University of North Texas
College of Visual Arts and Design
Art Education

Spring Semester 2023 January 17 - May 4, 2023

ARTE 5774 VISUAL CULTURE THEORIES & PEDAGOGY
TUESDAYS 5:30-8:20 PM
BUILDING: ART 180 ADDRESS: 1201 W. Mulberry Street

Day: Tuesdays, 5:30-8:20pm
Location: ART 180, 1201 W. Mulberry Street
Adjunct Professor: Trina Harlow, PhD
Contact Preference: email is best
Office Hours: By Zoom appointment on evenings & weekends, weekdays from 10am-11am

Email: trina.harlow@unt.edu
Dear Students,

I look forward to being your course instructor this semester and being a part of your academic and artistic journey. I also look forward to us all getting to know each other. We are going to go on an interesting visual journey!

Art education has been my passion for many years. I have a plethora of professional and life experiences that I will bring to this course, including teaching in four states and four countries. I have also been an artist for nearly my entire life. Painting and fiber arts have been my focus, but I am equally connected to mixed media and being creative in unique ways. Having been a K-12 art teacher in Texas in some way, shape, or form for 21.5 years, and having coordinated the art education program for six years at a major university and also serving two years as a tenure-track assistant professor of art education, and beginning at UNT CVAD in the fall of 2022, I am eager to facilitate rich course dialogue and foci that will fully explore visual culture theory and pedagogy. Visual culture theory and pedagogy effects all children, adolescents, adults, schools, museums, non-profit organizations, communities, and beyond and plays a significant role in how societies communicate, how artists communicate, and how viewers process information.

I am highly involved in the National Art Education Association. I have served on the NAEA National Board of Directors as the Higher Education Director-Elect for almost two years and during the spring of 2023, I will become the Director for two years. I’ve served on the NAEA state chapters’ boards in Kansas and Arkansas and served on the state board for Arkansans for the Arts. I served as the NAEA Public Policy and Arts Administration President for 2 years and 2 prior to that as President Elect. I’m the founder of Online Art Teachers (K-12.) In the Spring of 2021, I received one of only six national awards that NAEA gives each year – the Gilbert A. Clark and Enid Zimmerman Leadership Advocacy Award. I also received the NAEA Ed Tech Community Service Award, and the Western Region Higher Ed Educator of the Year Award. I’m humbled and thankful for these awards.

Additionally, my first degree was in clothing/textiles/fashion design and I worked in Dallas as a designer for a few years, while simultaneously owning an award-winning restaurant. Soon, however, I felt a strong calling to go into education, yet I enjoy bringing these rich life experiences of my professional career and life to the courses I teach. I’m enjoying being back in Texas full time after commuting out of state to work from 2014-2022. I’m enjoying being a part of CVAD. I’m a very patient professor that values sharing your education journey with you - I don’t just say that, I mean it. I have loved every single second of my chosen career and I wish the same for you. I have had many rich art and art education experiences in my life and I look forward to sharing some of this with you in class.

This course will be highly interactive, you will need to come to class prepared and having read the text chapters for each week, and be ready to engage in active discussion!

Best Regards, Dr. Harlow

“How do you look?
This question is loaded with possible meanings.”

-Marita Sturgeon & Lisa Cartwright
A. **ARTE 5774 GENERAL COURSE DESCRIPTION:** Examination of theories, concepts, practices and debates that frame contemporary understandings of visual culture and visual studies education through a wide range of images, sites, films and media culture/technologies.

B. **COURSE OBJECTIVES:**
Student learning and growth in the context of contemporary visual culture will be achieved by further developing skills in critical theory and analysis, pedagogical approach, expository writing, contemporary visual-arts practices, and in making informed presentations. Critical inquiry will be incorporated in a cross-cultural perspective analysis and in gaining increased global understanding.

C. **LEARNING OUTCOMES:**
At the conclusion of the course, students will be able to:
- understand and apply a critical vocabulary for visual literacy;
- describe, discuss, and analyze numerous visual forms of art and media from different cultural lenses, and from historical and contemporary contexts;
- describe, discuss, apply, and incorporate several theoretical approaches to the topic of visual culture;
- more fully understand visual culture and artistic works through the lens of social, political, aesthetic, and economic contexts;
- analyze, assess, and summarize arguments in critical journal articles and texts;
- provide fresh commentary and approach on visual culture in course discussions, assignments, and that is useable and applicable in all further analysis and work.

