ARTE 5773:001: Curriculum Theory in Art Education (12262)
Thursdays 5:30pm-8:20pm
Room: ART 180
Instructor: Manisha Sharma (she/her). Email: Manisha.Sharma@unt.edu.
Office Hours: By appointment. Location: ART 230G or via zoom (see link on Canvas)
Canvas Site: https://unt.instructure.com/courses/60891

Course Description
Processes for developing and sequencing the curriculum and methodologies for the assessment of educational programs and student learning in art for elementary and secondary public schools and higher education.

For this course, we will meet in person, in Rm 180, unless circumstances such as covid-19 send us online. University policy will dictate those decisions. Learning in the 14-week course sessions will occur through reading of assigned texts (which may be articles, book chapters, videos, blogs, podcasts etc), in class and online discussions, art making exercises, writing assignments, presentations, and mock-teaching demonstrations.

Course Objectives and Outcomes:

The graduate programs in Art Education at UNT intend to provide educational, intellectual, research, and cultural resources needed to create critical and caring professionals who become leaders of tomorrow. Students will meet the following goals through readings, discussions, in class workshops, and assignments:

1. Identify key questions to pursue, in line with the course topic, to engage in curriculum and pedagogical design.
2. Integrate art education curriculum theory into plans for practice.
3. Assess motivations, biases, and historical/cultural/social/economic/racial commitments in curricular desires and priorities.
4. Innovate art/museum/design curriculum.
5. Align components of curricula (i.e., goals, objectives, content, teaching strategies, assessment, pedagogy, etc.) within art, design, and/or art museum education.
6. Respond to course readings to produce artifacts of discussion, writing, and art-making.
7. Apply APA (7th ed.) format in completing all written assignments to the level expected in graduate scholarship.

Required/Recommended Materials
All required and recommended readings will be posted on the course Canvas site, as pdfs, or links to library and other resources. Please make sure you can access these.

• NAEA website membership (will be provided by department if you don’t have one, so please let me know if you don’t).

You will need access to the Internet, in order to access Canvas, which you should check regularly for updates. You may also need access to Zoom, keeping Covid-19 conditions in mind. Since all course components are loaded onto our Canvas course site and using Zoom conferencing for synchronous learning, a computer with internet access, microphone, and built-in webcam are required to fully participate. For including help with Canvas and Zoom access, visit:

https://online.unt.edu/zoom-access-students
https://community.canvaslms.com/docs/DOC-10721
https://online.unt.edu/learn

Lastly, you will need Microsoft Office Suite to complete the final assignment.

Course Structure
The course will cover 3 epochs of art education curriculum—historical, emerging, and speculative. The weekly course meetings will commence with a review of assigned readings, extended through discussion board postings and class discussions. Course lectures will be augmented by in-class curricular brainstorming and development challenged by provocative objects, practices, and concepts associated with contemporary art and social theory. Students will also use the course to workshop three curricular explorations representing the 3 epochs in order to gain peer feedback.

Course Requirements:
Each student must come to class prepared to discuss readings or provide feedback on assigned experiences. In order to ensure a supportive environment where creative, innovative risks are embraced, all students, as a collective, are expected to be responsible and respectful to the environment of the class. I expect each student to be respectful of the various forms of diversity among students in this class, in terms of experience in teaching and researching, levels of academic preparation, life occurrences, and current interests. The assignments are designed to promote inquiry in your particular endeavors. UNT requires 2 hrs. of homework per week for every semester credit. Thus, plan to devote 6 hrs./week (96 hrs./semester) to work related to this course outside of class time.

Assessment of Work (i.e., assignments and grading)
Evidence of progress will be assessed through the following:

Class Participation: Worth 20% of final grade.
Active participation is a very important aspect in making this a successful experience for each student and for the class as a whole—if you don’t participate weekly in an outstanding manner you should not anticipate earning an outstanding 90-100% participation grade within this course. I will assess your performance based on your:
• active and quality participation in class discussions, simulations, workshops, and undertakings--seek challenges, persist, and reflect with as open a mind as possible,
• offering of thoughtful insights which demonstrate knowledge of course readings,
• respectful response to course members’ and faculty’s perspectives,
• demonstrated concentration toward activities undertaken in class.

