



Millersville University
Art Education

UNIV 103 (M24)

Art Outspoken: Looking, Talking, and Writing about Contemporary Art

Fall 2013

Class Hours: Monday and Wednesday 3:45-5:00 PM (3 credit hours)

Breidenstine Hall, Room 231

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Course Description

Contemporary artists have taken numerous social, cultural, scientific, technological, and aesthetic problems and have made the problems the subject of their work. Contemporary artworks that take on such issues often require a viewer to engage with the work beyond a simple glance to make meaning about it. The seminar, *Art Outspoken*, will provide students with opportunities to view the work of many contemporary artists and require the students to make meaning about the contemporary artworks. Ultimately, the seminar seeks to develop students' ability to speak out about their experiences with art in three modes: writing, speaking, and art-making.

Course objectives:

1. Provide students with opportunities to develop their abilities to look at, talk about, and write about art;
2. Introduce students to a wide variety of artists whose works deal with issues in contemporary society;
3. Use art as a catalyst for sharing ideas, communicating their experiences, and considering the value of multiple perspectives;
4. Assist students in identifying and evaluating the strength of many interpretations of a work;
5. Provide opportunities for students to experience works first-hand in galleries both on and off campus;
6. Foster students' academic writing abilities; and
7. Build students' visual literacy.

Major Assignments:

1. Keep a visual journal of work you encounter this semester (*Assesses course objectives 1, 2, 5*).
2. Create content for and design a one-page viewing guide based on a contemporary artwork (*Assesses course objectives 1, 4*).
3. Write a critical essay about how two or more contemporary artists approach a similar theme in their work (*Assesses course objectives 1, 2, 6*).
4. Contextualize a piece of visual culture and prepare a show & tell of the cultural artifact for the class (*Assesses course objectives 1, 3, 4, 7*).
5. Create a visual representation of data about a current political/social/cultural problem (*Assesses course objectives 3, 7*).
6. Complete 10 hours service learning requirement and write an exhibition review based on the experience (*Assesses course objective 5*).

Required Text:

Barnet, S. (2011). *A short guide to writing about art*. Upper Saddle River, NJ: Pearson



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References:

- Clapp, E.P., & Booth, E. (2010). *20under40: Re-inventing the arts and arts education for the 21st century*. Bloomington, IN: Authorhouse.
- Golden, T., Sollins, S. & Sollins, M. (2001). *Art 21: Art in the 21st century*. New York: H.N. Abrams.
- Joo, E., Keehn, J., & Ham-Roberts, J. (2011). *Rethinking contemporary art and multicultural education*. Abingdon: Routledge.
- McQuade, D., & McQuade, C. (2000). *Seeing & writing*. Boston: Bedford/St. Martin's.
- Sayre, Henry M. (1995). *Writing about art*. Englewood Cliffs, NJ: Prentice Hall.
- Sturken, M., & Cartwright, L. (2001). *Practices of looking: An introduction to visual culture*. New York: Oxford University Press.

Academic Integrity

Standards of academic conduct are set forth in the university's academic dishonesty code. By registering for this course, you have acknowledged your awareness of the academic dishonesty code, and you are obligated to become familiar with your rights and responsibilities as defined by the code. Violations of the academic dishonesty code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see one of the instructors if you have any questions.

ADA Compliance

The university will make accommodations for persons with disabilities. Please make your needs known by contacting the instructor and by contacting the Office of Learning Services at 717-872-3178. Sufficient notice is needed in order to make the accommodations possible.

Expectations

- This course will require work in class and outside of class. Both of these methods of instruction are required components of this course and will be included in your final grade.
- I expect you to be fully present during class meetings. I encourage you to bring a device that will allow you access to the internet (laptop, tablet, phone) to class. Use any technology you have to assist in your learning rather than to distract you from it.
- You will be at class on time and stay for the entire length of class.
- All homework assignments are due at the beginning of class.
- Should a student have economic, physical, emotional, learning or other challenges for which they expect accommodations, these challenges should be disclosed by the student to an instructor at the beginning of the course.
- Students will be expected to participate in both individual and collaborative assignments and demonstrate their meaningful contributions to collaborative work.



