
MUSEUM STUDIES

Museum Education

ARH 6797 — Spring 2022

Tuesday, 10:40am-1:40pm

FAC 116A

Professor:

Dr. Jacque Micieli-Voutsinas

(Please feel free to call me Dr. MV)

Pronouns: She/Her/They/Them

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Office hours: Thursday 2:00pm-4:00pm, or by appointment. Office hours will be held both in person and remotely via Zoom

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current and emerging practices in museum studies and a transdisciplinary body of literature on museum education.

Course description:

The current political moment demands new ways of understanding our heritage environments. From activists calls to decolonize museum spaces, to public acknowledgements that Black Lives Matter, it is clear that museums can no longer be thought of as ‘neutral’ spaces.¹ Across the country, heritage landscapes are actively being contested and memorials toppled in order to remove narratives of oppression and racism from the cultural landscape. Although it is quite clear from these debates that places of heritage *do*, in fact, matter, it is less clear how these heritage environments are also doing something *to us*, as audiences. Spaces of heritage impact us; they impose on our bodies, sensually shaping both our perceptual and perceived experiences of our surrounding environment from the inside out. We engage heritage through our bodies. Sensorily processing our surroundings, we move through them and are *moved by* them, immersing ourselves spatially, and then experientially with mnemonic processes of storytelling. When we visit a memorial, gallery, or museum, for example, we enter those spaces with our bodies, and then, through our bodies, we deepen our physical and emotional understandings of heritage spaces and the stories they aim to

¹ “Museums are Not Neutral” is an anti-racist, decolonial call-to-action campaign, spearheaded by activist curators La Tanya Autry and Mike Murawski.

teach. Although museum studies scholarship has contributed significantly to our understanding that our heritage landscapes are, in fact, not ‘neutral,’ studies are still needed to understand how these informal learning environments operate as *designed spaces*, built to elicit strong emotional responses from audiences, helping, in some instances, to heal or bring closure to past wounds, or, in other cases, retraumatizing museum audiences at the expense of historical justice.

Museum Educators are an important bridge between cultural institutions and the visiting public. Historically a seedling for more activist modes of museum pedagogy, design, and display, museum education is rooted in community engagement and questions of social difference, power, and injustice within the broader social landscape. What does it mean to be a museum educator in the 21st Century, for instance, when museums are being tasked to mediate difficult conversations about our shared cultural past while generating spaces of empathic learning and community-resilience for multiple audiences? Charged with mitigating intergenerational trauma while still grappling with ongoing institutional legacies of displaying the objects, peoples, and cultures of the defeated, colonized, and enslaved, museum educators are experiencing unprecedented levels of burnout, especially amidst the current COVID-19 pandemic. Focusing on museum praxis, this course blends hands-on and theoretical approaches to provide students with innovative tools for engaging museum communities in the 21st Century. What role, for instance, do museum have in supporting community wellness and wellbeing, and what tools do museum educators needs to undergo this simultaneous work of undoing and becoming?

Course objectives:

- (1) Help graduate students gain a general understanding of Museum Education by critically exploring conceptual frameworks that guide contemporary museum education theory, criticism, and practice.
- (2) Develop and improve graduate students’ ability to think, evaluate, and write about museum education and the role of trauma-informed museum praxis.
- (3) Engage students in transdisciplinary thinking and dialogue about the role museums as sites of community wellness and well-being.
- (4) Engage students in dialogue with local museums and/or museum professionals doing the work of “change-agents.”

Please Note: In this course, we will read, view, and discuss materials that often deal with difficult, painful, and politically charged subjects. It is inevitable that these materials will evoke a personal response, therefore it is important to be aware that our responses to certain course material may prove to be unsettling or challenging to come to terms with, or may even be trauma informed. The success of the course thus depends, in large part, on our striving to be aware of and sensitive to our emotional responses to the assigned texts, as well as those of our colleagues, and to be curious with ourselves as to *why* we are responding as we are. We must encourage ourselves to therefore read and discuss the course materials in ways that produce more truthful dialogues about our shared pasts, without reproducing harm unto each other and ourselves in the present, while also remaining empathically attuned to each other in ways that actively create decolonial, anti-racist, and gender-inclusive space.

Diversity Statement:

The Museum Studies Program at UF is committed to an engaged, responsive practice. We embrace intellectual rigor and center principles of Equity, Inclusion, Access, and (Social) Justice in our curricula and learning. As such, our ongoing approach to curricula prioritizes expansive intersectionality, exemplifying the diversity of identities present in the world. In addition, we embrace diverse ideologies of thought and ask that our students respect the fluidity of ideas and exchange that occurs in and outside of the classroom. We hold deep regard and respect for the positionality and lived experiences of others. As agents of change, we practice and encourage ongoing personal assessment of bias and create compassionate learning and space-making for educational and intellectual growth.