Please make sure you have a copy of the readings with you in class (digitally or hard copy), to enable reference and close reading in class discussions.

**Discussion Board Posts:** Worth 20% of final grade, due weekly. Based on your completion of the assigned weekly readings and/or webinar viewing. You are to critically read or watch, take notes, and write 2 questions as well as 2 key reflections each week. You will upload these to Canvas course shell as discussion board posts.

The questions should specifically reference the readings assigned for the week. The reflection should be approximately 500 words (or 1 double spaced typed page with 12 point font), written in APA (7th ed format). The reflection should connect with the questions you pose and give insight into how/why they emerged. This will help colleagues in the class to contextualize and engage with you on your questions, and help them, and me, to respond.

**Suggestions on how to craft your posts:** Write a one-paragraph synopsis of a reading (in your own words, explain what the reading is about) and a one-paragraph reflection of the reading (what you think of the reading and how you might use this information. Use your own voice and experiences to make meaning of it).

In the reflection section, be personal and reflect on what the reading means to you, specifically. How do you think the ideas in this reading will/will not affect you in the present or future or how have they affected you in the past (as connected to thinking about curriculum)?

Please include your name and the reading that you are reflecting upon in your paper. Be critical, reflective, and reflexive.

Each discussion post will be graded pass/fail. You are expected to have a total of 10 posts in the semester. (see course schedule for dates these are due).

**Historical, Emerging, and Speculative Lesson Plans and Presentations:** Each is worth 10% of final grade; 3 presentation dates (Feb. 17, March 31, and May 5), and 3 lesson plan due dates (Feb. 24, April 04, and May 8).

This assignment requires you to write up three full lessons based on historical, contemporary, and speculative themes. It is expected that you will push outside of your current curricular comfort zones. This zone is different for individual students. You will prepare a brief oral presentation for each lesson through which the class will be familiarized with your lesson and so you can seek input to revise your lesson. You may choose to create a new lesson / plan or revisit an older plan you have used before. Any overlapping assignments or parts of assignments submitted within other coursework must be cleared by the instructor well in advance.
Grades will be broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>20%</td>
</tr>
<tr>
<td>Historical Lesson Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Historical Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Emerging Lesson Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Emerging Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Speculative Lesson Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Speculative Lesson</td>
<td>10%</td>
</tr>
</tbody>
</table>

**GRADING:** An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F.

Graduate students are placed an academic probation if their final grades fall below a B.

**Communication**
This course will be taught in face-to-face meetings in the classroom; and, if necessary, may be accessed remotely through the Canvas Zoom link provided. 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
I *highly* recommend that you *make an appointment* for my Office Hours, either as groups or individually *on a regular basis* (schedule in class or via email). Please be advised that it may be necessary, at some points in the semester, to hold virtual office hours via Zoom.
I can be most easily reached by email: Manisha.Sharma@unt.edu (I will typically respond within 24-48 hours during weekdays, between 9am and 5pm). During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

**Teaching Philosophy**

My travels across national, disciplinary, and cultural borders propel my interest in understanding the complexities of belonging, nationalism, and active citizenship and are reflected in my professional and personal vocabulary.
Through critical rhizomatic practices in teaching, research and artmaking, I examine how visible marks of belonging define communities and inevitably create ripples leading to exclusion and distancing of others.

Franz Fanon reminds us that identity is formed in the journey of traveling from interior to exterior, and vice versa. The strength and weakness of identity (and power) is dependent on how this path is perceived.
Humans and other organic beings cannot naturally remain in one physical, mental, intellectual and emotional space permanently. Rather, we move—with force and resistance—from one to the other, driven to endlessly volleying between adhering to and breaking rules in our modes of movement. This push and resistance, this need to move between order & chaos, normality to freedom, comfortable or uncomfortable sameness to comfortable or uncomfortable difference, can be a means to foster creativity or control. After a while we cannot tell whether meaning is held up by the act of pushing up or
pushing against it. It’s all a matter of perspective and a reminder to guard against monoculturalism in even our most well-meaning acting out of theoretical ideas.

