

ART 621: *Mapping as Artistic Practice: Grad Print Seminar*

Herberger Institute for Design & the Arts, ASU

Course Information

Semester: Fall 2019
621 CN: 76160
Class time: W 4:30–7:15 pm
Classroom: ART 426
Session: C
Credit Hours: 3

Instructor Information

Instructor: Heather Green
Email: Heather.J.Green@asu.edu
Phone: 480/727-3489
Office: ART 426C
Office Hours: TTH 4:30–5:00 or by appt.

Class Website

<http://www.green-coursehub.com>
password: *asubookarts*

Enrollment Requirements

Prerequisite(s): degree or nondegree-seeking graduate student

Important Dates

First Day of Class: 8.22
Drop/Add deadline: 8.28
Residency Classification deadline: 8.28
Tuition & Fees Refund Deadline: 9.04
Academic Status Report: 8.22–11.24
Labor Day Holiday: 9.02
University 21st Day: 9.11
Tuition & Fees Payment Deadline: 10.25
University 45th Day: 10.05
Deadline to apply for Graduation: 10.01
Course Withdraw Deadline: 11.06
Fall Break: 10.12–10.15
Veteran's Day: 11.11
Thanksgiving Holiday: 11.28–11.29
Complete Withdraw Deadline: 12.06
Last Day of Classes: 12.06
Study Days: 12.07–12.08

COURSE DESCRIPTION

This graduate seminar will explore Maps as generators of ideas, gateways to old and new worlds that address both imaginary and hyper-realistic realms. Contemporary artists use maps to respond to social and economic globalization, and to find orientation amid cultural volatility. Some artists include maps in their artworks not for their semiotics but because they can adapt cartographic systems to their uses or because they are drawn to the line and shape of a map's vocabulary. Other artists use maps to tell wide-ranging stories about conflict, migration, identity, the body, and social, cultural, or political networks. Using maps as a lens we will examine a range of issues and works of contemporary art, while conducting focused studio critiques to aid in the development of students' personal work.

COURSE OBJECTIVES

The seminar is structured to dedicate equal time to reading/writing/presentation/discussion and to studio practice/group critique. The course is designed to support graduate students to articulate, challenge and redefine their individual studio practices while informed by a provocative mix of readings, film screenings, web-based research, collaborative/individual writing, presentations, focused conversations, visiting artists and field-trips. The course will encourage a proactive investigation of topics broadly related to the idea of Mapping to inform individual research and studio practice.

The first half of the seminar will be held in ART 426 and will be reserved for lectures/presentations, films, and discussions of weekly readings. The second half of the seminar will primarily be reserved for group critiques. We will develop a semester-long critique calendar the first week of class and a calendar of readings will be posted and updated each week on our course website. Additional meeting places or field trips will be announced ahead of time in class and posted on our course calendar on the class website.

STUDENT LEARNING OUTCOMES

- To develop a critical approach and understanding of topics in contemporary art and aesthetics related to the course theme.
- To develop and contribute intellectual musings and practical examples of artists' work related to readings, peer critiques and course content.
- To engage in a rigorous practice of creative work and inquiry successfully linking research, concept, intent, form and medium to effectively communicate to an intentional audience.
- To evaluate individual and peer work in relation to the context of class discussions and outside readings (in order to create a more engaged learning environment for all).
- To learn to engage in constructive and challenging critical discussion of artwork and to find ways to integrate relevant suggestions by others into one's studio practice/research.
- To learn to better articulate and present one's ideas and work to an audience.

OVERVIEW OF ASSIGNMENTS

Artistic Evolution Map

Create a visual presentation that essentially maps out your artistic lineage of influences, muses and inspiration, ending with your current interests. When did you first realize you wanted to study art, and really took it seriously? Who were some of the first artists or mentors that really inspired you? What were you making then? What else was driving your work (philosophy, writing, other studies, subjects?). How have these influences evolved over time? Where do you see yourself going? What are your art goals this semester? Try to keep this presentation at 15 minutes, using Powerpoint, Keynote, a PDF, etc. Practice your timing so you don't go over!

40 Points: 20 Depth of information shared, 20 Visual presentation. Due: Wednesday 9/04

Readings/Discussions

We will be having ten readings over the course of the semester. Five of these will be selected by me, and will be posted as a PDF on our course website. Additionally, each of you will be responsible for choosing one of your own readings to share and discuss in class. We will create a calendar the first day of class with dates for each of your readings. Please choose something that is topically related to the course and our discussions, and also your own work. These should be scholarly and not too short or too long. You will need to lead the discussion, and have questions ready. Please meet with me to discuss your ideas for the reading first. You will be xeroxing copies to distribute to the class one week prior to our discussion.