Course texts:

Required

1. Murawski, M. (2021). *Museums as Agents of Change: A Guide to Becoming a Changemaker*. American Alliance of Museums.
2. Cowan, B., Laird, R., and McKeown, J. (2020). *Museums Objects, Health and Healing: The Relationship between Exhibitions and Wellness*. Routledge.
3. Saul, J. (2022). *Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster*, 2nd Edition. Routledge.

Optional (for now)

4. Porter, J., and Cunningham, M.K., eds. (2022). *Museum Education for Today's Audiences: Meeting Expectations with New Models*. American Alliance of Museums.
5. Johnson, A., Huber, K., Cutler, N., Bingmann, M., and Grove, T., (2017). *The Museum Educator's Manual: Educators Share Successful Techniques*, 2nd Edition. (American Association for State and Local History) Rowan and Littlefield.
6. Hood, W. and Mitchell Tada, G., eds. (2020). *Black Landscapes Matter*. University of Virginia Press.
7. Linklater, R. (2014). *Decolonizing Trauma: Indigenous Stories and Strategies*. Fernwood Publishing.

All other course readings will be available electronically through Canvas on our course site under "Course Readings." To access the course site, go to: elearning.ufl.edu

Course evaluation: ARH 6797 is designed to introduce you to conceptual frameworks that guide contemporary museum education practices, theories, and criticisms, and to help you understand the transdisciplinary formation of a 21st Century, trauma-informed museum praxis. Course evaluation will reflect this focus and will include a mixture of written and creative assignments, including: participation in local health and wellness-based activities (in-person or online, as permitted), critical self-reflection journal entries, creative assignments, and participation in in-class discussions. A plus/minus grading system will be used. I will make every effort to grade and return all written assignments within two weeks.

Attendance & Class participation	20%
Discussion Leading	15%
Personal Health and Wellness Activity Log (7 activities in total)	20%
Critical Self-Reflection Journal (8 entries out of 13 weeks)	25%
Final Research/Creative Project	20%

~ Transformative Learning and Museum Praxis: Reimagining Museum Education in the 21st Century

Grading Scale:

A	93.4 – 100	B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9
A-	90 – 93.3	B	83.4 – 86.6	C	73.4 – 76.6	D	63.4 – 66.6
		B-	80.0 – 83.3	C-	70.0 – 73.3	D-	60.0 – 63.3

- an ‘**A**’ denotes work that is exceptional, as represented by thorough and detailed engagement with ideas from course readings and lectures; careful integration of materials or concepts across themes or topics; logical reasoning; sincere reflection; and precise writing.
- a ‘**B**’ denotes work that is above average in relationship to your peers’ work and in relationship to the expectations of the assignment.
- a ‘**C**’ denotes work that fulfills course requirements in every way, but only adequately.
- a ‘**D**’ denotes work that does not adequately fulfill course requirements, but still deserves credit.
- an ‘**F**’ denotes work that does not deserve passing credit.
- a **ZERO** will be assigned to work not turned in. No late assignments, and, as stated previously, plagiarism will result in an “F” for the entire course and you will be reported to the Academic Integrity office for violating university and course policy.

Attendance, in-class participation, discussion leading, discussion questions (35%): Your participation grade will be based on the following criteria:

1. This course is a seminar, or discussion-based and attendance is **MANDATORY**. You will be expected to participate fully in classroom discussions. In a seminar course students do assigned reading and then, under your own guidance and direction—as well as the guidance of the Professor—we will grapple aloud with the ideas we’ve read, collectively. Our seminar will be a mixture of discussion, mini-lectures, large and small group activities, with an emphasis on understanding course readings. Lectures will not be posted, and discussions and activities completed in class will not be recreated, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course may also require mandatory attendance at local museum or public heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course’s elearning page.

Only 1 absence will be excused over the course of the term unless you can provide documentation for a health emergency. However, more than two absences may result in failing the course in addition to lowering your overall course grade. Excessive tardiness will also impact final class averages. Attendance is worth 10 percent of your course grade.

