AEAH 5774 Visual Culture Theories & Pedagogy
Spring 2021 Wednesdays 5-7:50pm

Instructor: Dr. Kathy J Brown
Physical Office Space: CVAD 224D
Email: kathy.brown@unt.edu
Virtual Office Hours: Zoom, Wednesday evening after class and Mondays, Tuesdays and Thursdays between 9-5 by Appointment
Description: This is a discussion-based course, so your voices, opinions and perspectives are vital to our collective knowledge construction. Together we unpack scholarly readings and videos, engage in class dialogue, denote our interpretations with discussion board posts, art making and curricular planning-in order to theorize visual culture and consider pedagogical applications.

The study of visual culture is simultaneously interdisciplinary and intradisciplinary, changing foci and definition depending on area of study, and within the area of study. Art education, art history, legal studies, media studies, studio art, anthropology, art history all share some visual culture ideologies but may differ regarding purpose, meaning and/or application.

To situate varied research articles, our study of visual culture will be undergirded by Critical Race Theory (Ladson-Billings, 1995) and racialized topics will be an integral for our discussions. Moreover, while this course primarily explores visual culture in the field of art education, we will also broach the intersections of gender, media studies, policing and legal studies, museums and art history. Again, as the term visual culture is a shape shifter, taking on the form of the subject at hand. In the first half of the course, we will explore its tenants on the macro and meso levels: visuality, scoptic regime, ocularism, visual field and the gaze, for example. The second half of the term, will examine critical antecedents, theoretical frameworks and various pedagogical and applications for the field of art education specifically.

Key Questions Explored:

- How can we teach for visual culture and why should we?
- How has America’s (stagnant /changing) scoptic regime and precarious relationship to its own visuality, permeated our daily lives and the lives of our K-12 or post-secondary students?
- How has systemic marginalization and racism manifested in our visual understandings? How has schooling and art education contributed to or ignored visual culture?
- How can we, as contemporary art educators, develop visual culture pedagogy in our own curricular planning (lesson plans) for our classrooms/future classrooms?


This book is out of print but can be found used and inexpensive on a variety of book selling marketplaces. Additional readings will be PDFs located in the canvas course shell.
Communication

This course will be taught synchronously and remotely through the Canvas Zoom link provided each week. Other 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)

I highly recommend that you make an appointment or stay after class for my virtual Office Hours, either as groups or individually on a regular basis (schedule in class or via email). I will do my best to follow the Online Communication tips outlined by the UNT Center for Learning: [https://clear.unt.edu/online-communication-tips](https://clear.unt.edu/online-communication-tips)

I can be most easily reached by email: stefanrobinson@my.unt.edu (I will typically respond within 24-48 hours during weekdays).

Course Technology & Skills

Minimum Technology Requirements
Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers or headphones
- Microphone
- Plug-ins
- Microsoft Office Suite
- Current updated versions of software
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy
Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading, installing, and updating software
- Using spreadsheet programs
- Using presentation and graphics programs

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.
UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm
For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement
Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
[Engagement Guidelines](https://clear.unt.edu/online-communication-tips) for more info.

Course Evaluation
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT Evaluations will be available from: **April 12 - April 29**
COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Assignment Policy
Official due dates for each assignment, will be located in this syllabus as well as Canvas. However, this syllabus is a general guide and is subject to change without notice. Therefore, it must not be relied upon as the final source of information regarding assignments and due dates. You are responsible for completing assignments announced in class as well as those noted in the syllabus. If you miss a class, it is your responsibility to contact a classmate for information regarding missed work, class notes, and handouts.

You are expected to check the course Canvas site on a regular basis. Readings, assignments, reminders and other information are posted to Canvas. Your success in this course depends on your consistent consultation with both this document and our Electronic site. (https://unt.instructure.com/login/ldap) Should class be cancelled for any reason; an announcement will be posted on Canvas no later than 7am on the day of class. Assignments in Canvas will have posted rubric and clear instructions for submission (e.g., .DOC, .PDF, .JPEG, etc). Some assignments (such as lesson plans) will utilize using Turnitin or similar software for assignment submission.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk:
helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Instructor Responsibilities and Feedback
The professor’s responsibilities are to:

- help students grow and learn,
- provide clear instructions for projects and assessments,
- answer questions about assignments,
- identify additional resources as necessary,
- provide grading rubrics,
- review and update course content,
- Students can expect to get grade on assignments within two weeks of submission.

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IA System Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.
See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.
Download the UNT System Permission, Waiver and Release Form
Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses
Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
**Chosen Names**
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:
- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?