In an acoustic journey, Trinh T Minha asks us to consider how to negotiate the line that allows one to commit oneself entirely to a cause and yet not quite belong to it; Or, to fare both as a foreigner on foreign land and as a stranger at home. She advises us to be a crossroads...here, the space of representation itself also, and necessarily, becomes a ‘content’ in the emergence of ‘form’.” (An Acoustic Journey, p 13).

I do my work as a researcher, teacher, and artist with a deep and conscious awareness of the power and vulnerability of such physical, mental, intellectual and emotional migrations. This translates into learning with comparative studies for approaching problems from multiple perspectives; to approach leadership from in-between spaces of professional and disciplinary ambivalence; and to consider active citizenship as social action, and a consideration of making “inter” national educational processes, and working towards inclusion and equitable exchanges of knowledge, and to avoid exclusion and cultural appropriation.

References:
COURSE POLICIES

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct)

Attendance & Participation: Attendance, punctuality and participation are extremely important. Participation includes: reading and understanding all readings and assignments; involvement in class discussions - asking questions, offering thoughtful insights and comments, responding to classmates’ comments, completing assignments on time, and on-time attendance. I have found that the use of technologies in class (laptops, phones, etc) does not add to the classroom community and I strongly discourage their use during class.

Attendance & Grading: This class meets once a week and 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 2% 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, 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 (more than 10 minutes late) will be treated as an absence.

Your assignment’s final grade will be lowered by 2% each day until it is posted on Canvas. 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.

Content in the arts can include works, situations, actions, and language that can be personally challenging or offensive to some on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

COVID-19 Impact on Attendance: Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID (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 Team at 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.

**Statement on Face Covering:** UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. I strongly encourage you to wear a mask and use the sanitizer provided in the classroom.

**Course Technology & Skills:** Canvas Technical Requirements ([https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements))

**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 "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.

See Engagement Guidelines ([https://clear.unt.edu/online-communication-tips](https://clear.unt.edu/online-communication-tips)) for more info.

**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 [https://studentaffairs.unt.edu/dean-of-students/conduct](https://studentaffairs.unt.edu/dean-of-students/conduct)

**Academic Integrity, Standards & 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. You are encouraged to become familiar with the University’s Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course. PLAGIARISM WILL NOT BE TOLERATED.

**Plagiarism:** 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.
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.

Instructor Responsibilities and Feedback: The instructor’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 rationale and standards,
- review and update course content,
- Students can expect to get grade on assignments within two weeks of submission.

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 for this semester will be available from: April 18 – May 5, 2022.**

ADA accommodation: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323. Students can connect with the Office of Disability Access to begin the registering process. For more information, see https://studentaffairs.unt.edu/office-disability-access

COVID-19 IMPACT ON ACADEMIC PROGRESS: If you are experiencing issues related to the pandemic that are impacting your academic progress, please contact UNT’s Dean of Students at deanoftudents@unt.edu (940) 565-2648.

MENTAL HEALTH RESOURCES: 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 issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:

- Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm https://studentaffairs.unt.edu/student-health-and-wellness-center#programs
- Counseling and Testing Services*, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm https://studentaffairs.unt.edu/counseling-and-testing-services
- UNT CARE Team*, (940) 565-2648, careteam@unt.edu, https://studentaffairs.unt.edu/care
- Individual Counseling*, (940) 369-8773, https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling
* Services are free of charge to University Students

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:
- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273

- **UNT Mental Health Emergency Contacts:**
  - During Office Hours (M-F 8am-5pm): (940)-565-2741 • After Hour Calls: (940)-565-2741 • Crisis Text Line: Text CONNECT to 741741 • Live Chat: http://www.suicidepreventionlifeline.org

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):** The University of North Texas (UNT) prohibits discrimination and harassment because 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 in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**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.

**Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Access to Information - Eagle Connect:** Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward Eagle Connect (https://it.unt.edu/eagleconnect).

**Building Emergency Procedures:** In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather-related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded. Follow the instructions of your teachers and act accordingly.

**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.

**Campus Closings:** Check UNT web site at www.unt.edu
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.

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 April 18- May 5 period, to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem 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.

Sexual Assault Prevention: 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.

IMPORTANT DATES:

- Last Day to Add a Class Section: Jan 21
- Last day to change to pass/no pass grade option (undergrads) : Jan 25
- NAEA Annual Convention (NYC & Online) March 3-5
- Spring Break: March 14-18
- Last day for a student to drop a course or all courses with a grade of W: April 8
- SPOT Surveys open: April 18 - May 5
- Last Regular Class Meeting: May 5
- Reading Day—No Classes: May 6
- Grades Posted: May 18
- Final Exams: May 7-13
# Course Schedule/ Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Read/View for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introductions</td>
<td>Discussion Board Post due</td>
<td>• Syllabus</td>
</tr>
</tbody>
</table>
| Jan 27 | Historiography of Art and Design Education Curriculum | Discussion Board Post due                | • Pinar, Intro – Chapter 2  
• Freedman, Intro, IEAED  
• Funk, IEAED  
• Broome, IEAED  
| Feb 03 | Cultural Diversity in Art Education Curriculum  | Discussion Board Post due                | • Desai, IEAED  
• Knight, IEAED  
• Goss, IEAED  
| Feb 10 | Elementary, Middle, High School, & Foundations Art Curriculum | Discussion Board Post due                | • Blakey, IEAED  
• Etherington, IEAED  
• Pouls, IEAED  
• Siegesmund, IAED  
• NAEA Webinar—Mapping your curriculum [https://virtual.arteducators.org/products/mapping-your-curriculum](https://virtual.arteducators.org/products/mapping-your-curriculum) |
| Feb 17 | Historical Lesson Presentation                  |                                          |                                      |
| Feb 24 | Gender and Sexuality in Art Education Curriculum | Discussion Board Post due                | • Garber, IAEAD  
• McKinnery, IAEAD  
• Chapter from Lobby Activism book (TBD)  
| Mar 3  | No class session: Faculty & Students at NAEA 2022 |                                          |                                      |
| Mar 10 | Design Thinking and STEAM Curriculum             | Discussion Board Post due                | • Granville, IAEAD  
• Callahan, IAEAD  
• NAEA Webinar—STEAM from Theory to Practice [https://virtual.arteducators.org/products/steam-from-theory-to-practice](https://virtual.arteducators.org/products/steam-from-theory-to-practice) |
<p>| Mar 17 | <strong>NO CLASS SESSION (SPRING BREAK)</strong>              |                                          |                                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>References</th>
</tr>
</thead>
</table>
| Mar 24 | Technology and Art Curriculum                                         | Discussion Board Post due                                                  | Castro, IAEAD  
Han, IAEAD  
TBD  
TBD                                                                                                                            |
| Mar 31 | Emerging Lesson Presentation                                         |                                                                            |                                                                                      |
| April 07 | Futural Art Education Curriculum                                      | Discussion Board Post due                                                  | Emerging Lesson Due  
Burton, IAEAD  
Keifer-Boyd, IAEAD  
Sharma (visual Inquiry)  
Art Education (TBD)                                                                                                                     |
| April 14 | Anti-Racism and Decolonization in Art Education                     | Discussion Board Post due                                                  | Boyd, Acuff, IAEAD  
Kraehe, IAEAD  
Kallio-Tavin, IAEAD  
Martins, Torinho, Somma, IAEAD, OR  
Erişti IEAED                                                                                                      |
| April 28 | Speculations for Art Education Curriculum                            | Discussion Board Post due                                                  | Bolin, IAEAD  
jagodzinski, Pedagogy of Design in Reference to the Anthropocene, IAEAD  
| May 5  | Speculative Lesson Presentation                                      | Speculative Lesson Due on Sunday May 8                                    |                                                                                      |