

Museum Education and Community Engagement Syllabus
ARLD 6372 | Fall 2023 | Thursdays | FA 204A | 5:30 pm - 8:30 pm
Master of Arts in Arts Leadership Program



Instructor: Dr. Amanda Cachia

Student Drop-In Hours: Thursdays from 4-5pm, or Fridays from 1-2pm

Office location: FA 102

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Course Summary

Students will be engaged in a survey of approaches used for the development and implementation of museum education and community engagement. Cultural, historical, theoretical, and practical implications of museum education are explored through readings, discussions, case studies, presentations, and visits to local institutions.

Course Description

This fully in-person course is an introductory graduate-level survey course offered in fall semesters. It is one of the three required courses for the Certificate in Museum and Gallery Management offered through the Arts Leadership Program. The course focuses on major topics that explore theories, training, and practices in the museum education field. Student discussions, projects, reflections, and presentations are designed to develop a better understanding and practical knowledge of museum education issues and practices. Students also gain experience with developing guided tours and innovative learning programs in virtual museum settings.

Course Goals and Objectives

Upon successful completion of this course, students should be able to:

- Explain how cultural, historical, theoretical, and practical perspectives affect current museum education practices through discussions, questions, and reflections on readings.
- Define museum educator roles through discussions, questions, and reflections on readings.
- Demonstrate knowledge of major theories and practices through discussions, questions, and reflections on readings.
- Develop and evaluate strategies of museum educational programs through discussions, questions, and reflections on readings, as well as through research, materials development, and engagement with curriculum design.
- Finish the course with a newfound appreciation of the possibilities of museums, and educative opportunities that museums make possible, and excitement about the role you can play as an arts leader with wide experience in museums virtual and in-person.

Additional Course Policies and Procedures

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary. Students are responsible for completing the course requirements for successful completion of this course.

Course Requirements

Required readings

All course readings are listed on the course calendar. Readings are assigned to provide core and background information of topics in the field of museum education.

- Textbook:
Burnham, R. & Kai-Kee, E. (Eds.). (2011). *Teaching in the art museum: Interpretation as experience*. Los Angeles: The J. Paul Getty Museum.
- Weekly assigned journal articles:
See the course calendar for details. All are in PDF and will be posted on Canvas.

Useful online resources:

- **Museum Educators Roundtable**, <http://www.museumedu.org/2021/>
- **MFAH/Learning Through Art**, <https://www.mfah.org/research/kinder-foundation-education-center/kinder-foundation-learning-through-art>
- **The Met/Learning Resources**, <https://www.metmuseum.org/learn/learning-resources>
- **MoMA/Research and learning**, <https://www.moma.org/research-and-learning/>
- **The Cleveland Museum of Art/Learn**, <https://www.clevelandart.org/learn>
- **Google Arts and Culture**, <https://artsandculture.google.com/>

Technology

While this course is in-person, the use of computer technology is essential to the successful completion of this class. All students will:

- 2) Use Canvas for communication, dissemination of course information, some class interaction, and assignment submissions.
- 3) Use Canvas and UH email to send and receive communication.
- 4) Attach files in Canvas and email.

- 5) Use the Internet responsibly to research and collect data.
- 6) Make presentations using digital software in the in-person and occasional virtual course setting.
- 7) Make use of the recommended websites and other online resources to accomplish many of the assigned tasks for this course.

These activities address the proposed ISTE 2007 standards for: 1) creativity and innovation, 2) communication and collaboration, 3) research and information fluency.

Computer Access

You need to be registered for ASLD6372 to log on Canvas for course materials.

- Available via Canvas at <https://uh.edu/canvas/>
- Click on “Log In” for Canvas to go to the course website.
 - Your username is your **CougarNet ID**.
 - Your password is your **CougarNet password**.
- Correspondence can be posted through my Canvas email or my UH email address.