2. **Participation in class.** Participation includes contributing to in-class discussions by *SPEAKING* and being intellectually present for each meeting of ARH 6797. When you are not speaking or asking a question, you should be actively *LISTENING*, which may even include note taking. Meaningful contributions to class discussion should reflect *your engagement with the assigned course readings and in-class peer conversation*. Not participating in classroom discussions will result in a lower course grade. Participation is worth 10 percent of the course grade.
3. **Performance on in-class Discussion Leading.** You will be asked to facilitate in-class discussion for one assigned class session (see Discussion Leading handout for more information). Your responsibilities will be to: 1. meet with me at least once prior to class and come to that meeting having already read the materials in order to discuss your (nearly formed) ideas for facilitation, which will include; 2. bringing **one** case study of a museum or heritage site, memorial, art installation, artwork, gallery show, or architectural example that helps illuminate a critical examination of ideas presented in the assigned class readings—this is a great opportunity to incorporate current events relating to museums in class); 3. As a facilitator, you are also expected to bring **four** reading-informed, discussion questions that support discussion of the course readings. Discussion questions should not simply summarize the topic of the day, but rather support your selected museum or heritage site, memorial, art installation, artwork, gallery show, or architectural example activity in generating nuanced classroom discussion of course ideas and reading themes. Remember, this assignment is **NOT** a lecture, it is a discussion facilitation; 4. Lastly, you are also responsible for emailing me your final list of discussion questions and facilitation outline by **11pm**, two days prior to class. Student preparedness and performance on this assignment is worth 15 percent of the course grade.
4. **General in-class preparedness.** Students are expected to bring the assigned readings to class and to complete all assigned readings prior to attending class. TV, cell phones, music, and other electronic distractions, are not permitted to be out during class time.

Personal Health and Wellness Activity Log (20%): Over the course of the semester you will be asked to seek out and participate in seven different forms of wellness and self-care. You will be asked to take up and develop a wellness practice in the following forms:

- yoga movement (online or in person)
- meditation/breath work
- talk therapy
- walking/hiking in nature (e.g. forest bathing alone or with a friend)
- singing (with others or alone, online or in person)
- any other form of movement based expression (dance, Tai-Chi, etc.)

- spiritual practice (student determined)

For your convenience, I have provided a list of local or online resources for your access; you may repeat two of your selected activities for full credit:

Critical Self-Reflection Journal (25%): Over the course of the semester, you will be asked to keep a critical self-reflection journal, which should include at least **8 separate entries** on the weeks of your choosing (8 entries out of 13 weeks). Reflections should expand upon a weekly reading theme, teasing out connections to your Personal Health and Wellness Activity Log and/or your own life history and experiences. This is not a formal paper, but rather a place to process course ideas creatively, and self-reflexively, in order to understand and ‘sit with’ your own personal growth and wellness. Each journal entry should be approximately 2-3pages in length. I will be collecting your journals at the end of the term, but they will NOT be read for content. Rather, I will flip through to document the appropriate number of entries and approximate pages. Journals can be returned to students upon request.

Possible Questions to Ask yourself:

- What idea(s) from the reading do I find really impactful?
- Can I identify this theme(s) in my own life?
- How do readings speak to/connect with my own personal wellness and healing?

Final Research/Creative Project (20%): For their final course project, students may elect to work in pairs to generate a creative final project, or work independently on a more traditional research paper (10-12pages), on the topic of their choosing as it relates to the course. The final will be an opportunity for students to weigh in on advances to museum education amidst 21st Century concerns. Students will be expected to select an issue that they feel is most pressing for the GLAM community and possible ways to best recover, reinvent, or reassess during this historic moment of critical institutional reevaluation. Creative projects will be evaluated on innovation, relevance, coherence, and engagement with theoretical materials and questions raised by works studied throughout the term. Additionally, all groups will collectively write one, group paper demonstrating their collective understanding of how course readings inform their creative project, no longer than 4pgs. Please note the instructor will assign grades for the group as a whole, not individually.

Sample creative project options include:

- (1) Produce a podcast or audio/visual documentary (10 minutes in length) that generates insights into how community health and wellbeing are central to Museum Education in the 21st Century.
- (2) Create a zine, pamphlet, blog, etc. engaging key concepts discussed throughout the course.
- (3) Produce a visual that introduces museum practitioners to the cutting edge of museum education.
- (4) Generate an activist campaign that is performative in nature (think guerilla theatre)
- (5) If your group has a creative project in mind that is not listed here, please speak to me during my office hours. I am open to suggestions and ideas and want to see you take on

work that inspires you.

All papers should be double-spaced with 12-point font, 1” margins; please follow APA, MLA, or Chicago for citations. Full credit will not be given to papers that do not meet minimum length requirements or fail to properly cite. Final paper/creative project abstracts and preliminary bibliographies are due to the professor on **March 29th**. All final papers/creative projects and papers are due 4/29 at 9:30am.

In general about papers: Because improving your writing skills is an important goal of the course, your grades for these assignments will emphasize this objective. Papers must have a clear objective and thesis statement, supported throughout by source-specific evidence (in other words, engage directly with your assigned course readings), and a clearly organized order of discussion and paper flow. Please feel free to stop in for office hours, or make an appointment, to meet with me to discuss any problems or questions that you might have about the assignment or readings. I also encourage you to utilize the services of the <https://writing.ufl.edu/writing-studio/>. For your own protection, please make certain that you continuously save your written work as you write and back up those documents on a flash drive or external hard drive. You should also save all graded work until you receive your final grade in the course. In the event that work goes missing or a grade gets miscalculated, this will provide the *only acceptable* evidence that you turned in a particular assignment or received a particular grade.

