Land and Peoples Acknowledgment: UNT is located on the traditional and ancestral land of many peoples. This region holds great historical, spiritual, and personal significance for its original stewards, the Native nations, and peoples of this area. Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. We acknowledge their connection to this and, and give thanks for the opportunity to live, work, and learn on their traditional homeland. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. We would like to open our event today by acknowledging that the land on which we gather is the occupied/unceded/seized territory of the Kikaapoi, Tawakoni, and Wichita Affiliated Tribes. These tribes have stewarded this land throughout the generations, and we would like to pay our respects to elders, both past and present. We also acknowledge that this country would not exist if it wasn’t for the free, enslaved labor of Black people. We honor the legacy of the African diaspora and Black lives, knowledge and skills stolen due to violence and white supremacy. While the movement for justice and liberation is building and we are witnessing the power of the people, many are still being met with violence and even being killed. Please join me in a moment of silence in honor of Black and Indigenous ancestors who have passed and who have paved the way for us. Thank you.

COURSE DESCRIPTION:
Contemporary Trends in Art Education. 3 hours. The relation between theory and practice in art education is introduced and examined through analysis of topics currently affecting the field.

FACE COVERINGS: UNT encourages the wearing of a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Guidelines could change based on community health conditions.

ABOUT YOUR PROF:
I want to hear from you. I care about the success of each student. When you have questions about the course material, questions about the subject more broadly, concerns to discuss, accommodations you need, or thoughts you want to share, please do not hesitate to contact me.
I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. If you see ways I can improve, please let me know.
I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that students work with me towards a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for students. If I ever miss the mark, please don’t hesitate to talk to me. We are all learning together.

Trigger Warning: Some readings, viewings, and discussions in this course will include topics that some students may find offensive and/or traumatizing. I’ll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Art School Community: 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 contact me and consider withdrawal at the start of the term to seek another course.
REQUIRED COURSE TEXTBOOKS:


- You do not have to purchase any other tools for this course. Any additional readings or course materials will be available on our course website or via UNT e-books linked below.


Wexler, A. & Sabbaghi, V. (Eds.). [2021], *Bridging communities through socially engaged art*. Routledge. [Referred to as BCTSEA in schedule.] Available as e-book from UNT library [https://doi.org/10.4324/9781351175586](https://doi.org/10.4324/9781351175586)

- Any student having difficulty accessing our textbooks, technology, or other important needs [e.g., food; rent] is encouraged to reach out to me. I will connect you with resources that may be available so that these challenges do not affect your learning.

COURSE OBJECTIVES: Among much unforeseen learning, it is anticipated that students will meet the following goals through lectures, readings, viewings, discussions, online board postings, guest artists/pedagogues, shared class activities, site visits, peer reviews, and assignments:

1. Experience documentation of previous social practice art through site visits and viewings.
2. Participate in ongoing social practice art projects.
3. Innovate art/museum/design curriculum.
4. Apply APA [7th ed.] format in completing all assignments to the level expected in graduate scholarship.
5. Write a manuscript for publication based on a social practice artwork.
6. Extend course content through a proposal for a social practice project.

The course is based on the following five principles:

1. Art making and artworks are capable of generating new knowledge and thus can be understood as forms, sites, and artifacts of research informed by practices from the humanities, social sciences, and beyond.
2. Contemporary art incorporates dialogue, collaboration, participation, relations, conflicts, service, transaction, the ephemeral, and everyday life—practices which act as both medium and form.
3. The intellectual and creative work undertaken by artists has the capacity to inform and transform human understanding and awareness and thus can be understood as pedagogical.
4. Contemporary artists are socially engaged. Their artworks can reveal social deficiencies, help envision new possibilities, and stimulate solutions to social problems.
5. Contemporary art is conceptual — it extends beyond the creation of objects and images to include the formation of complex ideas, theories, and concepts.
TECHNOLOGICAL REQUIREMENTS FOR CLASS: As course components are loaded onto our Canvas course site, a computer with internet access is required to fully participate. Additionally, you will need to bring to class a connected laptop or tablet device to complete in-class activities and assignments. The CVAD Student Computer Lab (Art building, Room 375) allows students to checkout such devices here https://myunt.sharepoint.com/sites/CVADITServices/SitePages/Equipment-Checkout.aspx

TECHNOLOGICAL REQUIREMENTS FOR REMOTE DELIVERY: 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 computer with internet access, built in webcam, and microphone to participate in fully remote portions of the class. Information on how to be successful in such an environment can be found at https://online.unt.edu/learn. See the Technology Help module on our Canvas course site for more assistance.

