COURSE GOALS:
The JORGE LUCERO STUDY
assistance such as lesson study, unit planning, pedagogical simulations will be required. Therefore, the materials that we ‘borrow’ and ‘use’. Students will debrief, augment, and studiously play with them.

Topics covered through readings, discussions, and assignments include:

- Studiously playing in the post-curricular as a reworking of the third space between the art/museum education curriculum-as-lived and as-plan.
- The ruins and personal as generative database for the ‘project’ of betraying and recreating art/museum education curricula.
- Archival impulse, pedagogical turn, and free university movement as lenses and eruptive returns for art/museum education at this time.
- Intersections between curatorial and curricular discrimination, collecting, assembly, borrowing, gifting, representation/communication as points of [re]departure for art/museum education.
- The historical nightmare of assessment as a necessary conundrum in art/museum education curricula in a post-truth world.
- In efforts to excavation history in the present, we will offer multiple nodes of the post-curricular landscape including place-based art education, VCAE, and DBAE.
- Shelving and studying will be employed as metaphors and modes for our relations with objects as enabling constraints within THEJORGELUCEROSTUDYCOLLECTION and art/museum education curricula at this time.
**COURSE OBJECTIVES:** Amongst much unforeseen learning, it is anticipated that students will:

1. Mine and repurpose objects and archives for the development of curricular models and projects.
2. Distinguish the relationship between trends and philosophies to different types and models of curricula.
3. Identify general curriculum development strategies and approaches in the application of theory to practice.
4. Recognize the relationship between components of curricula how these might align.
5. Trace the autobiographical and historical antecedents to our current curricular values and approaches.
7. Connecting that which has yet to be connected through studious play in THEJORGELEUCEROSTUDYCOLLECTION.
8. Apply APA format in writing reaction and scholarly papers to the level expected in graduate scholarship.

**COURSE STRUCTURE:** 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, I expect all students, as a collective, to be responsible and respectful to the environment of the class. Naturally, it is anticipated that there will be diversity among students registered in this course 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 at a minimum 2 hrs. of ‘homework’ per week for every semester credit. Thus, plan to devote at least 5-6 hrs./wk. to work related to this course averaged over the semester.

**STUDENT EVALUATION & ASSIGNMENTS:** Evidence of progress will be assessed through the following:

**FOUND CURRICULUM PRESENTATION:** Chosen by Jan. 30, scanned/emailed by Jan. 31, presented starting on Feb. 6 After mining THEJORGELEUCEROSTUDYCOLLECTION in room 251, analyze of what you have culled led by certain provided questions to be shared in this brief class presentation. You will provide a copy of pertinent parts of your resource by Jan. 31 for students to read and as inspiration for Drs. Kalin and Lucero to augment with additional readings, resources, and in class tasks/simulations/common encounters with the material. This will be the basis of our course content/curriculum, curated by you.

**FOUND CURRICULUM PAPER:** Due a week after your Found Curriculum Presentation

This assignment encompasses your Found Curriculum Presentation in a short, but formal paper addressing the assigned questions. In order to spur you into an autobiographical and critical praxis space, you will be running alongside the curriculum of this course with your found curricular object from THEJORGELEUCEROSTUDYCOLLECTION.

**CURRERE PAPER:** Due on March 27 by 11:59pm

In our quest toward a ‘poor curriculum’, you will complete a formal, paper outlining your use of ‘the method’ to articulate the self in relation to your found curricular object. *Currere,* the Latin denotation of curriculum translated as the running of a course, is a method through which one “can sketch the relations among school knowledge, life history, and intellectual development in ways that might function transformatively” [Pinar, Reynolds, Slattery, & Taubman, 1995, p. 515]. Pinar’s currere proposes a series of “complicated conversation[s] with oneself … an ongoing project of self-understanding in which one becomes mobilized for engaged pedagogical action” [Pinar, 2004, p. 35].

**CURRERE PRESENTATION:** Presented on March 27

Led here by ‘the method’, you will explore your autobiographical yearnings for your chosen found curricular object from the aforementioned assignment to be shared in this short class presentation.

**CURRICULAR SHELVING INSTALLATION:** Installed on Apr. 17

This assignment involves you choosing a shelf within room 251 in which you will install curricular objects that hold significance to your curricular project [see below] as a culmination of your ‘running the course’ over this semester with your initial found curricular object [see previous assignments]. This installation will occur the last night of THEJORGELEUCEROSTUDYCOLLECTION’s residency in room 251. Dr. Lucero will return on this evening to engage with our installations. You must take and submit images of your installation components once they are installed.