Policy on late submissions: Unless you have provided substantial documented evidence for need of an extension, and have discussed the situation with me well in advance of the impending deadline, late assignments will receive a 10% reduction in your grade for **each day** that exceeds the stated assignment deadline. Extensions will be given only under the most extraordinary circumstances, and I do not except late papers after one week past the original deadline. Malfunctioning computers, printers and so on are not reasonable grounds for an extension. Save your work regularly and in multiple locations and be prepared to print your work in a computer lab if necessary. Please note that I will be the sole judge of what constitutes an extraordinary circumstance, that in most cases my granting of an extension will require that you submit a note from a doctor or other appropriate official, and that extensions must be negotiated in advance. Please also note that sending me an email does not constitute negotiating an extension. Unless we have spoken and agreed on a new date, the original date stands.

How to reach the Instructor: E-mail is the best way to reach me, jmicielivoutsina@ufl.edu

In communicating with me, please note the following tips:

1. I will make every effort to respond to your email within 24-48 hours, 9:00 am—4:00 pm, Monday—Friday. Outside of those times, I am unavailable. Please think ahead when working on assignments.
2. **Letters of Recommendation:** If you would like a letter of recommendation you should work throughout the semester to distinguish yourself so that there is evidence of your excellence. In addition, help me help you.
 - Ask for the letter a minimum of ONE MONTH in advance of the deadline

- Include information on the job, internship, academic opportunity, etc. that you are applying for
- Include your CV and achievement you would like highlighted in the letter
- Clearly state the deadline and how the letter should be submitted
- Gentle reminders leading up to the deadline are greatly appreciated

Student Accommodations: Students with diverse abilities and learning needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with diverse abilities and learning needs should follow this procedure as early as possible in the semester.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Dishonesty -- Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. An online plagiarism checker service may be used to screen papers. Please note that recording class discussions will not be permitted under any circumstances. Students are, however, allowed to record video or audio of class lectures only, but please note that the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.² In ARH 6797, all of the above are prohibited. Any student deemed to have engaged

² A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

in academic dishonesty will be subject to disciplinary action from the University and will also receive a “no credit” (i.e., a zero) for the assignment.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me. UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult the UF Plagiarism Guide at <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> and “Misuse of Sources” on the course web site. If you have any questions, please ask me.

Software Use

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Additional Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: <https://career.ufl.edu/>, Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: <https://cms.uflib.ufl.edu/ask>, various ways to receive assistance with using the libraries or finding resources.

Teaching Center: <https://teachingcenter.ufl.edu/>, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Health and Wellness:

UF COVID-19 policies: In response to COVID-19, the following University-wide practices are in place to maintain your learning environment, to enhance the safety of in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines against the COVID-19 virus are readily available to all UF students at no cost and have been demonstrated to be safe and effective. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Basic Security Needs: Any student who is facing challenges securing food or housing is urged to contact the Dean of Students for support. Please do not hesitate to contact me directly for additional assistance in the event that these external stressors are also affecting your performance in the course.

Course Outline (*subject to revision*)

Date	Lecture	Discussion
Week 1 Tues. 1/11	Introduction to Course: ~ Syllabus and Classroom Policies ~ What interests you about museum education?	(1)
Week 2 Tues. 1/18	Museums as Change-Agents ~ Murawski, <i>Museums as Agents of Change</i>	(2)
Week 3 Tues. 1/25	What the Body Remembers: Trauma and Memory	(3)

Week 4 Tues. 2/1	Museums as Sites of Healing	(4) Discussion Leader
Week 5 Tues. 2/8	Museums as Sites of Healing (cont'd)	(5) Discussion Leader
Week 6 Tues. 2/15		(6) Discussion Leader
Week 7 Tues. 2/22		(7) Discussion Leader

Week 8 Tues. 3/1		(8) Discussion Leader
Week 9 Tues. 3/15		(9) Discussion Leader
Week 10 Tues. 3/22		(10) Discussion Leader
Week 11 Tues. 3/29	<i>Final Paper/Project Guidelines Posted on Canvas</i> ~ Final paper/creative project abstracts and preliminary bibliographies are due	(11)
Week 12 Tues. 4/5		(12)

		Discussion Leader
Week 13 Tues. 4/12		(13) Discussion Leader
Week 14 Tues. 4/19	Conclusions:	(14)
Week 15 Fri. 4/29	Final Projects/Papers Due ~ Final Projects/Papers Due to Professor MV via email by 9:30am	(15)