40 Points: 20 Relevance of reading, 20 Discussion Leadership. Due: 10/16, 10/23, 10/30, 11/13, & 11/20

Studio Critiques

We will be meeting at GSS for two focused critiques during the semester. The first will be an extended 1-1.5 hour-long critique, where we really get into depth discussing one individual's strengths, and areas of potential resolve. Students will have the opportunity to lead the critique however they would like. We'll discuss possible critique methods and desired outcomes. We will create a calendar with dates for each critique the first day of class.

The second critique will take place over the last two classes of the semester, meeting with all five students at GSS. These will be shorter, but will be picking up where we left off the previous time, and looking at the progress over a course of a month's time between critiques.

40 Points: 10 Conceptual Development, 10 Craftsmanship, 10 Articulating Ideas, 10 Evolution/generation of work Due: 9/18, 10/09, 10/16, 10/23, 10/30, 11/27, & 12/04

Research Paper & Presentation

Explore some aspect relating to the themes in this course that interest you and really delve into it to share with the class. You will create a minimum 1500 word paper to hand in, and a 20 minute presentation with supporting images (powerpoint) to deliver in class. Some possibilities might include researching a particular artist that relates to your work, or looking at something that links several artists together, a technique that interests you, a book or topic relating to your work, a cartographic subject that relates to your work, a printshop, collective, etc. Think of this as generating content and research to evolve your current studio work. Your paper will be due at the same time as your date for the presentation. We will be creating a calendar of due dates the first day of class.

40 Points: 15 Depth of Research, 15 Quality of Writing, 10 Presentation. Due: 11/06 & 11/13

OVERVIEW OF PARTICIPATION POINTS

Throughout the semester we will be having opportunities to engage with visiting artists, scholars and visit several sites during planned field trips. Your physical presence and active participation are important and will count towards 20 points.

40 Points: *15 Participation in Critiques, 15 Participation in readings & discussions, 10 Participation in field trips*

REQUIRED PRIMARY & SECONDARY MATERIALS

Studio Supplies

As this is primarily a critique class, studio supplies will be provided by each student individually.

Classroom Access & Protocol

You will be given the number to the combination lock for room 426, and will have access to the classroom anytime there is not a class being held. It is imperative that you lock the classroom and supply cabinets up again when leaving! Many students have supplies stored inside the room. Please be mindful of this!

Class Website

The website serves as a venue for news, useful information, links, copies of readings and presentations.

Website: www.green-coursehub.com

Password: **asubookarts**

Assigned Readings

We'll have ten readings assigned throughout the semester. The first five will be available as PDFs on our course website, and the last five will be provided as printed copies by each individual student one week prior to their reading's discussion.

Week 1

Wednesday 8.21/

Week 2

Wednesday 8.28/

Introduction to Course & first Assignment

HW: Artist Map

Week 3

Wednesday 9.04/

Mapping as Practice Presentation

Artistic Evolution Map Presentations

HW: Reading 1

Week 4

Wednesday 9.11/

Discuss Reading 1

VISITING ARTIST

HW: Reading 2

Week 5

Wednesday 9.18/

Meet at GSS, **STUDIO CRITIQUE 1**

Discuss Reading 2

HW: Reading 3

Week 6

Wednesday 9.25/

Meet at **Map and Geospatial Hub, Room 380, Noble Library**

Discuss Reading 3

HW: Reading 4

Week 7

Wednesday 10.02/

Meet in Room 426

Discuss Reading 4

Reading Proposals Due

VISITING ARTIST

HW: Reading 5, Research Proposal

Friday 10.04/

FIELDTRIP: Special Visit w/ Barb Tetenbaum in Tucson (optional)

Week 8

Wednesday 10.09/

Research Proposal Due

Meet at GSS, **STUDIO CRITIQUE 2**

Discuss Reading 5

HW: Reading 6, Research Project

Week 9

Wednesday 10.16/

Meet at GSS, **STUDIO CRITIQUE 3**

Discuss Reading 6

HW: Reading 7, Research Project

Week 10

Wednesday 10.23/

Meet at GSS, **STUDIO CRITIQUE 4**

Discuss Reading 7

HW: Reading 8, Research Project

Week 11

Wednesday 10.30/

Meet at GSS, **STUDIO CRITIQUE 5**

Discuss Reading 8

HW: Reading 9, Research Project

Week 12

Wednesday 11.06/

Meet in Room 426,

RESEARCH PRESENTATIONS 1-3

HW: Reading 9

Week 13

Wednesday 11.13/

Meet in Room 426,

RESEARCH PRESENTATION 4 & 5

Discuss Reading 9

HW: Reading 10

Week 14

Wednesday 11.20/

ARTIST OR FIELD TRIP TBD

Discuss Reading 10

HW: Prepare dish or beverage to share

Week 15

Wednesday 11.27/

Meet at GSS

FINAL STUDIO CRITIQUES & POTLUCK

HW: Prepare dish or beverage to share

Week 16

Wednesday 12.04/

Meet at GSS

FINAL STUDIO CRITIQUES & POTLUCK

DATES SUBJECT TO CHANGE!

