

# Future Feminist Lab: To Begin Again

## Future Feminist Lab: To Begin Again

**Instructor:** Professor Liss LaFleur

**Semester:** Spring 2026

**Meeting Time:** Tuesday & Thursday, 11:00 AM – 1:50 PM

**Dates:** January 12 – May 8, 2026

**Spring Break:** March 9 – March 15

**Format:** Interdisciplinary Studio / Seminar (Undergraduate + Graduate)

**Location:** ART 251

**Office Hours:** Mondays 9 – 10:00 AM or via appointment

## Course Overview

Future Feminist Lab is a hands-on, experimental research space that merges studio art, feminist theory, and technology. The Spring 2026 theme, *To Begin Again*, draws inspiration from Corita Kent—nun, pop artist, and radical educator—whose pedagogy emphasized creativity, joy, and social transformation as political acts.

Kent's belief that *“doing and making are acts of hope”* anchors the lab. Students will engage in individual and collaborative projects, close looking, collective research, and technological experimentation, reinterpreting Kent's *Learning by Heart* assignments through a future feminist lens.

This is not a feminist art history course. It is a studio for feminist worldbuilding, where analog and digital media, speculative thinking, and interdisciplinary inquiry are used to imagine futures that are not yet here.

The classroom operates as a lab—a space for testing ideas, building community, practicing care, and learning through making together.

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## Course Structure

Future Feminist Lab is organized around the chapters of *Learning by Heart* by Corita Kent. Each chapter functions as a conceptual and practical theme guiding how we think, make, reflect, and collaborate throughout the semester.

The semester is divided into **seven two-week modules**, each corresponding to a chapter of Kent's book:

- BEGINNING
- LOOKING
- SOURCES
- STRUCTURE
- CONNECT & CREATE
- TOOLS & TECHNIQUES
- WORK PLAY → CELEBRATION

During each module, students will select **one-two Corita-inspired assignments** to complete as projects. All work will be documented and compiled into a final portfolio submitted at the end of the semester. This structure emphasizes **choice, experimentation, and process** over uniform outcomes. Students are encouraged to interpret assignments expansively and adapt them to their own disciplines, materials, and interests.

Each class session includes:

- Introduction to contemporary artists, texts, and ideas
- Studio time for making and experimentation
- Informal presentations of in-progress or completed work
- Peer feedback in a supportive, dialogic format

Rather than hierarchical critiques, feedback functions as an **ongoing exchange** grounded in listening, curiosity, and mutual support.

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## Semester-Long Collaborative Project

### **Heroes and Sheroes (Again): A Collective Re-Envisioning Inspired by Corita Kent**

Alongside individual projects, the class will work together on a single, evolving, **co-authored collaborative artwork** inspired by Corita Kent's *Heroes and Sheroes* series.

Rather than producing portraits of individual heroes, this project builds a **living archive of language, sound, and shared values** drawn from contemporary culture and everyday life.

## What You Will Do

### 1. Look Closely at Corita

Students will research and closely study selected prints from *Heroes and Heroines*, focusing on:

- Quotation and appropriation
- Repetition, rhythm, and color
- How love and critique coexist

### 2. Collect & Re-Write the Everyday

Students will contribute annotated examples of contemporary “slogans,” including:

- Social media captions
- Brand emails or subject lines
- Protest signs or chants
- Wellness language
- AI-generated text (used critically)

Each contribution includes the original text and an annotation (context, reflection, critique, or poetic rewrite). Language becomes a **shared commons**, not private property.

### 3. Build a Sonic Call-and-Response Archive

In the second half of the semester, the project expands into sound. Students will record:

- Spoken slogans
- Prayers (religious, secular, or invented)
- Grocery lists, rituals, instructions, routines
- Protest chants or whispered statements
- Other

These recordings form a collective archive that can be layered, remixed, and expanded over time. In this project:

- Voice replaces signature
- Authorship is shared
- The work is never finished—only rehearsed

## Evaluation

Students are evaluated on:

- Careful looking and research
  - Thoughtful contributions to the shared archive
  - Willingness to experiment and revise
  - Ethical engagement with sources and collaborators
  - Reflection on participation within a collective process
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## Learning Outcomes

By the end of the course, students will:

- Apply feminist theory to artistic and technological practices
  - Reimagine Corita Kent's pedagogical assignments in contemporary contexts
  - Experiment with analog, digital, and hybrid creative methods
  - Cultivate collaborative, reflective, and experimental studio practices
  - Produce individual and/or collaborative work that imagines feminist futures
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## Materials & Texts

### Required Text:

- Corita Kent & Jan Steward, *Learning by Heart: Teachings to Free the Creative Spirit*

### Additional Readings (provided digitally):

- bell hooks, *Teaching to Transgress*
- adrienne maree brown, *Emergent Strategy*
- José Esteban Muñoz, *Cruising Utopia*
- Legacy Russell, *Glitch Feminism*
- Donna Haraway, *Staying with the Trouble*
- Ruha Benjamin, *Race After Technology*

### Studio Materials:

Open media including sculpture, print, video, sound, code, digital fabrication, performance, textiles, and hybrid approaches.

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## Assessment

Component	Percentage
Participation & Engagement	20%
Weekly Assignments	40%
Final Project	40%

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## Attendance Policy

Attendance is required. **Four absences are permitted** without penalty (two unexcused + two excused).

Each additional **unexcused absence** will result in a **full letter-grade reduction**.

Consistent participation is essential to the collaborative nature of this course.

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## General Expectations & Conduct

Students are expected to take their work seriously and contribute to a respectful, inclusive learning environment. The **UNT Code of Student Conduct** applies to all instructional settings.

<https://deanofstudents.unt.edu>

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## **Generative AI Policy**

Limited use of generative AI tools may be permitted for specific assignments with instructor guidance. Use must be transparent and critically engaged. Unauthorized or uncredited use may constitute academic misconduct.

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## **Academic Integrity**

Per UNT Policy 18.1.16, academic dishonesty includes cheating, plagiarism, fabrication, and facilitation of dishonesty. Violations may result in academic penalties up to expulsion.

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## **Accessibility & Accommodations**

Students seeking accommodations must register with the Office of Disability Accommodation (ODA):

<https://disability.unt.edu>

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## **Health & Safety**

Students must follow CVAD Studio Art Health and Safety guidelines:

<https://art.unt.edu/healthandsafety>

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## **Emergency Notification**

UNT Eagle Alert provides emergency notifications:

<https://guidebook.com/app/emergency/guide/unteitmerge>

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## **Student Evaluations (SPOT)**

Course evaluations occur during Weeks 13-14.

<https://www.spot.unt.edu>

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## **Incomplete Grades**

An Incomplete ("I") may be granted only under documented circumstances and with instructor approval.

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## **Title IX / Sexual Misconduct Resources**

UNT is committed to a campus free from sexual discrimination and violence:

[https://deanofstudents.unt.edu/resources\\_0](https://deanofstudents.unt.edu/resources_0)