CLASS RECORDINGS: Synchronous [live] sessions in this course MAY be recorded for students enrolled in this class section to refer to because their health status precludes them from attending in person. 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.

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

Class Participation: Worth 10% 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:

1. active AND quality participation in discussions and undertakings—seeks challenges, persists, and reflects with an open mind,
2. offering of thoughtful insights which demonstrate knowledge of course readings,
3. respectful response to course members’ and faculty’s perspectives,
4. demonstrated concentration toward activities during class times either in person or via Zoom.

Site Visits: Each month, you will independently visit socially-engaged art projects. Note deadlines and plan ahead.


Discussion Board Posts: Worth 20% of final grade, each worth 2%, due weekly on Sundays by midnight
Based on completion of the assigned weekly readings, site visits, participation, and/or viewings/listenings. You are to:
1. critically read, listen, participate, visit, or watch,
2. post reflective notes,
3. post 3 questions each week.
Upload these to Canvas as discussion board posts on Sundays. Each post will be able to be viewed by your peers.

Articipations: Worth 5% of final grade. Articipate 1 due Aug. 30 worth 1.5%, Articipate 2 due Sept. 27 worth 1.5%, and Articipate 3 due Nov. 15 worth 2%. You will participate in a socially-engaged art project. The first two will be provided for you to complete and for Articipate 3 you will have to find a call for your participation to complete on your own. You will either complete the action on your own, in collaboration, or recruit another’s participation. You will share documentation in class on the due dates.
**IR Manuscript:** Draft due Oct. 11 by 5pm; Draft Worth 10%. Final due Dec. 5 by midnight; Final Worth 30% of grade. You will create a manuscript earmarked for the journal *Art Education*. Your IR (Instructional Resource) will include example artworks, information about the artworks and artist, as well as practical art classroom applications. Consider exemplars from the journal and/or the course text *Art as social action* (ASA).

**Arte Útil Proposal:** Draft due Nov. 22 by 5pm; Draft Worth 5%. Final due Nov. 29; Final Worth 10% of final grade. Using this form [https://www.arte-util.org/propose-a-project/](https://www.arte-util.org/propose-a-project/), students will conceptualize a social practice project. The justification for this assignment is to imagine the implications social practice might hold for art education. You are expected to make conceptual links with course topics and artists. Project ideas might be inspired by

- [https://psusocialpractice.org/journal/](https://psusocialpractice.org/journal/)
- [https://www.arte-util.org/projects/](https://www.arte-util.org/projects/)
- [https://psusocialpractice.org/assembly/](https://psusocialpractice.org/assembly/)
- [https://urgentpedagogies.iaspis.se/archive/](https://urgentpedagogies.iaspis.se/archive/)
- [http://pablohelguera.net/category/socially-engaged-art/](http://pablohelguera.net/category/socially-engaged-art/)

Feel free to screenshot your online proposal to submit on Canvas.

**Peer Reviews:** Worth 10% of final grade [5% each], due by end of class [7:55pm] Oct. 11 and Nov. 22
You will undertake two peer review sessions during class time of peer draft assignments in this course via Canvas.

**Grades will be broken down as follows:**

- Participation 10%
- Discussion Board Posts 20%
- Articipations 5%
- IR Manuscript Draft 10%
- Arte Útil Proposal Draft 5%
- Peer Reviews 10%
- Arte Útil Proposal Final 10%
- IR Manuscript Final 30%

**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.

If, after reviewing any of my feedback and assessments, you would like clarification, please reach out by email.
ATTENDANCE/LATE WORK POLICY:

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 from our class equals one absence.