GRADING

Your grades will reflect the mastery of techniques, conceptual development and other project-specific criteria. A grade breakdown will be provided with these categories when projects are handed back, as well as written feedback.

Your final grade will be a weighted average, calculated on a 200 point system which will be divided in two to determine your final grade:

40 pts. Artistic Evolution Map

40 pts. Readings/Discussions

40 pts. Studio Critiques

40 pts. Research Paper & Presentation

40 pts. Participation

200 pts. total/ divided by 2 = 100 for final grade:

A+ 98-100

A 93-97

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79

C 70-77

D 60-69

E 0-59

ATTENDANCE

- Your attendance is mandatory.
- If you know you will be absent, you are expected to notify the instructor by e-mail. Find out from a classmate what was missed.
- You are allowed 3 absences for the course. For every absence after the 3rd you your grade by 1/3 letter grade. For example, a B+ drops to a B, a B- lowers to a C+, and so on.
- Attendance will be taken at the beginning of each class.
- Three late arrivals and/or early departures equals one absence.

ASU ATTENDANCE POLICY

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is

the student's responsibility to keep track of his/her absences.

Excused absences related to religious observances/practices in accord with ACD 304-04, "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy: A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities, shall have the opportunity to make up the coursework in accordance with SSM 20-18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

INSTRUCTOR ABSENCE POLICY

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

LATE WORK/MAKE UP POLICY

Assignments turned in late will have points deducted (10% off) for every class period after the due date. For assignments that have been turned in too late to receive points, a grade will not be awarded, but will be taken into consideration when tallying final grades.

CLASS ETIQUETTE

- Come to class prepared to work with sketchbook and art supplies.
- No cell phone use, esp. during demos and presentations (talking, texting or checking messages.) Mute sound. Please leave the classroom to take emergency calls.
- Pace your work so that you are not too far ahead or behind.
- If you are tardy or absent, the instructor will not repeat the lecture for you. Try to form an alliance with a fellow student to trade notes and information in case of absence.
- At the end of class, please clean your work area.

IN-PROGRESS & FINAL CRITIQUES

Your attendance and participation are mandatory during critiques. Even if you have not completed the assignment, being present and supporting your classmates by actively contributing to discussions is essential for your success in this class.

ACADEMIC INTEGRITY AND STUDENT CODE OF CONDUCT:

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), “[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

COPYRIGHT

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. A statement that the course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06, "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

STUDENT CONDUCT

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

THREATENING OR DISRUPTIVE BEHAVIOR

Self -discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit:
<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and
<https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

CLASSROOM BEHAVIOR (TECHNOLOGY USAGE)

It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

WITHDRAWAL

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

SPECIAL ACCOMMODATIONS

Your instructor is willing to make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#>; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

DISABILITY SUPPORT SERVICES

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology. Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. It may be difficult to make accommodations retroactively. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

INFORMATION FOR STUDENTS WITH DISABILITIES

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (<https://eoss.asu.edu/drc>)

POLICY ON SEXUAL DISCRIMINATION

Policy on sexual discrimination as described in ACD 401, “Prohibition Against Discrimination, Harassment, and Retaliation”, including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. As an employee of ASU, I am a mandated reporter and obligated to report instances of reported or suspected incidences of sexual harassment.

STUDENT RIGHTS AND RESPONSIBILITIES

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University and abide by the ASU Student Honor Code.

STUDENT SERVICES & RESOURCES

You will find a list of student resources at: <https://eoss.asu.edu/resources>. Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

NON-EMERGENCY STUDENT OF CONCERN PROCESS

If you are concerned for a fellow student's well-being, please review the information and complete the form at: <https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process>

FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

ACADEMIC CALENDAR AND IMPORTANT DATES

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

SUBJECT TO CHANGE

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

COMPUTER, INTERNET, AND ELECTRONIC COMMUNICATIONS POLICY

<http://www.asu.edu/aad/manuals/acd/acd125.html>