**CURRICULAR PROJECT AND PRESENTATION:** Presented Apr. 24 or May 1; Project due May 6 by 11:59pm

You will prepare an art/museum curricular project based on your own yearnings and learnings in relation to THEJORGELEUCEROSTUDYCOLLECTION and the ruinous archive that is art/museum education curriculum today. The development of your area/avenue of interest may take the form of a completed unit plan for public schooling, a philosophical model for curricular provocation, an art museum program innovation, and/or an art/museum education curriculum for another context such as our imminent Saturday School-cum-Experimental Art Curriculum Lab. Your plans will be presented in class for input.
Grades will be broken down as follows:

- Participation 10%
- Found Curriculum Presentation 10%
- Found Curriculum Paper 10%
- Currere Presentation 10%
- Currere Paper 10%
- Curricular Shelving Installation 20%
- Curricular Project Paper/Presentation 30%

NB: All assignments must be submitted to me by the deadline as email attachments labeled as follows: [surname][title of assignment], for example kalinbookreview.doc or.docx

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

ATTENDANCE/LATE WORK POLICY: Attendance and full participation is essential and expected in this class. Each student is allowed one absence. For two or more absences, the final grade will be lowered at least one letter grade. PLEASE NOTE: Any combination of two late arrivals or early leaves equals one absence. You are responsible for completing all assignments and turning them in on the written or announced due date. If you are absent you must e-mail work to the professor by the due date in order for it to be considered on time. Late assignments will be reduced one full letter grade. Late work will only be accepted one week after due date, except assignments due at the end of the semester, which will NOT be accepted late. If you miss a class session, it is your responsibility to find out assignments and obtain notes/handouts from classmates – instructor will not provide them. Please refer to UNT Policy 06.039 for further details [https://policy.unt.edu/sites/default/files/06.039_StudentAttendance_2016.pdf].

AMERICAN DISABILITIES ACT: The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of 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 see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

DISABILITIES ACCOMMODATION: Please notify the instructor if you have a disability that requires accommodation. It is also required that you register with the UNT Office of Disability Accommodation, Sage Hall Suite 167. The College of Visual Arts and Design policy on accommodation is available upon request in the CVAD Dean’s offices, Room 107. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising, Room 111. Further information is available at https://policy.unt.edu/sites/default/files/16.001_DisabilityAccommodationStudents_2011.pdf

COURSE RISK FACTOR: According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant 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.

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 www.deanofstudents.unt.edu
SEXUAL DISCRIMINATION, HARRASSMENT, & 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, and helping with legal protective orders.

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 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 http://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.

CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: Each University of North Texas student is entitled to certain rights associated with higher education institutions. The following statement reminds students of their rights and responsibilities within the academic community – “Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

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.

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, 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.

ACADEMIC INTEGRITY STANDARDS: Students caught cheating or plagiarizing will receive a "O" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Office of Academic Integrity in line with UNT Policy O6.003 (https://policy.unt.edu/sites/default/files/O6.003_StudentStandardsOfAcademicIntegrity_8_2017.pdf), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor[s]; or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

COURSE PLAGIARISM POLICY: Taking credit for someone else’s words, ideas, art works, lesson plans, etc., without giving them credit constitutes plagiarism. Plagiarized work will receive a zero and the matter will be reported to the university in which case you may lose credit for the entire course. Therefore, reference all your sources, including those taken from the Internet. Moreover, it is absolutely necessary to provide a citation when you: 1) quote or copy a paragraph, sentence, or more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) borrow an image. It is also necessary to produce original work in relationship to this class.

SYLLABUS CHANGE POLICY: While this syllabus is intended to outline and frame the general goals and expectations of the course, it should be considered a “work in progress.” As the instructor gets to know the class and over the course of the semester, reading assignments and due dates may be subject to modification/change. You are expected to check UNT email and Blackboard frequently as these are the means of communication for the class.
STUDENT ACKNOWLEDGEMENT
AEAH 5773:001        SPRING 2018

I ___________________ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

AEAH 5773:001
Course number and section

ONE
Risk Rating

______________________________  ________________________________
Student full name (print)      Student e-mail address (print)

______________________________  ________________________________
Student phone #                Signature                           Date

Nadine Kalin
Faculty Name

______________________________  ________________________________
Signature                           Date
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