Please inform me if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. It is important that you communicate with me PRIOR to being absent (if possible, at least an hour PRIOR to the start of class), so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Feel free to contact me for an assignment extension, but be sure to ask for one BEFORE the due date. 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 me by the due date 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 [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 us 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.

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 deanofstudents@unt.edu (940) 565-2648.

SCHOOL-LIFE CONFLICT: Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my office hours, please email to set up a time that works for us.

CAREGIVER RESPONSIBILITIES POLICY: I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.
RECENT, ONGOING, AND FUTURE EVENTS: The U.S. continues to feel the impacts of COVID-19 including untold loses and fueling anti-Asian racism, xenophobic violence, discrimination, hostility, and intolerance. Concurrently, society is also reckoning with the painful consequences of long-endured violence against the Black community while also continuing to unravel the genocide of Indigenous Peoples and children within schools. These events have caused, and continue to cause shock, fear, stress, trauma, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances (and the innumerable others we might endure as humans), it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If your health, well-being, or schoolwork are being impacted, I encourage you to reach out and make use of the resources UNT provides, which I have included in this syllabus.

UNT provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree.

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


* 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
UNT POLICIES

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.

In my experience, academic misconduct most often occurs because students are unaware of how to properly cite sources, or because students become overwhelmed and desperate. If you are concerned about how you are doing in this course, please come speak with me instead of considering academic misconduct. You are very capable of meeting my expectations for this course. Use of APA referencing, and our course required text (American Psychological Association [2019]. Publication manual of the American Psychological Association [7th edition]. American Psychological Association) is intended to assist you with your academic integrity as a graduate student.

ADA POLICY. 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 (https://disability.unt.edu/).

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.

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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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. Visit Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

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.