**American Disabilities Act:**
The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.
Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Acceptable Student Behavior
Student behavior that interferes with or disrupts the dialogic inquiry, which is the focus of the class, is unacceptable and will not be tolerated. Such behaviors could include bullying, offensive/discriminatory comments, or simply lack of respect for myself or fellow students. These behaviors fundamentally break the trust necessary to foster and sustain dialogue and interactive, open-ended inquiry. Anyone engaging in unacceptable behavior will be directed to leave the classroom, and I will refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct of UNT. This code can be found at https://deanofstudents.unt.edu

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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

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. School is one aspect of your busy life, and while it’s important to stay the course, it’s also 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

UNT Multicultural Center: The center is committed to cultivating a campus environment where people of all identities and experiences can thrive. It fosters the success and awareness of historically underrepresented student populations with an emphasis on disability, ethnicity,
gender, interfaith, race and sexual orientation. The Center’s programs and activities are
developed to increase the awareness, understanding, and intersectionality of the various identities
in the UNT community. **Multicultural Center** | Union 335 | 940-565-3424

**Pride Alliance** Student Union 372 Open Monday through Friday 8 a.m. - 5 p.m.
940.565.2589  pridealliance@unt.edu

**Course Assignments:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Readings and Critical Discussion Board Responses</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>2044 Panel Series Attendance and Reflection Papers</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Leadership</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

1) **Class Participation (10%)** This is a discussion-based course. The key to our collective success is found in investing in the dialogue and activities that will take place during the class period. To be prepared for each class session, you are expected to read the week’s readings carefully and come to class with your wonderings, understandings, concerns, and/or real-world examples.

2) **Reading Response Discussion Board Leadership (10%)**: Create three 3-4 open-ended, thought-provoking prompts in response to the readings. These can be questions only or questions and an invitation to engage in an art making exercise or other activity. Challenge us to critically think and (re)consider or (re)image or deconstruct the reading in a manner of which we may not have imagined. The prompts should help us to unpack the reading and solicit virtual conversation. All students must reply to your post on Wednesday (W) by 5pm, so You must post your prompts in designated discussion board at least 3 days (Saturday by 5pm) before the reading is due. You can post a video of yourself discussing the prompts or post questions in written form. Be prepared to discuss in class as well.***Before posting, please email your prompts to Dr. Brown for approval.

3) **Weekly discussion board reading responses: critical written or video responses (40%)**: Post a response to the weekly reading by responses to posted prompts. Response can be in a written format, or a recorded critical video response. Artistic responses can be done as well. **Weekly reading responses for PhD students**, if you have begun your doctoral research, (if possible) write the responses within the context of your own work. Or how the reading can inform your work or expand your thinking.
4) **Final Project (20%): Subject to change**

   a. **MA Art ED practicing teachers/ MA seeking K-12 Cert:** Detailed, Multiday VCAE K-12 Lesson Plan. SE/COE template and rubric will be posted on Canvas course shell. With images/examples of (possible)projects or works in progress. Teacher/future teacher must either create examples and or use actual student work. Images must be included in lesson format.

   b. **PhD Students:** VCAE 10-12 page paper

   c. **MFA Students:** Art piece and 4-5 page artist’s statement created in response to one of the issues discussed in class.

   d. **Museum Focus:** Create a single visit program for your selected audience. The programming should focus on at least one aspect of visual culture and critical race theory discussed over the course of the semester.

5) **2044 Panel Series Attendance and Reflection Papers (20%)** Attending all three of the 2044 Series virtual panel discussions: 2nd Friday of February, March and April from 1:00-2:30 (March session may be in the morning, TBA). If you have to work and cannot attend, let me know and I will inform you once the zoom recording is posted. Take notes while watching each session and compose and post a 3-page written reflection paper (per session).

   Beginning in Spring 2021, The Onstead Institute at the University of North Texas presents *The 2044 series: Anti-racist Praxis as Futurist Art and Design Pedagogy*, a virtual panel series that will explore the frameworks of anti-racism, Critical Race Theory (CRT), and futurist praxis as methods of pedagogy in the fields of art and design. Our 2021 panel discussions will highlight themes that challenge anti-black racism and cultural bias in the visual arts. The series is led by CVAD faculty Dr. Kathy Brown (Art Education) and Dr. Lauren Cross (IADS), and will highlight national, regional, and local scholars, cultural workers, artists, and designers whose work embodies transformative anti-racist pedagogy and practice.

   Dates: Zoom live webinars and Friday of each month: Friday Feb 12th from 1-2:30pm, Friday March 12th and April 9th. Webinar will be available as a recording for those who have to work at that time. Attending the session live is most desirable so you can interact with the panelists and ask questions.

   **Attendance:**
   This course is online only. Attendance includes zoom meetings and discussion board participation. **ONE zoom absence is allowed. TWO absences automatically reduce your grade by one full letter grade. Three zoom absences reduce your grade by additional letter grade.** For Zoom meetings, your camera must be turned on, to counted as “present”. If you are more than 15 minutes late for two Zoom sessions, or if you leave class early-the equivalent of one absence.
Late Policy:
Please turn in all assignments on time. If you are unable to turn in an assignment on time contact me ahead of the due date and I will consider the circumstances in relation to the due date of the assignment. Otherwise, I will detract one letter grade for each late day.

Grading:
All assignments are due on the dates stated on the schedule (see below) or announced in class. All assignments below are equally rated. The following scale will be applied for final grades.
A=100-90, B= 89-80, C=79-70, D= 69-60, F=59-0.

