AEAH 5942: Art Museum Education 1  
Focus On: Empathy, Relationships and Slow Looking  
Spring 2020, Fridays 9-3:20 pm, Room 415  
Dr. Laura Evans  
Office Hours: Fridays 3:30-5 and by appointment  
Email: Laura.Evans@unt.edu

**COURSE DESCRIPTION:** Applied study of the practice of art museum education. Emphasis on teaching, writing, program development, and evaluation for multiple audiences in the art museum with a focus on empathy building and slow looking practices.

**REQUIRED TEXTS:** PDFs for download from Canvas

**COURSE CONTENT:** This course studies the public role of the art museum with emphasis on the educator’s teaching, writing, and programming responsibilities with a focus on teaching critical looking skills and building empathy.

**COURSE OBJECTIVES:** Through readings, discussion, visits to area art museums and other assignments the student will investigate the nature of the art museum experience, examine the interpretive and empathetic role of the art museum in theory and practice, and design and produce art museum-based educational materials.

**GRADING:** One of the most important characteristics of a museum educator is excellence in written and oral communication. Performance evaluation, therefore, will emphasize the student’s demonstrated skill on written and oral assignments. Grading will be based on the following performance areas and tasks.

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<tr>
<th>Task</th>
<th>Percentage</th>
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<tr>
<td>Participation and Attendance</td>
<td>20%</td>
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<tr>
<td>Written Reading Reflections</td>
<td>10%</td>
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<td>Seminar Leadership</td>
<td>15%</td>
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<td>Museums Using Empathy Presentation</td>
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<tr>
<td>In-Class Writings</td>
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<td>Final Presentation</td>
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<td>Final Project</td>
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**ATTENDANCE AND GRADING POLICY:** This class meets every other week in a variety of places and class will have a range of ways to approach learning. Full participation throughout the semester, therefore, can only be achieved by attending all sessions. Missing more than one class session could adversely affect your grade. Each missed and unexcused absence (after one unexcused absence) will result in an overall 3% point deduction from your final grade. Please check with me, should you need to miss more than one class session.
Occasionally we will have guest speakers, visit area museums, or have student presentations during class time; therefore, timely arrival to class and preparedness for full participation in all class activities is expected. Excessive tardiness will be treated as an absence. The student must be able to travel to area museums.

I have found that the use of technologies in class (laptops, phones, etc) does not add to the classroom community and I do not allow their use during class. If I see you using these technologies in class, I will ask you to leave and you will be counted as absent for the day.

I do not accept emailed assignments. Your assignment’s final grade will be lowered by 2% each day until I receive a hard copy of your assignment. Appeals to have a grade raised must be made within one week of the return of the graded assignment. No grade will ever be lowered as a result of an appeal to raise a grade.

I will answer only course-related emails. Email content should be directly related to course content. Emails not related to the course will not be returned. Emails that contain information that is pertinent to the entire class about course-related topics will be addressed in class so that the entire group may benefit.

I am not qualified to help with personal issues and would recommend seeking UNT’s excellent counseling services for this purpose.

ACCEPTABLE STUDENT BEHAVIOR: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

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. [Insert specific sanction or academic penalty for specific academic integrity violation].

PLAGARISM POLICY: It is absolutely necessary to provide a proper citation when you 1) quote or copy a paragraph or sentence, 2) paraphrase, or 3) repeat key ideas and theories from a published source. It is also necessary to produce original work in relationship to this class.
**ADA ACCOMMODATION STATEMENT:** 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.

**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 Blackboard for contingency plans for covering course materials.

**SEXUAL ASSAULT PREVENTION:** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

**CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES:** Each University of North Texas student is entitled to certain rights associated with higher education institutions. See [www.unt.edu/csrr](http://www.unt.edu/csrr) for further information.

**NOTE:** I will make every effort to follow the syllabus and schedule, but please realize adjustments may be necessary in order to accommodate learning/instructional needs of the class. I therefore retain the right to change the syllabus with or without notice.

If any unexpected changes need to be made, they will be announced by MyUnt e-mail. Be sure your account is up to date. The Art Education and Art History office will also be alerted about classes that are not meeting.