Resolve your problems with Canvas

- **Canvas Student Help:** <https://community.canvaslms.com/t5/Student-Guide/How-do-I-get-help-with-Canvas-as-a-student/ta-p/498>
- **By Phone:** Call **713-743-1411** 8 am to 8 pm (except University holidays)
- **In Person at Main Campus:**
 - **58 MD Anderson Library-Technology Commons**, Every day, from 8 a.m. to 8 p.m. (except University holidays)
 - **Cougar Byte-Student Center South 158**, 9 am to 4 pm, Monday-Friday (except University holidays)
- **By email** - support@uh.edu
- **By live chat** - <http://www.uh.edu/infotech/livechat> - Mon-Fri, 8 am to 8 pm (except University holidays)

Assessments

Attendance, Participation, Professionalism	10 points
Reading discussions	20 points
Case studies x 4 (5 points each)	20 points
In-person art museum tour recording	10 points
DEI project	10 points
Museum educator webpage creation	20 points
Final Course overview reflection	10 points
Total Grade	100 points

- Use Chicago style for citations and references for research.
- Please use Canvas for turning in your online assignments. You will not receive full credit for emailed assignments, unless special permission has been given.

Attendance, participation, and professionalism (10 points):

The grade is a combination of your attendance, participation, and development of your professional behavior. You are expected to participate actively in class activities and demonstrate a professional demeanor.

Attendance includes:

- It is expected that you arrive on time and stay for the entire class.
- If you have a valid reason for missing class, please notify the instructor as soon as possible.
- If you miss class, you are responsible for any missed content and assignments. Some in-class assignments may not be made up and therefore you may not be eligible for credit.
- If you miss more than 3 classes without excused absences, you will have difficulty completing the course requirements which will seriously affect your grade. Please check in with me and provide an update.

Participation includes:

- Active participation involves coming to class prepared, responding to questions, participating in discussions, and engaging in class activities and assignments.
- I accept late assignments without any points deducted, but please let me know in advance by email how much extra time you need and for what reason.
- Please silence your cell phones to avoid class disruptions. Cell phones and/or other electronic communication devices should not be used during class time, unless needed to access information pertinent to the discussion or activities. You will receive a warning, if you appear distracted by your cell phones and/or other electronic communication devices. If you continue to appear distracted, you will be asked to leave.
- Scheduled breaks are taken during class time. You have two 10-minute breaks each class.
- You may have food in class.
- Your participation grade will be available on Canvas at the very end of the semester.

Professionalism includes:

- coming to class on time and being prepared
- taking responsibility and initiative for learning
- interest in improving communication skills
- patience, flexibility, and/or respect for multiple viewpoints, individual differences, and/or changing circumstances,
- cooperation with your peers and instructor
- willing to reflect on your own learning and being open to constructive feedback

Reading discussions (20 points):

- The weekly whole class discussions are student-led.
- You need to sign up for the readings you want to lead on the first day of class.
- Be prepared to present the key points of the reading in class to enhance the class discussion.
- Submit your presentations to Canvas one day before the class meeting.
- After your presentation, lead a class discussion on the reading with at least three questions.
- Promote thoughtful discussions by encouraging evaluation, critique, interpretation, and reflection of the assigned readings.

- You must be present no matter you are the discussion facilitator or not on that day. If you hope to make up the reading discussions, you may submit a two-page summary for EACH reading along with key points and your questions within 2 days after the class you missed.
- Depending on the number of students enrolled in the class, you can expect to present 1 or 2 sets of readings throughout the semester.

Case studies x 4 = 5 points each (20 points total)

Present your experiences and reflections on physical and/or virtual museum learning. Submit your presentations to Canvas one day before the class meeting. Include these questions in your presentation:

- What museum experiences have you had, either positive or negative that were memorable?
- What made them memorable?
- How have these experiences influenced you?
- How might any of these experiences be influenced by museum education practices?
- Based on your experiences, what do think museums do to enhance learning?
- In your experiences, what do you think museums could do better to improve your experiences?

In-person art museum tour recording (10 points):

A detailed prompt for each project will be posted in Canvas, but brief description below:

- Select an exhibit in Houston from the gallery of your choice.
- Design a tour about the chosen exhibition and record yourself giving a tour of the exhibition (take a friend to help if this is easiest).
- Submit the recordings to Canvas for a grade.
- Write a one-page reflection on your experience.

DEI project (10 points)

A detailed prompt for each project will be posted in Canvas, but here are the brief descriptions:

- Visit a museum in Houston. Select several objects where you can develop the following:
- Develop a short 2-minute audio description for an artwork of your choice. You can submit this in writing or as a recording;
- Select a label for an art object where an account for a queer perspective would be helpful; re-write that label, ideally in collaboration with someone who identifies as queer;
- Evaluate what kind of offerings that museum offers to the immigrant experience; if they do a great job, outline what these are in a two-page statement, and if these offerings are absent, make suggestions for how the immigrant experience might be best incorporated (also in two pages).
- Submit all three components to Canvas.