SEXUAL ASSAULT PREVENTION AND SURVIVOR ADVOCACY. 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 940-5652648.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>READ, LISTEN TO, ARTICIPATE, or VIEW FOR CLASS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
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<td>Aug. 23</td>
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<tr>
<td>Week 2</td>
<td>WeProjects</td>
<td>• Student Acknowledgment</td>
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<td>Aug. 30</td>
<td></td>
<td>• Discussion Board Post 1 (due Sunday, Aug. 29 by midnight)</td>
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<td>• Sharing Articipate 1</td>
<td>Articipate: <a href="https://www.youtube.com/watch?v=0D6M5mQoFac">link</a> and <a href="https://www.youtube.com/watch?v=s_xYZwVXO40">link</a> and <a href="https://www.youtube.com/watch?v=F5phGeVyo8A">link</a> Read: ESEA Definitions chapter Watch: <a href="https://www.youtube.com/watch?v=BP1LHvUmWeo8">link</a></td>
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<td>Week 3</td>
<td>Labor Day</td>
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<td>Sept. 6</td>
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<td>Week 4</td>
<td>Independent Oak Cliff Site Visit</td>
<td>• Discussion Board Post 2 (due Sunday, Sept. 12 by midnight)</td>
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<td>Sept. 13</td>
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<td>Read: Chace article Read: BCTSEA chapters 4, 14, and 19 Read: ESEA Community chapter</td>
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<td>Week 5</td>
<td>Special Guest Lecture: Lauren Cross NAEA how to write for Art Education webinar</td>
<td>• Discussion Board Post 3 (due Sunday, Sept. 19 by midnight) (provide proof of your site visit)</td>
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<td>Sept. 20</td>
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<td>Read: Watson article Read: Jones article Watch: <a href="https://vimeo.com/468369071">link</a> and <a href="https://www.youtube.com/watch?v=s_xYZwVXO40">link</a> Read: ESEA Situations chapter</td>
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<td>Week 6</td>
<td>Local Situations: William Estrada and ArtBound</td>
<td>• Discussion Board Post 4 (due Sunday, Sept. 26 by midnight)</td>
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<td>Sept. 27</td>
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<td>Read: Watson article Watch: <a href="https://www.youtube.com/watch?v=BP1LHvUmWeo8">link</a></td>
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<td>Week 7</td>
<td>In lieu of Independent Site Visit #2 Shilpa Gupta for in your tongue, i cannot fit: 100 jailed poets, Dallas Contemporary</td>
<td>• Discussion Board Post 5 (due Sunday, Oct. 3 by midnight) (provide proof of your site visit)</td>
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<td>Oct. 4</td>
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<td>Watch: <a href="https://www.youtube.com/watch?v=T196771z2Z1">link</a> and <a href="https://www.youtube.com/watch?v=F5phGeVyo8A">link</a> Watch: <a href="https://www.youtube.com/watch?v=0D6M5mQoFac">link</a> and <a href="https://www.youtube.com/watch?v=s_xYZwVXO40">link</a></td>
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<td>Week 8</td>
<td>Peer Review Session of draft IR</td>
<td>• IR Manuscript Draft due by 5pm</td>
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<td>Oct. 11</td>
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<td>• Peer Reviews due by 7:55pm</td>
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<td>Week 9</td>
<td>Pepón Osario and Healing through Community Conversations</td>
<td>• Discussion Board Post 6 (due Sunday, Oct. 17 by midnight)</td>
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<td>Oct. 18</td>
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<td>Watch: <a href="https://www.youtube.com/watch?v=0D6M5mQoFac">link</a> Read: ESEA Conversations and Documentation chapters Read: <a href="https://www.youtube.com/watch?v=s_xYZwVXO40">link</a> and <a href="https://www.youtube.com/watch?v=F5phGeVyo8A">link</a></td>
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<td>Week 10</td>
<td>SE Performance Practice: Special Guest lecture Gregory (D.) McBride</td>
<td>• Discussion Board Post 7 (due Sunday, Oct. 24 by midnight)</td>
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<td>Oct. 25</td>
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<td>Read: BCTSEA chapter 20 Read: Anarchist article Read: Articif essay Read: ESEA Performance chapter</td>
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<td>Week 11</td>
<td>Collaborative SE Practices: Michael Rakowitz &amp; Two Dykes and a Knife</td>
<td>• Discussion Board Post 8 (due Sunday, Oct. 31 by midnight)</td>
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<td>Nov. 1</td>
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<td>Watch: <a href="https://youtu.be/0D6M5mQoFac">link</a> and <a href="https://www.youtube.com/watch?v=F5phGeVyo8A">link</a> Read: ESEA Collaboration chapter Read: <a href="https://www.youtube.com/watch?v=G0xU5YfG2Xs">link</a></td>
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<td>Week 12</td>
<td>SEA with LA: Lauren Bon and Guadalupe Rosales</td>
<td>• Discussion Board Post 9 (due Sunday, Nov. 7 by midnight) (provide proof of your site visit)</td>
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<td>Nov. 8</td>
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<td>Explore: <a href="https://www.michaelrakowitz.org/lauren">link</a> Read: BCTSEA chapters Leah Lisa Read: ESEA Transpedagogy and Documentation chapters Read: <a href="https://www.youtube.com/watch?v=s_xYZwVXO40">link</a></td>
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<td>Week 13</td>
<td>Evaluating SEA: Case Studies Rick Lowe and Guggenheim Social Practice</td>
<td>• Discussion Board Post 10 (due Sunday, Nov. 14 by midnight)</td>
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<td>Nov. 15</td>
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<td>• Sharing Articipate 3</td>
<td>Watch: <a href="https://www.youtube.com/watch?v=BP1LHvUmWeo8">link</a> and <a href="https://www.youtube.com/watch?v=0D6M5mQoFac">link</a> Watch: <a href="https://www.youtube.com/watch?v=F5phGeVyo8A">link</a> Read: ESEA Education article Read: Evaluating SEA article Read: Articipate 2</td>
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<td>Week 14</td>
<td>Sharing and Peer Review of Arte Utili proposal</td>
<td>• Arte Utili Proposal Draft due by 5pm</td>
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<td>Nov. 22</td>
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<td>• Peer Reviews due by 7:55pm</td>
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<tr>
<td>Week 15</td>
<td>In lieu of Independent Site Visit #3</td>
<td>• Arte Utili Proposal Final due day’s end</td>
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<tr>
<td>Nov. 29</td>
<td></td>
<td>• IR Manuscript Final due Sun, Dec. 5</td>
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