D. **UNT VISION:**
“**At the University of North Texas, our caring and creative community empowers our students to thrive in a rapidly changing world.**”

“To be made to look, to be refused the right to look, and to engage in an exchange of looks all entail engagements with power.

-Marita Sturgeon & Lisa Cartwright

E. **READING:**

**REQUIRED TEXTBOOKS:**
This textbook will be used weekly and extensively:
**SUGGESTED READING:** (These readings may be of interest.)

APA 7 Manual (can be purchased in UNT bookstore or ordered online): [https://www.amazon.com/dp/143383216X/ref=redir_mobile_desktop?_encoding=UTF8&aa=mp%3Ampc&crid=529y32206j963a&keywords=apa+7+manual&pd_rd_r=9b6b3f6f-0d06-420e-929c-27d9b7b3849f&pd_rd_w=1msyr&pd_rd_wg=0zK7W&qid=1672161820&sprefix=apa+7+manual%2Caps%2C185&sr=8-1-1](https://www.amazon.com/dp/143383216X/ref=redir_mobile_desktop?_encoding=UTF8&aa=mp%3Ampc&crid=529y32206j963a&keywords=apa+7+manual&pd_rd_r=9b6b3f6f-0d06-420e-929c-27d9b7b3849f&pd_rd_w=1msyr&pd_rd_wg=0zK7W&qid=1672161820&sprefix=apa+7+manual%2Caps%2C185&sr=8-1-1)


**F. SUPPLIES:**
We will do some in-class visual exercises. Although we may not use them every week, please bring scissors, pencils, scotch tape, and a few basic markers to class, and any other basic portable art supplies you might like to have use occasionally.

**G. COURSE ASSIGNMENTS:**

1. **Contextual Presentation #1: (20 points)** Working with a partner, you will plan and prepare an informative 45-minute course presentation, using an assigned chapter from our text as your topic. The presentation must have a slide show with at least 10 well-designed slides with both images and text, plus at least one video clip (YouTube, etc.). You will also plan and lead a 45 minute small group activity that reinforces and advances learning on the same topic. Finally, you will then lead a 15-20 minute whole group debriefing where each group will share the main realizations from their group work. You will choose your partner and sign up for text chapter
topics the first week of class. You MUST present your presentation on the assigned evening. If you do not present on your assigned evening, your grade will be automatically deducted by 30%. Your presentation must be engaging, fully explore and teach the key topic of your assigned chapter, but also focus on at least one contemporary/iconic art piece, and align that to the chapter topic. Examples are a marketing logo, photography/cinema, social media, advertising, fashion item, community art, art exhibitions, art, ETC. Scanning through or searching topics in *Journal of Visual Culture* articles may give you ideas. You must incorporate one theory (feminist, CRT, CT, CE, intersectionality, essentialism, etc., etc., etc.). You must make speakers’ notes as a document. The speakers' notes and slide show must be uploaded in Canvas the Monday evening before your class presentation by midnight - that will be your group’s due date. Your grade will be based on your slide show, speakers notes, presentation, planned group work activity, and the quality of the debriefing. Wow us! Entertain us! Bring us a fresh view of visual culture, while presenting important aspects of your assigned chapter. A rubric will be provided in the Canvas module for this assignment.

2. **Contextual Presentation #2: (20 points)** Working with your same partner or a different partner, you will do exactly as in the assignment above. You will choose a second chapter from the text for this presentation and follow all guidelines above.