Museum educator website creation (20 points)

A detailed prompt for each project will be posted in Canvas, but here are the brief descriptions:

- Create a website that contains an innovative museum learning program you design.
- Analyze and evaluate the qualities of your program.
- Present your website and evaluation on Zoom on Thursday November 30.
- Submit your presentation onto Canvas by 11:59 PM on Thursday December 7.

Final course overview reflection (10 points)

Write an overall course reflection. Describe in approximately one page your overall learning experience in the class:

- What enhanced your learning?
- What surprised you?
- What would you change, if you could?
- What are your main “take-away” experiences?
- Submit to Canvas by 11:59 pm on Thursday December 7.

Your performance for this course will be assessed according to the following grading scale based on your completion of the course requirements listed above.

GRADE	%	POINTS	GRADE	%	POINTS
A	95-100%	95-100	C	74-76%	74-76
A-	90-94%	90-94	C-	70-73%	70-73
B+	87-89%	87-89	D+	67-69%	67-69
B	84-86%	84-86	D	64-68%	64-68
B-	80-83%	80-83	D-	60-63%	60-63
C+	77-79%	77-79	F	59% or lower	59 or lower

University of Houston Guidelines: UH Student Handbook

<http://www.uh.edu/dos/studenthandbook/>

Incomplete Grades

Often, students enter a course thinking that an "incomplete" can be given, if the course requirements will not be completed on time. Keep in mind the University of Houston guidelines regarding an incomplete grade state: "The grade of "I" is a conditional, temporary grade given when the student is **passing** a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements." A more complete description of these guidelines can be found at the back of each semester's class schedule booklet. Please remember that after a year, an incomplete in a course automatically becomes an "F." If you have any questions, please contact me for more information.

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

COVID-19 Information

Students are encouraged to visit the University’s [COVID-19](#) website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#), consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

UH Email

Please check and use your CougarNet email for communications related to this course. Faculty use the CougarNet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your CougarNet email, [login](#) to your Microsoft 365 account with your CougarNet credentials. Visit [University Information Technology \(UIT\)](#) for instructions on how to connect your CougarNet e-mail on a mobile device.

Webcams

Access to a webcam is required for students participating remotely in this course. *Webcams must be turned on during exams to ensure the academic integrity of exam administration.*

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who

have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Artificial Intelligence

Instructors are recommended to develop language that will guide students in their use or prohibition of use of AI related tools. If an instructor allows the use of AI tools, they should clearly indicate in what ways they can be used, how they should be cited/reported, and for which assignments they are allowed. Note that Turnitin currently has a filter for ChatGPT, although there is approximately 2% rate of false positives. The following is a collection of classroom policies from a variety of universities for AI generative tools: [Classroom Policies for AI Generative Tools \(google.com\)](#).

Online Exams

The Office of the General Counsel has recommended to make sure students are aware that: (1) students are permitted to take their online tests or quizzes in a computer lab or other open space; and (2) there is no requirement that a student use their own personal computer or that they complete exams and quizzes in any specific location (e.g., their home). The Office of the General Counsel has advised that students be made aware in advance that an environmental scan may be conducted as a part of an online exam.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written

approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through email and in-person during class time.

Honor Code Statement

Students may be asked to sign an honor code statement as part of their submission of any graded work including but not limited to projects, quizzes, and exams: "I understand and agree to abide by the provisions in the (select: [University of Houston Undergraduate Academic Honesty Policy](#), [University of Houston Graduate Academic Honesty Policy](#)). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston."

Helpful Links

- UH Academic Calendar: <http://www.uh.edu/academics/catalog/academic-calendar/>
- UH Emergency Report System: <http://www.uh.edu/emergency>
- UH Student Responsibility: <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Important Dates

(Wed.) Sept 6	ORD - Official Reporting Day (12th class day). Last day to drop a course or withdraw without receiving a grade (must be by close of business at 5 pm). Last day to drop a course without hours counting towards the <u>Enrollment Cap for Texas Residents</u> . <i>NOTE: Tuition is higher for hours in excess of the cap.</i>
(Wed.) Nov 15	Last day to drop a course or withdraw with a "W" (must be by close of business at 5 pm).
(Mon.) Dec 4	Make up day for class days officially canceled by the university (if necessary) or Reading Period.