**COURSE RISK STATEMENT:** According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any
materials and/or processes and will be instructed how to proceed without danger to themselves or others.

Assignments

1) Reading Reflections

For each of the assigned readings:

1) Provide in 1 paragraph or more an overview of what the author wrote
2) Write a personal response - a narrative (2-4 paragraphs) - to the reading and how it affected you

Reflections are due on the day that we discuss the readings in class.

If there is more than 1 reading in a day, I have starred the readings I would like you to focus on. You should write a paper for each of the starred readings.

2) Leading a Seminar

In a group of 2 or more, you will be responsible for leading approximately an hour (more or less) of a seminar-based discussion of the topic and the reading(s) of the day. Think of creative ways to keep the discussion moving forward and do not feel constrained by a typical seminar format. Handouts, games, supplemental readings, videos, and other ways of presenting material are welcome and encouraged. I challenge you to think about how you can inspire learning and critical thinking in the class while remaining outside of traditional lecturing/presentation styles. You will be graded on how creative, interactive, pertinent, and topical your seminar discussion is.

During your seminar you should:

• Do a quick review of the readings and highlight what you see as the most important points (no more than 15 minutes for ALL readings). You do not have to discuss each piece but more the readings as a whole. What are the big takeaways from individual pieces and the group of readings?

• Create a list of questions to spurn discussion and debate that focus on your topic

• A creative handout, activity, game, video, etc to enhance the topic

• Most importantly, you MUST include an activity. Think of this as practice for museum programming. How can you create an activity that will engage your audience but also engage with the material?
You and your groupmates might consider meeting with me/emailing with me before your presentation to “conference” about your ideas and plan.

Don’t forget that you will not only be graded on how you lead a seminar but also on how you participate in a seminar when you are not leading. I expect all students to come prepared, having read the assignments, able to engage in a conversation with the seminar leaders, ask questions, and, generally, be the sort of participant that you would want when you are leading your own seminar.

3) **Museums Using Empathy Examples**

Once during the semester, you will present (15 - 30 minutes or less) with a partner (or two) about a program at a museum(s) that embodies/uses empathy. Choose a program that reflects the definitions of empathy that we are talking about in class.

You are responsible for sharing the who, what, when, where, why, and how of this program and reflecting upon why and how this showcases empathy. When at all possible, I encourage you to have us engage with empathy in the ways that participants do in the program you are highlighting. For example, if the program is about having participants metaphorically (and physically) walk a mile in someone elses’ shoes while listening to their personal narrative, have us DO that.

You do not need to turn anything in for this presentation.

The point of this exercise is to keep us abreast of how museums are currently engaging with empathy, specifically in programming.

4) **In-Class Writings**

We will be doing writings, in class, for every session that we are in the classroom. I will ask you to take these writings home and to refine them, type them up, and return them to me via email before the next class session. There are no page limits or format requirements.

These writings may potentially be used in a future publication. On your paper, please note if you would agree to have this used for publication. It is your choice and there will absolutely be NO repercussions if you choose not to have this included in a potential publication. If you would like it to be considered for a future publication, please write if you would like your name used (First name only? First and last name?) or another name used. If you would like another name used, please include your preferred pseudonym.

5) **Final Project and Presentation**

**Final Project**
**Written** – Design a museum program for the DMA using the object you chose for your slow-looking exercise as one of the focal points for your program (your program can include more than just this one object). Choose an audience and design a program that focuses on or encourages empathy for this audience. Explain why you would choose your audience and why you would plan such a program. Use readings from class to tell us why and how you are encouraging empathy in this program. What are the details of the program (who, what, when, where, why, how)? How would it work, from a practical standpoint? What would be the goals of your program? How would you know you have reached your goals?

I do not want this to be just a paper of ideas. If you are designing a tour for ESL families, write a few stops of the tour for ESL families. If you are creating a multiple visit program for teens with depression, write a detailed schedule of what one visit would look like. Put your theory into practice.

All total the paper should be approximately 7-9 pages.

**Presentation** – You will have about 10 minutes (including time for questions) to present your program to the class. Your presentation should be a concise, clear, and transparent rationale for your program and how this program encourages empathy. You should clearly articulate your goals and how you would evaluate your objectives.