3. **Major Topical Assignment (60 pts):** This is your major assignment for the semester and you should begin working on it immediately as it is a lengthy assignment. It is 60% percent of your course grade. Using the chapter topics within the course text, you are do a deep dive into ONE specific topic of your choice AND analyze the topic by focusing exclusively on one body of artwork (a certain photographer’s work, a certain painter’s work, a certain community installation artist’s work, an exhibition, etc.) and analyze it through the lens of ONE theory - feminist, CRT, CT, CE, or intersectionality, essentialism, etc. You will submit a topic statement(10 pts) of a minimum of 1-2 paragraphs stating your chosen topic and theory you will incorporate by the specified due date. You will submit a complete outline (10 pts) by the specified due date - the paper is to have at least 5 main headings, including an introduction and conclusion, and any needed subheadings, as well as at least five credited images. Your paper must have a title page and a reference section at the end. You must submit your paper (40 points) by the due date. The body of your paper must be 10 pages of double spaced, size 12 font text, with 1” margins, page numbers in bottom right, basic font such as Arial or Times New Roman, black font, and additional pages for the title page and reference section. You must use APA Style to organize and lay out the paper, for all parenthetical citations, reference section, headings and subheadings. See Purdue Owl website as
a good reference or purchase the APA7 handbook. During our scheduled final exam time, be prepared to make a short presentation of 10-15 minutes on your paper topic with a slide show of 4-7 slides to guide your presentation, summarizing the work you analyzed and key points of your analysis. This slide show is due uploaded in Canvas just prior to your presentation, the evening before or day of your presentation. The presentation will count as 5 points of the paper’s 40 points. You are free to choose the topic of your paper, but you must relate a topical theme from our text to a chosen body of artwork/photography/cinematography, and use theory to conduct analysis. DO NOT SUBMIT YOUR PAPER AS PDF - SUBMIT IT AS A WORD OR PAGES DOC.

**H. CALCULATING THE FINAL GRADE:**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>20%</td>
<td>1. Contextual Presentation #1</td>
<td>20 pts</td>
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<tr>
<td>20%</td>
<td>2. Contextual Presentation #2</td>
<td>20 pts</td>
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<tr>
<td>60%</td>
<td>3. Major Topical Assignment &amp; Presentation</td>
<td>60 pts</td>
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<td></td>
<td>TOTAL</td>
<td>100 pts</td>
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**Final Grade %   Points**

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<td>A</td>
<td>90-100%</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-89%</td>
<td>70-79</td>
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<td>D</td>
<td>60-69%</td>
<td>60-69</td>
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<td>F</td>
<td>Below 60%</td>
<td>&lt; 60</td>
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**Weekly Schedule**

*Read all chapters prior to class.*

*This will be a discussion-rich course.*
<table>
<thead>
<tr>
<th>WEEK 1 1/17</th>
<th>COURSE INTRODUCTION</th>
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<tr>
<td>● Syllabus</td>
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<td>● Introduction</td>
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<td>● Vanessa German Video</td>
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<td>● VC Activity</td>
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INTRO & CHAPTER 1: IMAGES, POWER, AND POLITICS
● Text Reading Prior to Class: Introduction, Ch. 1
**Be prepared to discuss the chapter, this week and every week by reading the assigned chapter prior to class.**

<table>
<thead>
<tr>
<th>WEEK 2 1/24</th>
<th>CH. 2: VIEWERS MAKE MEANING</th>
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<tbody>
<tr>
<td>WEEK 3 1/31</td>
<td><em>(student presentation)</em></td>
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<tr>
<td>CH. 3: MODERNITY: SPECTATORSHIP, THE GAZE, AND POWER</td>
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<tr>
<td>STUDENT CONTEXTUAL PRESENTATIONS START</td>
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<thead>
<tr>
<th>WEEK 4 2/7</th>
<th><em>(student presentation)</em></th>
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<tbody>
<tr>
<td>CH. 4: REALISM AND PERSPECTIVE</td>
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**ASSIGNMENT DUE BY MIDNIGHT ON MONDAY 2/6, NIGHT BEFORE CLASS: MAJOR TOPICAL ASSIGNMENT - TOPIC STATEMENT**

<table>
<thead>
<tr>
<th>WEEK 5 2/14</th>
<th><em>(student presentation)</em></th>
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<tbody>
<tr>
<td>CH. 5: VISUAL TECHNOLOGIES, REPRODUCTION, AND THE COPY</td>
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<tr>
<th>WEEK 6 2/21</th>
<th><em>(student presentation)</em></th>
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<tr>
<td>CH. 6: MEDIA IN EVERYDAY LIFE</td>
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**ASSIGNMENT DUE: ALL STUDENTS WILL HAVE MADE PRESENTATION #1 BY CLASS TONIGHT.**

<table>
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<tr>
<th>WEEK 7 2/28</th>
<th><em>(student presentation)</em></th>
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<tr>
<td>CH. 6: MEDIA IN EVERYDAY LIFE</td>
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<tr>
<th>WEEK 8 3/7</th>
<th><em>(student presentation)</em></th>
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<tr>
<td>CH. 7: BRAND CULTURE: THE IMAGES AND SPACES OF CONSUMPTION</td>
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<tr>
<th>WEEK 9 3/21</th>
<th><em>(student presentation)</em></th>
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<tbody>
<tr>
<td>CH. 7: BRAND CULTURE: THE IMAGES AND SPACES OF CONSUMPTION</td>
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I. COURSE POLICIES:

Visual, Written, and Presentational Professionalism, Writing Lab:
- All presentations, instructional planning, research and professional planning, and activities should be of graduate school quality.
- For papers, APA Style 7th Edition is required. Follow directions in the Major Topical Assignment section for APA. Also use APA to provide a reference slide and any needed citations for the two contextual presentation assignments. If you are highly skilled in another type of style, please talk to Dr. Harlow at the beginning of the semester.
- Written documents must be submitted using proper grammar, spelling, formatting consistency, etc. If grammar and spelling are not your strength, please utilize the UNT Writing Center for tutoring and other writing assistance. They also have staff who can help with APA. Their website is https://writingcenter.unt.edu/
● All verbal and written communication should reflect educational professionalism.
● Professional dress is required for in-class presentations.

Research Assistance: To assist you with course research please visit UNT University Libraries at [https://library.unt.edu/](https://library.unt.edu/) Librarians are on staff who can help you.

Late Assignments: Due dates are listed on syllabus. Late Major Topical Assignment papers will be accepted; however, the grade for these assignments will be reduced by 15% for late Day 1 - Day 7; 30% for Day 8 - Day 14. Any assignments turned in more than 14 days late will get 1 point. No incompletes will be allowed and all assignments must be completed. Submitting this assignment late will have an impact on your course grade, since the assignment is due at the end of the semester. For the two Contextual Presentations, hopefully your partner can go ahead and present if you are not present. Your assignment grade will be determined and then will be reduced by 30% if you do not present on your assigned evening.

Extra Credit Policy: Give your best effort as you complete each course requirement. No extra credit assignments will be given for additional points in the course, unless Dr. Harlow chooses to give extra credit points to the entire class for a specific purpose or to attend a university/college/department event.

Redoing Course Assignments: Give your best effort as you complete each course requirement. While reworking an assignment shows great initiative on your part in regards to your personal learning, no assignment that has been reworked after initial grading will be accepted for new grading. Upon your request, I will be happy to provide feedback prior to your completion of an assignment and turning it in for a grade, provided it is sent to me in a timely manner.

Learning Management System (LMS): Canvas will be used in this course. Look for: Current announcements regarding course, weekly updates, assignment modules for each assignment containing relevant documents and rubrics, upload portals, grades, and miscellaneous course files.

Technological Considerations: If your own personal device (laptop, desktop computer, iPad, smart phones, or other devices) is not working properly, you will be expected to use UNT provided computers in the library or other various places on campus to complete assignments on time and with the directions given. If you use Google Docs or Google Slides to submit assignments, make sure you have set it to “anyone with the link can view” so Dr. Harlow does not have to request permission to view. If she has to request permission to view, you will receive late points for the assignment.
Audio/Video Recording: Permission by the professor is required prior to recording any portions of class, including recording the professor. All class members must also be informed of such recordings. The professor will take a variety of photos and videos during class to use in future courses and also for Social Media related to the course. Please let the professor know if you prefer not to be filmed or photographed.

Disclosure Statement: The professor reserves the right to alter from this syllabus and course policy if deemed necessary to assure, but not limited to, the attainment of course learning outcomes and objectives, disability and other accommodations, illness, and academic honesty and integrity.

J. ADDITIONAL POLICIES:

Student Handbook Policy
Students are encouraged to familiarize themselves with all policies listed in the UNT Graduate Student Success Manual at https://tgs.unt.edu/sites/default/files/Student%20Success%20Manual%202015%20Final.pdf
You can also view the UNT CVAD Art Education Program website at this link and find important graduate student information: https://cvad.unt.edu/arteducation

Academic Integrity
The University of North Texas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Student Academic Integrity Policy 06.003. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. Read more about the UNT Student Academic Integrity Policy here: https://vpaa.unt.edu/ss/integrity