Course Schedule

Topic / Readings	Assignments
Week 1 (08/24) Course overview	
<ul style="list-style-type: none"> • Student introduction/survey • Syllabus/Canvas • Sign up: Weekly student-led reading/case discussion groups • Introduction to museum education and community engagement 	
Week 2 (08/31) The relevancy of the history of museum education today	
<p>Readings:</p> <ul style="list-style-type: none"> • Kai-Kee, E. (2011). A brief history of teaching in the art museum. In <i>Teaching in the art museum: Interpretation as experience</i> (p19-p58/ Chapter 2). • Buffington, M. L. (2007). Six themes in the history of art museum education. In P. Villeneuve (Ed.), <i>From periphery to center: Art museum education in the 21st century</i> (12-20). <p>Case study #1 due: Sunday September 3, at 11:59pm The Metropolitan Museum of Art, New York</p>	<p>Due on 08/30 (Wed.) 11:59 pm:</p> <ol style="list-style-type: none"> 1. Reading discussion PPTs 2. Case study PPTs
Week 3 (09/7) Role of museum educators	
<p>Readings:</p> <ul style="list-style-type: none"> • Burnham, R. & Kai-Kee, E. (2011). The art of teaching in the museum. <i>Teaching in the art museum: Interpretation as experience</i> (p7-p18/ Chapter 1). • Ebitz, D. (2005). Qualifications and the professional preparation and development of art museum educators. <i>Studies in Art Education</i>, 46(2), 150-169. <p>Case study #2 due: Sunday September 10, at 11:59pm The Menil Collection</p>	<p>Due on 09/6 (Wed.) 11:59 pm:</p> <ol style="list-style-type: none"> 1. Reading discussion PPTs 2. Case study PPTs
Week 4 (09/14) Field trip to the Museum of Fine Arts Houston with Learning & Interpretation	
<p>This week we will visit with the staff of Learning & Interpretation at the Museum of Fine Arts, Houston during class time, on Thursday from 5:30-8:30pm.</p> <p>Case Study #3 due: Sunday September 17, at 11:59pm The Museum of Fine Arts, Houston</p>	<p>Due on 09/17 (Sun.) 11:59pm</p>

Week 5 (09/21) Object-based learning	
<p>Readings:</p> <ul style="list-style-type: none"> • Burnham, R. & Kai-Kee, E. (2011). Gallery teaching as Interpretive Play. In <i>Teaching in the art museum: Interpretation as experience</i> (126-133/Chapter 8). • Carter, D. (2018). Narrative learning as theory and method in arts and museum education. <i>Studies in Art Education</i>. 59(2), 126–144. • Barrett, T. (2002). Interpreting art: Building communal and individual understandings. In Y. Gaudelius & P. Speirs (Eds.) <i>Contemporary issues in art education</i> (291-300). Upper Saddle River, NJ: Prentice Hall. <p>Case study #4 due: Sunday September 24, at 11:59pm Cleveland Museum of Art</p>	<p>Due on 09/20 (Wed.) 11:59 pm:</p> <ol style="list-style-type: none"> 1. Reading discussion PPTs 2. Case study PPTs
Week 6 (09/28) Audience Engagement	
<p>Readings:</p> <ul style="list-style-type: none"> • Burnham, R. & Kai-Kee, E. (2011). Conversations, Discussion, and Dialogue. In <i>Teaching in the art museum: Interpretation as experience</i> (79-93/Chapter 5). • Brown, R., Andersen, J. M., Watkins, M., & Quay, J. (2021). Gallery educator talk and student engagement. <i>Journal of Museum Education</i>, 46, 192-201. 	<p>Due on 09/27 (Wed.) 11:59 pm:</p> <ul style="list-style-type: none"> • Reading discussion PPTs
Week 7 (10/5) Docent Training and Guided Tours	
<p>Readings:</p> <ul style="list-style-type: none"> • Burnham, R. & Kai-Kee, E. (2011). Gallery teaching as guided interpretation. In <i>Teaching in the art museum: Interpretation as experience</i> (59-66/Chapter 3). • Kartchner, H., Cherry, T. M., Talbert, C., & McIntosh, J. (2021). Volunteer educators in museums: How effective training and retention leads to exceptional interactions with visitors. <i>Journal of Museum Education</i>, 46(3), 348-356. • Kaplan, D. (2021). "What does it matter where my body happens to be?" A personal view of online art museum tours. <i>Journal of Museum Education</i>, 46(4), 531-546. <p>Guest speaker: Katherine Veneman, Curator of Education, Blaffer Art Museum, UH campus</p>	<p>Due on 10/4 (Wed.) 11:59 pm:</p> <ul style="list-style-type: none"> • Reading discussion PPTs