Attendance Policy

This course is offered in a condensed format during a summer session and interaction with classmates throughout this experience is vital. Therefore, attendance is mandatory and is difficult to “make up.” Please notify instructors ahead of time if possible should an emergency arise and you must miss class. Any missed classes will require you to consult with the instructors about whether you can complete the course requirements. If you miss two or more classes you will miss such a significant portion of the class that you will fail the course. Excessive tardiness, early departures, excessive break time, and lack of participation will likely negatively affect the quality of work you do in this class and your ability to contribute positively to our learning community.

Required Components

- A number of required readings will be provided to you by the instructor.
- You will need a bound sketchbook to complete the visual journal assignment. Required size: at least 8"x10". Bring this with you to every class.
- Bring the reading assignment(s) for each class with you to class on the day that they are due (either in hard copy or digitally on a device).
- Additional reading/viewing of course materials/resources will be required throughout the course.

Assignments

1. Keep a visual journal of work you encounter this semester (15% of grade).
2. Create content for and design a one-page viewing guide based on a contemporary artwork (15% of grade).
3. Write a critical essay about how two or more contemporary artists approach a similar theme in their work (15% of grade).
4. Contextualize a piece of visual culture and prepare a show & tell of the cultural artifact for the class (10% of grade).
5. Create a visual representation of data about a current political/social/cultural problem (15% of grade).
6. Complete at least 10 hours service learning requirement and write an exhibition review based on the experience (15% of grade).

Grading Policy

Further assignment descriptions will be provided that include a rubric for scoring. Score percentages will be translated to grades as follows: 93-100% A, 90-92%, A-, 88-89% B+, 83-87% B, 80-82% B-, 78-79% C+, 73-77% C, 70-72% C-, 68-69% D+, 63-67% D, 60-62% D-, below 60% F.



Course Outline

Date	Content	Assignment Due
Aug 26	Welcome!	
Aug 28	Looking at Art: Vija Celmins and Martin Puryear Service Learning Orientation	1) Watch two segments of the Art21 Season 2 episode <i>Time</i> . Vija Celmins (http://www.pbs.org/art21/episodes/season-2-2003/time/) and Martin Puryear (http://www.pbs.org/art21/episodes/season-2-2003/time/) 2) Add a print or sketch of each artist's work in your visual journal.
Sept 2	LABOR DAY - NO CLASS	
Sept 4	Investigating Syllabi	1) Bring the syllabus for each of your courses.
Sept 9	Looking at Art: Krzysztof Wodiczko and Laylah Ali	1) Watch two segments of the Art21 Season 3 episode <i>Power</i> . Krzysztof Wodiczko (http://www.pbs.org/art21/episodes/season-3-2005/power/) and Laylah Ali (http://www.pbs.org/art21/episodes/season-3-2005/power/). 2) Add a print or sketch of each artist's work in your visual journal.
Sept 11	Campus Gallery Resources	Class meeting begins in the Sykes gallery on the 1st floor in Breidenstine.
Sept 16	Note-taking strategies	1) Watch the Mark Dion segment of the Art21 Season 4 episode <i>Ecology</i> (http://www.pbs.org/art21/episodes/season-4-2007/ecology/) 2) While you watch, take notes in your "typical" format in your visual journal, bring to class. Don't forget to add a print or sketch of the artist's work in your visual journal.
Sept 18	Talking About Art: What's Worth Saying? Iñigo Margjano-Ovalle	1) Watch the Iñigo Margjano-Ovalle segment of the Art21 Season 4 episode <i>Ecology</i> (http://www.pbs.org/art21/episodes/season-4-2007/ecology/) 2) Use one of the alternative note-taking strategies presented in the previous class and develop two talking points about Iñigo's work. 3) Add a print or sketch of the artist's work in your visual journal.