Americans with Disabilities Act
The UNT adheres to the requirements of the Americans with Disabilities Act. If students need accommodations under this Act due to a disability, please contact the UNT Office of Disability Access, 940-565-4323. This is the website: https://studentaffairs.unt.edu/office-disability-access Students with disabilities who need legally required accommodations as suggested by 2010 ADA Standards for Accessible Design, Section 508 of the U.S. Rehabilitation Act, and the Americans With Disabilities Acts should contact the UNT Office of Disability Access and make sure the course professor is also aware of accommodations needs.
The following links provide important information:

**College of Arts, Humanities, and Social Sciences**
View the UNT College of Visual Art and Design website here: [https://cvad.unt.edu/](https://cvad.unt.edu/)
View the UNT Art Education Program website here: [https://cvad.unt.edu/arteducation](https://cvad.unt.edu/arteducation)

**Counseling Services**
This is the website for UNT Student Counseling - [https://studentaffairs.unt.edu/student-counseling](https://studentaffairs.unt.edu/student-counseling)

**Student Academic Grade Appeals**
To read more about grade appeals: [https://policy.unt.edu/policy/06-040](https://policy.unt.edu/policy/06-040)

**Professional and Ethical Conduct Policy**
UNT has a Code of Student Conduct. Read more about it here: [https://studentaffairs.unt.edu/dean-of-students/conduct](https://studentaffairs.unt.edu/dean-of-students/conduct)

**Title IX Disclosure**
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: [https://idea.unt.edu/title-ix](https://idea.unt.edu/title-ix) Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

**University Policies**
View UNT policies [here-https://policy.unt.edu/](https://policy.unt.edu/)

**K. STUDENT EVALUATIONS:**
Thank you for completing the course evaluation at the end of the semester – this is very important to Dr. Harlow and crucial for helping us know what has been successful in the course and how to improve the course. Students may evaluate courses they take starting on a date designated by the university and will receive emails from the university on how to access these course evaluations..

**L. ART BUILDING EMERGENCY PLAN:**
An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS information for
most buildings on campus are available at https://emergency.unt.edu/emergency-preparedness Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes and sign up for UNT emergency apps at this webpage. All UNT students taking classes in the ART Building should be familiar with the Emergency Emergency procedures are located at the following link: https://emergency.unt.edu/emergency-guidelines-0 This link shows emergency plans specifically for the ART building: https://emergency.unt.edu/sites/default/files/emergency_floor_plan_-_art_building.pdf

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OTHER OPTIONAL READING AND COURSE BIBLIOGRAPHY: (I have not read all of the resources here or viewed all of the films. While I am using some of these resources for our course, you might be interested in perusing this list for your own purposes. Please share any valuable resources you come across with our course students.)


Hodgson, K., & Earp, J. Study guide for What a girl wants. Available online from the Media Education Foundation: http://www.mediaed.org/


Katz, J., & Earp, J. *Study guide for tough guise*. Available online from the Media Education Foundation: http://www.mediaed.org/


Myers, L. *Teacher’s guide for people like us: Social class in America*. Available online from PBS at http://www.pbs.org/peoplelikeus/resources/index.html


Pettit, R. B. *Study guide for Mickey Mouse monopoly*. Available online from the Media Education Foundation: http://www.mediaed.org/


Yousman, B., Earp, J., & Geissman, J. *Study guide for dreamworlds 3: Desire, sex & power in music film*. Available online from the Media Education Foundation: http://www.mediaed.org/

Yousman, B. *Study guide for further off the straight and narrow: New gay visibility on television, 1998-2006*. Available online from the Media Education Foundation: http://www.mediaed.org/


**WEBSITES:**

**National:**
National Art Education Association: https://www.arteducators.org/

**Art Education and Education:**
Americans for the Arts: https://www.americansforthearts.org/
Art of Education: https://www.theartofed.com
Art 21: www.pbs.org/art21/
ArtsEdge: http://artsedge.kennedy-center.org/educators.aspx
Artsonia: www.artsonia.com
CASEL: https://casel.org/
Edutopia, George Lucas Educational Foundation: https://www.edutopia.org/
Freire.org: https://www.freire.org/concepts-used-by-paulo-freire
Love and Logic: www.loveandlogic.com
Media Education Foundation: https://www.mediaed.org/
SchoolArts Magazine: https://www.davisart.com/schoolarts/
Smart Classroom Management: www.smartclassroommanagement.com
TED and TEDx: www.ted.com
The Teacher Toolkit: https://www.edutopia.org/
Visual Thinking Strategies: https://vtshome.org/