic commitments, to more clearly connect its political aims to specific material and aesthetic conditions, and to consider space as being something other than a vessel for pedagogic and aesthetic practices. The aim is to develop diverse modes of moving across theoretical, pedagogical, political, aesthetic and material elements.

Required Texts:
In order of priority. Additional texts will be available on Canvas (via my.unt.edu or unt.instructure.com) and Library Online Resources.


Debord, Guy, *The Society of the Spectacle*.


Augusto Boal, *Theater of the Oppressed*.


Rancière, Jacques, *The Emancipated Spectator*

Harney, Stefano; Moten, Fred, *The Undercommons: Fugitive Planning & Black Study*

Communications
- Course materials and announcements will be provided on Canvas. For help with access, contact UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
- Email: christopher.moffett@unt.edu typically 24-48 hour response time, weekdays.

**Codifications**

Upload a visual or text “codification” related to the reading for that week to Canvas→Files→Codifications→[date] saved as [first name]-[date] at least one hour before class. These can be diagrams/sketches/found images/short paragraph that represent a problem, situation, or analysis related to the material. At the end of the semester you will develop an extended codification as an art work.

**Education as Art/Art as Education**

Research and present 1) an example of someone who uses teaching as an artistic medium and 2) an example of artwork that reflects the “educational turn” in art. These should be presented with an eye towards the specific problems and potentials of form that they engage with, and how they may or may not work together. You should expect to do a significant amount of research, in order to situate these examples within their larger theoretical contexts, spread out over the semester, and as reference for your Educational Protocols.

**Educational Protocols**

Working in pairs, develop a 10-15 minute protocol that elaborates a formal experimental educational structure, for the class to do. Submit a draft one page protocol the week before, and a final protocol with a one page reflection the week after.

**Student Evaluation**

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<th>Category</th>
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<tr>
<td>Participation</td>
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<td>Codifications</td>
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<td>Educational Protocols</td>
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<td>Education as Art/Art as Education Presentation</td>
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<td>Final Codification</td>
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Grading A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

**Attendance/Late-Work Policy:** *Absence, tardiness, and late work are the single greatest contribution to low grades in this course.*

You should plan to be in class 10 minutes before start time. Two tardies equals one absence.

You are allowed one absence. After that each absence will reduce your final grade by 5 points. If you plan to observe a religious holiday that coincides with a class day, please notify me as soon as possible.

Students are responsible for contacting their peers and making up the work. Do not email me about absences. If you are unclear, come to office hours. If extreme circumstances affect your ability to attend the course, contact me as soon as possible to make other arrangements.

Work submitted in class or online after the start of class is late. Late assignments will be reduced one full letter grade. Assignments more than one week late will not be accepted. Missed in-class facilitation and presentation cannot be made up or rescheduled.
**Electronics Policy:** Phones and laptops are to be kept in your bags, and should be turned off. If you need to be reached in the case of emergencies, it is your responsibility to minimize your phone's impact on yourself and the rest of the class.

**RESOURCES**

**Food/Housing Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: [https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**University Mental Health Services:** It is often not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. It is important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: [https://speakout.unt.edu/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources)

**UNT POLICY**

**Academic Integrity Policy:** Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Plagiarism:** Plagiarized work will receive a zero. Additionally it will be reported to the Dean of Students, who may impose further penalties, including losing credit for the course. Reference all of your sources, including those taken from the Internet. Citations are required when you: 1) quote or copy more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) reproduce an image.

**ADA Policy:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Sexual Discrimination, Harrassment & Assault:** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit
discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Financial Aid Satisfactory Academic Progress: A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit https://financialaid.unt.edu/satisfactory-academic-progress-requirements for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Syllabus Change Policy: This syllabus is intended as an outline to orient and frame the general contours of this course, and should be considered a “work in progress.” As the course proceeds, readings, in class work, and due dates may be subject to modification.