COURSE DESCRIPTION

21st-century art is an incredibly dynamic field of interdisciplinary study, which emerges from a vast variety of materials and means. These include the use of latest electronic technologies in contemporary fields such as digital art and new media, or re-envisioned use of material and process in more traditional and familiar genres such as painting, sculpture, or photography. Considering this technologically advancing and culturally diverse world, artists are taking a multi-faceted approach to understand how these changes affect the process of art making and creative production.

In this class, we will critically explore concepts surrounding the experience of being an artist through the examination of individual studio practices. Students will learn to approach contemporary art from a critical insider perspective. A variety of assignments will challenge the student to present well-reasoned, critically sound and thoughtfully supported discussion and observations about contemporary art practice. This investigation will be followed by hosting several members of the art faculty as they guide us through issues pertaining to their current practice as contemporary artists.

LEARNING OUTCOMES

- Basic exposure to the creative methods of observation, communication, research and production.
- Improve the ability to approach and analyze multifaceted discussions in contemporary art through a cohesive and well-structured written form.
- Become comfortable at discussing concepts and sharing thoughts about art and creative practice.
- Develop openness to creative ideation and critical thinking as a basis for art practice.

REQUIRED MATERIALS

- i>Clicker
- Reliable Internet access and E-mail Address
- Notebook/Sketchbook

ATTENDANCE POLICY & ACCOMMODATION

Attendance is essential in this class and will be taken via i-Clicker during the class. You must use your i-Clicker during the roll to be marked as present. It is your responsibility to bring your iClicker to every class. You are allowed THREE absences without penalty. Four or more absences will result in lowering the student’s grade by an entire letter (e.g. from a B+ to a C+). Please note that there is no distinguish between “excused” or “not excused.” An absence is an absence regardless of any reason.

Any accommodation regarding the attendance and class assignments needs to be discussed ONLY during the office hours and before the end of Week 5.
LATE OR MISSED WORK POLICY

Late submission will not be accepted, unless there is evidence of an emergency or with prior arrangement with me on emergency grounds (if you are having a personal emergency, email me or the GEs as soon as possible). See me ONLY in office hours; not before, during, or after lecture.

Incompletes for the course will not be given except in cases of personal hardship/illness discussed in advance with the instructor.

Also please note that you are going to submit most of your assignments through online templates. Lost files or incomplete submission caused by technical issues, such as unreliable internet access or etc. are not viable excuses for late or incomplete work.

COURSE STRUCTURE

Our lectures include discussions about the entire world of contemporary art as it happens and the historical precedent of it. We have two different sets of lectures: Class Lectures and Guest Lectures.

• Guest Lecture:
  Throughout this course we will host many visiting artists in our class as they share their creative practice as well as their knowledge about the contemporary art scene in 21st century.

• Class Lecture:
  Every week we engage with one major topic about different stages of creative process and art making. In each stage we will be introducing various artists and examining their works as a dynamic combination of materials, methods, concepts, and subjects that challenge traditional boundaries of art practice.

COURSE REQUIREMENTS

It is the mission of the University of Oregon, and higher education in general, to offer everyone an opportunity and environment to expand their critical capacity and creative potential. We are going to follow this direction through different materials and assignments during the term.

Here are the three types of assignments in this course that constitute your final grade:

Reading Journal (20%)
Reading journal is an effective way of recording your observations and questions while reading a complex text. It allows you to prepare for class discussion by collecting your insights or raising questions for us to pursue. It also helps you prepare notes on the material which may help with the quiz and also short answer questions that I ask you during the session.

Many of our weekly readings are subject to interpretation. As a reader, you bring a host of personal experiences, observations, and opinions to a text. And this the core of critical thinking. How you fuse what you already know with what you learn from your new experiences is the key to the learning process.

A reading journal is not your first impression about the text, nor the summary of it. It is a layout of your experience of reading the text and your reaction to it. Were you surprised at how the writer described their viewpoints? Does the writer give you a new way of thinking about that topic? Was something
shocking in the reading, or did it make you laugh? Does it connect to other classes or other ideas you had? Does it help you think about art in a different way?

Reading journal is the proof of engagement and interaction. If you just summarize some key points of the text, you have given no proof of your engagement with it. So, do not summarize what happened in the reading; tell me what happened inside of your head when you read the text.

Here are some suggestions about how to write your journal:
1. Read through the assigned reading to gain an overall understanding of the material.
2. Jot down your thoughts while, and just after, you read.
3. Go back to your notes and try to make them full sentences, if they are not already.
4. While reading your notes consider your general impressions and then go back to those parts of the text that require more specific observations and analysis. You might use the following questions as a guideline (you do not have to answer them specifically; they are merely meant to help you focus):
   - What are your overall impressions of the reading?
   - What particular passages or details stand out to you? Why do you think they might be important?
   - How does this reading relate to the themes we have been discussing in the lecture? The themes of other sources? The themes of the course as a whole?
   - How might your personal experiences or background relate to the reading?
   - What questions do you have about the reading? What passages or ideas were difficult to understand?

