

TESC - 2010

Student Originated Studies -Visual Art (winter)

<http://academic.evergreen.edu/curricular/sosva/>

Syllabus

This is the *general* syllabus. Corrections, changes, amendments, and details can be accessed via the daily schedule on the program web site (url above).

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This program is designed for advanced artists who are thinking of graduate school, professional work in the visual arts, or arts education at any level, and who want to make significant contributions to a learning community of visual artists and art scholars who are interested in doing advanced work in studio art while collaborating on academic enquiry into art history and contemporary issues in the visual arts.

In the winter quarter, emphasis will be placed on industrious studio practice and the development of a cohesive portfolio of thematic work.

ATTENDANCE: Attendance is not necessarily required for any of the scheduled activities in this program. If you find you have more important places to be, by all means, you should be there. However, credit will be distributed based on a direct corollary to attendance and participation regardless of circumstance. And, your attendance and participation will be referenced in your final evaluation. Just as there is no reason to enroll in this class if you can't be here, there is no reason to be here if you aren't awake and prepared to participate. Come to class on time and prepared to make a contribution to this community. Believe it or not, you have something important to say, and we want to hear you.

GENERAL MEETING SCHEDULE:

TUESDAY:	9:00 to 12:00 1:00 to 3:00	mandatory studio time, art annex LABII 2211 (seminar - contemporary art history)
WEDNESDAY:	9:00 to 11:00 11:30 - 1:00	mandatory studio time, art annex LH-1 (guest lecture)
THURSDAY:	10:00 - 12:00 1:00 - 3:00	mandatory studio time, art annex LABII 2211 (seminar - contemporary issues)

TIME: This schedule suggests a 13.5 hour commitment, which is 2.5 hours short of the requisite number of hours for a 16 credit course. In addition to in class hours, the suggested standard for out-of-class study time is 2 hours per credit hour. Hence, the "full-time" designation for 16 credit programs. To be frank, I'm not sure to what degree this is realistic. We are going to shoot for 20 hours of studio time beyond the scheduled hours above. I'll provide time sheets that you will be required to post in your studio space to track your hours.

PROGRAM CONSTITUTION: All members of this learning community are required to adhere to The Evergreen State College, *Social Contract & Student Conduct Code*. You can find links to these documents in the, *Resources*, section of the program website.

SPECIAL NEEDS: It is not at all out of the ordinary for students to have unique classroom needs. If you have any concerns about the learning environment that has been created in this class, please bring them to my attention. I am happy to make any adjustments that will facilitate your learning.

TEXTS: A list of required texts is below. A reading schedule has been posted in the, *Schedule*, section of the program website. Occasionally, required readings will be distributed as photo copies or electronic documents. The general premise of the reading schedule throughout the program follows a (somewhat) chronological sequence of the development of ideas relating to art and culture in the 20th and 21st centuries. The program has been arranged this way to create a solid foundation from which we can address more contemporary issues in the winter quarter. The diligent work we do in the fall should pay off as we approach more challenging readings next quarter.

- TEXTS, WINTER:**
- *Art Since 1900: Modernism, Antimodernism, Postmodernism, Volume 2: 1945 to the Present*
 - *The End of Art*, Donald Kuspit
 - Plus various readings determined through salon participation

SEMINARS: Art History Seminar (Tuesdays): These seminars will be conducted around our reading of *Art Since 1900* (Vol. 1 in fall, Vol. 2 in winter) There are roughly 8 of these seminars each quarter. Consider that each seminar is worth .5 credits. To earn full credit for each seminar you must complete all of the following criteria; a) attend the seminar, b) complete the reading, c) make a contribution to the dialogue, d) have prepared two questions about the reading on 4x6 cards (see example below), and, e) have a finished response* to the reading.

*Responses can be in any of the following formats; a) a diagram of connecting themes and developing concepts on a single 8 1/2 x 11 sheet of paper, or b) a visual response on a single 8 1/2 x 11 sheet of paper (drawing, collage, etc.) that is inspired by themes from the particular time referenced in the text for that week.