Plagiarism Policy:
Plagiarism will not be tolerated, and anyone who plagiarizes will receive a zero on his or her assignment and reported to the Office of Academic Integrity. If you borrow an idea, you must cite the author of the idea according to APA (American Psychological Association) standards, and if you quote someone in class (even if they are a fellow student), you must cite them as well. Plagiarism is not only against school policy; it is anti-educative. In this class, I am giving you an opportunity to develop your thoughts, and I am willing to work with you in class and individually to help you along. Don’t squander this opportunity by falling back on someone else’s ideas at the expense of developing your own ideas. Although I hate to have to worry about plagiarism, it is often a problem, and as such, I will be utilizing Canvas to check for any possible cases.

Spring 2021 Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 11, 2021</td>
<td>First Class Day (Monday)</td>
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<tr>
<td>January 18, 2021</td>
<td>MLK Day (no classes; university closed)</td>
</tr>
<tr>
<td>April 2, 2021</td>
<td>No Classes</td>
</tr>
<tr>
<td>April 21-22, 2021</td>
<td>Pre-finals Days</td>
</tr>
<tr>
<td>April 22, 2021</td>
<td>Last Class Day</td>
</tr>
<tr>
<td>April 23, 2021</td>
<td>Reading Day (no classes)</td>
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<tr>
<td>April 24-May 1, 2021</td>
<td>Finals</td>
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</tbody>
</table>
### Course Calendar maybe subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan 13, 21</td>
<td>Introduction Expectations/Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode of Communication: Zoom</td>
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<tr>
<td>W Jan 20, 21</td>
<td>Unpacking Visual Culture Terminology</td>
<td>Pre-reading: Chapters 1 of <em>Visual Methodologies</em> (2001) by Gillian Rose (PDF)</td>
<td>Be prepared to discuss in class. Bring wonderings and revelations, prior knowledge and new knowledge</td>
</tr>
<tr>
<td>Mode of Communication: Zoom</td>
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<tr>
<td>W Jan 27, 21</td>
<td>Critical Race Theory in Education &amp; it’s connection to Visual Culture</td>
<td>Reading #1:</td>
<td>RR #1: Post Critical video or written response to discussion board</td>
</tr>
<tr>
<td>W Feb 3, 21</td>
<td>Visual Culture: Stereotypes and Media Studies</td>
<td>Reading #2:</td>
<td>RR # 2 Post Critical video or written response to discussion board</td>
</tr>
<tr>
<td>W Feb 10, 20</td>
<td>Visual Culture and Race: Legal Studies</td>
<td>Reading # 3:</td>
<td>RR #3: Post Critical Video or written response to Discussion Board</td>
</tr>
<tr>
<td>Mode of Communication: Zoom</td>
<td></td>
<td>2044 Series Reading Bennett Caper’s “Afrofuturism, Critical Race Theory and</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading #</td>
<td>Response Requirement</td>
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<tr>
<td>W February 24, 21</td>
<td>A Critical Lens</td>
<td>Reading # 5: Article PDF: TBA</td>
<td>RR # 5: Post Critical Video or written response to Discussion Board</td>
</tr>
<tr>
<td>W March 3, 21</td>
<td>Visual Culture and Design: Representation</td>
<td>Reading # 6 2044 Series Reading: TBA</td>
<td>RR #6 Post Critical Video or written response to Discussion Board</td>
</tr>
<tr>
<td>W March 17, 21</td>
<td>Visual Culture in Art Education</td>
<td>Reading # 8: 2 Paul Duncum articles</td>
<td>RR# 8: Post Critical Video or written response to Discussion Board</td>
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<tr>
<td>Date</td>
<td>Mode of Communication</td>
<td>Topic</td>
<td>Reading Assignment</td>
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<tr>
<td>W March 24, 21</td>
<td>Zoom</td>
<td>Visual Culture in Art Education</td>
<td>Reading Response #9: Chapter 3 of required text book: <em>Art For Life: Authentic Instruction on Art</em> by Tom Anderson and Melody Milbrandt</td>
</tr>
<tr>
<td>W April 7, 20</td>
<td>Zoom</td>
<td>Museums and intersectionality</td>
<td>Reading # 11: 2044 Panel Series Article: <em>TBA</em></td>
</tr>
<tr>
<td>W April 14, 21</td>
<td>Zoom</td>
<td>K-16 Pedagogical Applications: Visual Culture in Art Education</td>
<td>Reading # 12 Reading for Certification Seekers</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Mode of Communication</td>
<td>Notes</td>
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<tr>
<td>W April 21</td>
<td>VCAE: Film Study</td>
<td>Zoom</td>
<td>Be prepared to discuss in class</td>
</tr>
<tr>
<td>W April 28</td>
<td>Final Projects</td>
<td>Discussion Board Only and or Assignment upload folder</td>
<td>Post to discuss bar or upload to assignment folder: TBA</td>
</tr>
</tbody>
</table>


Professor has the right to alter the syllabus at any time c. 2021 Dr. Kathy J Brown