Week 8 (10/12) Online art museum tours	
This week the Professor will be absent. During class time, please visit a museum of your choice in Houston and complete your exhibition tour recording.	Due on 10/15 (Sun.) 11:59pm <ul style="list-style-type: none"> • In-person art museum tour recording
Week 9 (10/19) Virtual Learning in Museum Education	
Readings: <ul style="list-style-type: none"> • Erickson, K. (2019). Using portals to foster global connectivity in the 21st-century museum. <i>Journal of Museum Education</i>, 44(3), 264-276. • Gaylord-Opalewski, K., & O'Leary, L. (2019). Defining interactive virtual learning in museum education: A shared perspective. <i>Journal of Museum Education</i>, 44, 229-241. • Ennes, M., Wagner-Pelkey, A., & McVey, M. (2021). Museum-based online learning one year after COVID-19 museum closures. <i>Journal of Museum Education</i>, 46(4), 467-480. 	Due on 10/11 (Wed.) 11:59 pm: <ul style="list-style-type: none"> • Reading discussion PPTs • Case study PPTs
Week 10 (10/26) Diversity, Inclusion, and Equity in Museum Education	
Readings: <ul style="list-style-type: none"> • Edelstein, R. (2022). New Foundations: Principles for disability-inclusive museum practice. <i>Journal of Museum Education</i>, 47(2), 192-205. • Burke, E. (2020). Intuition and vulnerability: A queer approach to museum education. <i>Journal of Museum Education</i>, 45(4), 403-413. • Sanders-Bustle, L., Meyer, J., & Busch, L. S. (2017). Exploring the relational complexities of learning ART Together: A museum based art program for migrant women. <i>International Journal of Education & the Arts</i>, 18(9-12), 1-24. 	Due on 10/25 (Wed.) 11:59 pm: <ul style="list-style-type: none"> • Reading discussion PPTs • Case study PPTs
Week 11 (11/2) DEI project	
This week the Professor will be absent. During class time, please visit a museum of your choice and complete the DEI project.	Due on 11/5 (Sun.) 11:59pm <ul style="list-style-type: none"> • DEI project

Week 12 (11/9) Youth & School Programs	
<p>Readings:</p> <ul style="list-style-type: none"> • Kusuma, K. D., & Wyrick, G. (2014). Real teens, real tours: teen engagement strategies for the one-time visit. <i>Journal of Museum Education</i>, 39(3), 276-283. • Jones, J. (2014). Examining why: Our work with teacher and schools. <i>Journal of Museum Education</i>, 39(2), 175-186. • Martis, S., & Fleming, C. (2019). Invigorating the muses in the art museum with the performing arts. <i>Journal of museum education</i>, 44, 168-177. <p>Guest speaker: Katherine Veneman, Curator of Education, Blaffer Art Museum, UH campus</p>	<p>Due on 11/8 (Wed.) 11:59 pm:</p> <ul style="list-style-type: none"> • Reading discussion PPTs • Case study PPTs
Week 13 (11/16) Envisioning the future of museum education	
<p>Readings:</p> <ul style="list-style-type: none"> • Burnham, R. & Kai-Kee, E. (2011). The future of teaching in art museums. <i>In Teaching in the art museum: Interpretation as experience</i> (150-154/Chapter 11). • Tabone, W. (2020). The effectiveness of an augmented reality guiding system in an art museum. <i>Studies in computational intelligence</i>, 859, 197-214. 	<p>Due on 11/15 (Wed.) 11:59 pm:</p> <ul style="list-style-type: none"> • Reading discussion PPTs • Case study PPTs
Week 14 (11/23 ~11/24)	
Happy Thanksgiving!	
Week 15 (11/30)	
<p>Final class presentations on Zoom on Thursday November 30. Final presentations and course reflections due on Thursday December 7 during Reading Week.</p>	<p>Due on 12/7 (Thurs) 11:59 pm:</p> <ul style="list-style-type: none"> • Final presentation PPTs • Final overall course Reflection