Sept 23	Talking About Art: Participating in Critiques	1) Read Anderson, T. (1997). Talking with kids about art. <i>School Arts</i> , 97(1), 21-25. 2) Pay special attention to the distinction between criticism vs. critique
Sept 25	Visual Culture / Literacy	1) Watch the PBS Visual Culture Online video (https://www.youtube.com/watch?v=JL7R9CjkxjY) sketch/print three found pieces of digital visual culture
Sept 30	Visual Culture / Literacy	Visual Culture Artifact Show and Tell
Oct 2	Writing about art: Pre-writing strategies, Ethics. Jeff Koons	1) Watch the Jeff Koons segment of the Art21 Season 5 episode <i>Fantasy</i> (http://www.art21.org/videos/segment-jeff-koons-in-fantasy) 2) Add a print or sketch of each artist's work in your visual journal.
Oct 7	Writing about art: Critical Writing	1) Read pp. 12-35 in Barnet, S. (2011). <i>A short guide to writing about art</i> . Upper Saddle River, NJ: Pearson.
Oct 9	Writing about art: Critical Writing	1) Read Chapter 2 in Barnet, S. (2011). <i>A short guide to writing about art</i> . Upper Saddle River, NJ: Pearson.
Oct 14	FALL BREAK - NO CLASS	
Oct 16	Library - Meet at McNairy Library Lobby	Learning to Use Library Resources
Oct 21	Advising	1) Bring a copy of your DARS to class. 2) Critical Essay Rough Draft Due
Oct 23	Talking About Art: Finding Themes Pepon Osorio	1) Watch the Pepon Osorio segment in the Art21 Season 1 episode <i>Place</i> http://www.pbs.org/art21/episodes/season-1-2001/place/ 2) Find at least two other sources to gather five additional pieces of information about Pepon Osorio that you didn't learn from the video. Bring the five things and APA formatted citations for the sources to class. 3) Add a print or sketch of the artist's work in your visual journal.
Oct 28	Pepon Osario, continued	TBA



Oct 30	Conrad Nelson Talk - NO CLASS	1) Attend Pepon Osorio's talk at the Ware Center. Take some notes that document the ways in which Pepon talked about his work.
Nov 4	Writing about art: Mechanics and Structure	1) Use the academic writing checklist (http://www2.elc.polyu.edu.hk/cill/essay_checklist.htm) to evaluate the provided piece of writing. Bring the writing with your edits/suggestions to class.
Nov 6	Writing about art: Exhibition Review	1) Read Chapter 7 in Barnet, S. (2011). <i>A short guide to writing about art</i> . Upper Saddle River, NJ: Pearson. 2) Class meets in Sykes gallery
Nov 11	Looking at (non?) Art	1) Critical Essay Final Draft Due 2) Bring an object or documentation of something that you don't view as "art" to class. Be prepared to verbally justify your choice.
Nov 13	Class Critique	1) Visual Representation of Data Project Due
Nov 18	Class Critique	
Nov 20	Looking at Art: Controversial Work	1) Watch the Kara Walker segment in the Art21 Season 2 episode <i>Stories</i> (http://www.art21.org/videos/segment-kara-walker-in-stories) 2) Read McKeon, L. (2013, March). The controversies of Kara Walker. Retrieved from http://hyperallergic.com/67125/the-controversies-of-kara-walker/ . 3) Add a print or sketch of the artist's work in your visual journal.
Nov 25	Looking at Art: Controversial Work	1) Visual Representation of Data in-process critique 2) Bring in a work of art that you deem to be controversial in some way.
Nov 27	THANKSGIVING BREAK	
Dec 2	TBD	
Dec 4	TBD	
Dec 9	Reflection: Time Management, Roommates, Academic Life	1) Visual Journal Due 2) Write in your visual journal three accomplishments from this semester and three goals you have for future semesters.



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Dec 11	12:30-2:30 - Final Exam Time	1) Visual Journal Pick Up 2) Service Learning/Exhibition Review Due
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This syllabus and course schedule is open to revision at the instructor's discretion and based on student needs/desires throughout the semester. Changes to be announced during classes.