Your Name	Week:	pages
<i>Artero Knowitall</i>	<i>week 2</i>	<i>pp.10-48</i>
(page reference) Question...		
<i>pp. 47. Describe Postmodernist references to the Simulacrum in references made by such artists as Cindy Sherman and Barbara Kruger.</i>		
(answer...)		
<i>They were critical of claims that art could transcend mass-cultural conditions, referencing a circular economy or echo in which representations now precede and construct reality rather than the other way around</i>		

Contemporary Issues Seminar (Thursdays of weeks 1, 2, 7, and 8): These seminars will initially be conducted around our reading of Kuspit's, *The End of Art*, before moving on to essays prescribed by students enrolled in the program. There are roughly 8 of these seminars each quarter. Consider that each seminar is worth .5 credits. To earn full credit for each seminar you must complete all of the following criteria; a) attend the seminar, b) complete the reading, c) make a contribution to the dialogue, and d) when attending salon group seminars you will also write a single page (500-600 words, single spaced, Ariel, 11pt.) response to the themes emerging in the readings. These responses should contain your personal reactions to the content in each author's writing. References to the author's wit, style, attitude, or level of sophistication are also less important than pure responses to the ideas presented.

SALONS: In weeks 3, 4, 5, and 6, the contemporary issues salons will be student originated based on your participation in a student run "salon." The only requirement for the salons is that they be comprised of at least 3 students. Meeting times and places (provided that they happen at least once in the weeks listed above) are up to the group. The content of each salon is up to the group as well... consider going to a film, renting a video, or going on a field trip in addition to doing text based research. Consider organizing a dinner party or going for coffee. You will simply need to generate some content for the rest of the program to engage with for the seminars in weeks 7 and 8.

LECTURES: Each Wednesday (weeks 2 to 9) from 11:30 to 1:00 in LH-1 we will be attending guest lectures by visiting artists and curators. Attendance at these lectures is mandatory. Be sure to sign the attendance sheet at each lecture. The lecture schedule is available here: (<http://academic.evergreen.edu/curricular/artlectures/>)

PORTFOLIOS, JOURNALS, NOTES: Consistent note taking, sketching, and journal writing is probably requisite for success in this program (or any program for that matter). At the end of each quarter you will be asked to turn in a digital portfolio of all of your writing for the quarter. The criteria for this portfolio is as follows: a) Files will be stored on a single CD clearly labeled with your first and last name. b) All files should be saved in .doc format. Do not use .docx! c) files should use this naming format; your last name (underscore) your first name (underscore) week number (underscore) title of document. Here is an example, "Serra_Richard_3_Seminar." d) These files should be organized into folders titled, "Seminar_Responses," "Lecture_Responses," "Evaluations," and "Miscellaneous_Writing."

OTHER WRITING: In addition to short written responses to your salon meetings, there is one formal academic paper required this quarter... A separate handout describes this "Process Paper" (see attachment). A first draft for peer review is due in week six. Your final paper is due in week nine.

CREDIT EQUIVALENCIES: Credit equivalencies for each quarter will generally be referenced as described below. However, there is some potential, upon your exit from the program, that these equivalencies will be modified for greater specificity.

WINTER:

4 Art History/ Western Art Since 1900 (1945 to the present)

4 Art Theory / Contemporary Issues In Visual Art

8 Studio Art / (area of specialization, photography, painting, etc.)

EVALUATION: Evaluations of students, student self evaluations, and student evaluations of faculty are required in this program. Evaluations of students will be written upon your exit from the program in either fall or winter quarter. Student self evaluations are due in week 10 (details to follow). Evals should be one page in length (500-600 words, single spaced, Ariel, 11pt.).

Evaluations should respond to the following criteria described in Evergreen's academic catalog;

The 5 Foci of Evergreen:

Interdisciplinary Study: Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity. In our case, integrating themes (content) in works of art with techniques, and materials (form) will accomplish this.

Collaborative Learning: Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others. We will respond to this directive by making contributions to the dialogue in seminar and critique.

Learning Across Significant Differences: Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world. From cultural differences to differences of opinion, this diversity frequently appears in the dialogue emerging in seminar and critique. Understanding that an engaged response to every perspective is an opportunity to teach, and to learn will enrich our experiences in this community

Personal Engagement: Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs. These relate to the above and are a fundamental element of constructive seminar and critique dialogue.

Linking Theory with Practical Applications: Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations. Studio art programs are one of the few areas of the college where this is a fundamental principle. Through experimentation, contemplation, and making, you are linking theory with practical application.

Expectations of an Evergreen Graduate:

These principles infuse the Evergreen curriculum and guide academic planning for both faculty and students. We believe that they will provide the context within which our graduates can meet the following expectations:

Articulate and assume responsibility for your own work: A successful Evergreen

graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

Participate collaboratively and responsibly in our diverse society: A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

Communicate creatively and effectively: A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and express yourself creatively.

Demonstrate integrative, independent, critical thinking: A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines: A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning: A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

NOTES: