

UNIVERSITY OF
NORTH*TEXAS™
COLLEGE OF VISUAL ARTS + DESIGN

AEAH 5787.001 INTRODUCTION TO RESEARCH IN ART EDUCATION

AEAH 5788.001 ADVANCED RESEARCH METHODS IN ART EDUCATION FALL 2020
TUES. 5-7:50pm CST (SYNCHRONOUS, REMOTE DELIVERY) NADINE KALIN, PhD

OFFICE HRS.: Tues. 4-5pm EMAIL: Kalin@unt.edu TELEPHONE NUMBER: 940.268.6882 (C)
With Doctoral Candidate Kate Wurtzel EMAIL: KateWurtzel@my.unt.edu

AEAH 5788 COURSE DESCRIPTION: 3 hours. Students conduct an in-depth investigation of a research methodology used by art education and education researchers, including epistemological, methodological, and ethical issues and debates that surround it. Prerequisite(s): AEAH 5787.

AEAH 5787 COURSE DESCRIPTION: 3 hours. A study of research techniques and their applications in the field of art education; preparation of a prospectus. Prerequisite: Admission to the graduate program in art education, or consent of instructor.

TECHNOLOGICAL REQUIREMENTS FOR REMOTE DELIVERY: As this is a remote delivery course with all course components 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>

Additionally, as you will upload images documenting your work, a digital camera [a smartphone is fine, although publications require the highest dpi possible so consider gaining access to a digital camera for documentation throughout the course] and tripod will be useful. Lastly, you will need Microsoft Office Suite to complete the final assignment.

COURSE GOALS: This course will engage students with New Materialist theories and methodologies. Working with concept as method, students will explore NM's implications for art and its education while investigating intra-actions between humans and materials. We will survey the major perspectives associated with NM along with its expanding manifestations as a research trend within the field of art education. Concurrently, students will undertake material experiments and data analysis that will push their conceptual/methodological understandings, forming the basis for their individual art education study proposals.

COURSE OBJECTIVES: It is anticipated that by the end of this course, students will:

- Identify their interpretative frames and the impact of these orientations,
- Exhibit their learning through weekly, multi-modal reflections,
- Curate and collaboratively analyze collected data,
- Think with NM concepts through weekly material experiments,
- Develop a pilot art education study proposal based on a concept associated with NM.

COURSE REQUIREMENTS: 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.**

STUDENT EVALUATION & ASSIGNMENTS: 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 you:

1. actively participating in class discussions, simulations, and activities—seeking challenges, persisting, and reflecting,
2. offering thoughtful insights which demonstrate knowledge of course readings,
3. respectfully responding to course members' perspectives,
4. demonstrating concentration toward activities during synchronous class times.

Intra-ptions: Worth 30% of final grade. 12 intra-ptions worth 2.5% of final grade each. Weekly sharing of e/scapes from your assigned readings. These multi-modal responses can take any form as long as they are share-ready for class and submitted to Canvas. Anticipate in-class related discussion and questions in order for diverse connections between readings and reflections.

Material Experiments: Worth 25% of final grade. Presented weekly (check schedule for specific dates). 10 assignments worth 2.5% of final grade each. Material experiments assigned for 'homework' and shared the following class.

Research-Creation Slide Sharing: Worth 25% of final grade. Presented on either Dec. 1 or Nov. 24. Students workshop their proposals for a line of inquiry related to NM concepts through presenting a poster-slide covering required elements.

Grades will be broken down as follows:

Class Participation	20%
Material Experiments (10 experiments in total, 2.5% of final grade each)	25%
Intra-ptions (12 intra-ptions in total, 2.5% of final grade each)	30%
Research-Creation Slide Sharing	25%

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 in this class. 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. You will be contacted if you miss a class. Each student is allowed **one** absence. **For more than one absence, 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 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.

COVID-19 IMPACT ON ATTENDANCE: If you are experiencing any symptoms of COVID-19 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 exposure.

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:

1. 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>
2. 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>
3. UNT CARE Team*, (940) 565-2648, careteam@unt.edu, <https://studentaffairs.unt.edu/care>
4. Psychiatric Services, (940) 565-2333, <https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>
5. Individual Counseling*. (940) 369-8773, <https://studentaffairs.unt.edu/counseling-and-testing-services/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>

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.

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).

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.

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.

DATE	TOPIC	ASSIGNMENTS	READ FOR CLASS
Week 1, Aug. 25	Introduction	<ul style="list-style-type: none"> Documentation from the class uploaded 	
Week 2, Sept. 1	Orientating	<ul style="list-style-type: none"> Syllabus Acknowledgement Sheet Intra-uption 1 (e/ scape Ahmed) Material Experiment 1 	<ul style="list-style-type: none"> Ahmed (2010). Orientations matter. Bolt (2013). Introduction. Jones & Woglom (2015). From where do you read the world? Ulmer, Nordstrom, & Tesar (2017). Writing e/ scape.
Week 3, Sept. 8	Decentering the Human	<ul style="list-style-type: none"> Intra-uption 2 (e/ scape Schulte) Material Experiment 2 	<ul style="list-style-type: none"> Bennett, L. (2016). Thinking like a brick. Maapolo & Østern (2018). Agency of wood. MacRae, Hackett, Holmes & Jones (2018). Vibrancy repetition and movement. Schulte, C.M. (2019). Wild encounters.
Week 4, Sept. 15	Creative Mattering	<ul style="list-style-type: none"> Intra-uption 3 (your choice) Material Experiment 3 	<ul style="list-style-type: none"> Garber, (2019). Objects and new materialisms. Hood & Kraehe, (2017). Creative matter. Justice, (2017). Material learning in action. Niccolini & Pindyck (2015). Classroom acts.
Week 5, Sept. 22	PhEMaterializing Moneerah Alayar visit	<ul style="list-style-type: none"> Intra-uption 4 (e/ scape Barad) Material Experiment 4 	<ul style="list-style-type: none"> Barad, K. (2003). Posthumanist performativity. Bennett, J. (2010). Vibrant matter (chapter 4). Strom, Ringrose, Osgood, & Renold (2019). Editorial.
Week 6, Sept 29	Enchanting	<ul style="list-style-type: none"> Intra-uption 5 (e/ scape Bennett) Material Experiment 5 	<ul style="list-style-type: none"> Bennett, J. (2001). The wonder of minor experiences. Coleman & Osgood, J. (2019). PhEMaterialist encounters with glitter. Haraway (1994). A game of cat's cradle. Osgood, J. (2019). You can't separate it from anything.
Week 7, Oct. 6	Papering	<ul style="list-style-type: none"> Intra-uption 6 (your choice) Material Experiment 6 	<ul style="list-style-type: none"> https://www.researchcatalogue.net/view/155913/155914 Pacini-Ketchabaw, Kind, & Kocher (2017). Encounters with materials (chapters 1 & 2). Penfold (2019). Material matters in children's creative learning. Tillett (2018). Paper presentation.
Week 8, Oct. 13	Felting	<ul style="list-style-type: none"> Intra-uption 7 (e/ scape Barad) Material Experiment 7 	<ul style="list-style-type: none"> Barad, K. (2012). On touching. Barney (2018). Towards an immanent read. Jamouchi (2020). Affective togetherness in arts education. Springgay (2019). 'How to write as felt'
Week 9, Oct. 20	Diffraction Curating	<ul style="list-style-type: none"> Intra-uption 8 (e/ scape Barad) Upload ALL Intra-uptions to your Canvas group 	<ul style="list-style-type: none"> Barad, K. (2014). Diffracting diffraction. Chappell et al. (2019). Dialogue and materiality. Hofsess (2017). Turning towards. Hofsess & Johnson Thiel (2017). Pause/play. Magnusson (2020). Visual research material and diffractive readings.
Week 10, Oct. 27	NM Conserving Scott Peck visit	<ul style="list-style-type: none"> Intra-uption 9 (your choice) Material Experiment 8 	<ul style="list-style-type: none"> Bennett, J. (2010). Vibrant matter (chapters 1 and 6). Diaz & Semeneck with Kind (2020). Posthumanist and new materialist methodologies. Thomas (2018). Materializing dying.
Week 11, Nov. 3	Layering	<ul style="list-style-type: none"> Intra-uption 10 (e/ scape Braidotti) Material Experiment 9 	<ul style="list-style-type: none"> Bennett, J. (2010). Vibrant matter (chapter 3). Braidotti (2014). Writing as a nomadic subject. Siegesmund (2018). Nomadic materiality within arts-based research (pp. 101-110).
Week 12, Nov. 10	Frottaging	<ul style="list-style-type: none"> Intra-uption 11 (e/ scape Bennett) Material Experiment 10 	<ul style="list-style-type: none"> https://www.researchcatalogue.net/view/371917/371918 https://www.researchcatalogue.net/view/371984/386688 Dolphijn & van der Tuin (2013). New materialism (chapter 3). Pindyck, M. (2018). Frottage as inquiry.
Week 13, Nov. 17	Intra-active Exhibiting	<ul style="list-style-type: none"> Intra-uption 12 (e/ scape Barad) Upload ALL Intra-uptions to your Canvas group 	<ul style="list-style-type: none"> Barad, K. (2012). Intra-active engagements. Guyotte, Flint, Gilbert Kidd, Potts, Irwin, & Bennett, (2020). Meanwhile. Hofsess (2018). Blueprints. Roussel & Fell (2018). Becoming a work of art.
Week 14, Nov. 24	Research-Creation Slide Sharing		
Week 15, Dec. 1	Research-Creation Slide Sharing		