Each of the readings that are assigned for one week (except the optional readings) requires a single journal entry. A journal entry on a single reading should run a paragraph or two. Do not count words: write until you are satisfied that you have tackled at least one key idea. This is not essay and does not need to give arguments, proof or summary. Unlike essays, these journals are first-take, personal, and can be filled with unanswered questions. You do not have to cover everything. Find some central aspect of the reading and focus in on it. You become the expert. Then you can teach the rest of us what you know.

Turn in your journal as a digital document (doc, docx, or pdf only) by uploading it to the Canvas before the beginning of our session on Tuesday (12 PM).

Short Answer Questions (40%)
Each Thursday we will have a short quiz which will be taken in the class. Please note that you are not able to take the quiz without i-Clicker, so make sure that you have your clicker device with you in our quiz sessions. The questions are from any material that we covered that week including readings, class lecture and guest lecture.

Answering these questions is part of the attendance. If you don’t answer any of the questions you will be considered as absent.

Group Discussion (40%)
After each guest lecture you must participate in a discussion with your peers in a group [how to find your group?] and submit a short response to the Group Discussion section of Canvas. At the end of each lecture a list of questions will be presented in class (the questions will not be posted Online) and after meeting with your group you must pick ONLY ONE question from that list and submit your response based on the question. While all group members are supposed to respond to the same question that was picked by the group, yet each group member needs to submit their response individually. After posting your own submission you also need to respond to at least one of your group-mates responses by commenting on their post.
Here are the criteria that will be considered for grading this assignment:

- **Length (1 point):** Your response should be at least 2 paragraphs. Try to make a concise and elaborated argument; avoid long and unnecessary statements.

- **Argument (2 points):** You need to develop a solid and meaningful argument in response to the thesis question. Your argument must be relevant to the content of the guest lecture but not a summary of it. A successful argument demonstrates a pertinent reasoning and personal observation of the discussed materials in the lecture.

- **Thesis Question (1 point):** All members of a group must respond to the same question. Each group member needs to include the complete question at the beginning of their post. If I encounter different thesis questions in a group, the question posted by the group leader will be considered as the main one.

- **Peer Response (1 point):** You will not be able to see the responses of your group-mates until you have submitted your post. Once you have submitted, read and respond to at least one peer post.

Please note: This assignment requires group work, so you could critique and learn from each other’s varied viewpoints. There will be no alternative assignment for this part. So if, for any reason, you are not able to work collaboratively, you will lose this portion of your final grade.

All group discussions are due by the beginning of our class session (12 PM) on the Tuesday that follows the guest lecture.

All submissions need to be posted through Group Discussion section of Canvas. Those submissions that are posted through other platforms such as Email or Canvas messaging system will not be accepted.

* There will be no Midterm or Final Exam in this course.

**DOCUMENTED DISABILITY AND ACCESSIBLE EDUCATION**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see their website or call them at 346-1155.

**MANDATORY REPORTING**

UO employees, including faculty, staff, and GEs, are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that your disclosure of information about prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Link]
ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code [Link]. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program’s website:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

• One quotes another person’s actual words or replicates all or part of another’s product;
• One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
• One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

DIVERSITY AND INCLUSION

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

• respect the dignity and essential worth of all individuals.
• promote a culture of respect throughout the University community.
• respect the privacy, property, and freedom of others.
• reject bigotry, discrimination, violence, or intimidation of any kind.
• practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The College of Design promotes the strengths of our multicultural community through the Equity and
Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see: [Link]

ART DEPARTMENT POLICY ON GRADE RATIONALE

Criteria considered:
• Quality and amount of work
• Engagement with course expectations and concepts
• Participation
• Progress and self-challenge
• Typical Grade Distributions

A+ :: Truly exceptional work, unusually sophisticated level of engagement with course concepts, insightful participation in class discussions, extraordinary growth. Highest distinction, typically very few if any students receive this grade.

A :: Distinctive work, complete success in synthesis of thinking and making, thoughtful and perceptive contributions to discussions, significant personal progress. Typically, no more than a quarter of the students in a class receive this grade, more in upper-division classes.

B :: Successful and well-executed work, competency with all course materials, concepts, and objectives, frequent and thoughtful participation, evidence of progress. Typically, this is the most common grade.

C :: Competent work with most assignments and class work completed, satisfactory grasp of material, participates in discussions most times, made some growth. Typically, this grade indicates weak performance in at least one area of expectation.

D :: Subpar work with significant lack of completion and/or low attendance, course concepts poorly understood, minimal participation, minimal to no growth. Typically, this grade indicates significant problems in more than one area of performance.

F :: Problematic on all fronts, indicating either no real grasp of the material, significant lack of effort and/or growth, or unacceptably negative forms of engagement with the course materials and the classroom community. Typically, very few students receive this grade.

Final percentage distinctions:

- 99 - 100% = A+
- 94 - 98.9% = A
- 90 - 93.9% = A-
- 87 - 89.9% = B+
- 83 - 86.9% = B
- 80 - 82.9% = B-
- 77 - 79.9% = C+
- 73 - 76.9% = C
- 70 - 72.9% = C-
- 67 - 69.9% = D+
- 63 - 66.9% = D
- 60 - 62.9% = D-
- Below 60% = F
CONTACTS

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