

## **NEW MAJORS COLLOQUIUM**

AVT 101:001 | Spring 2018 | Tuesdays 7:20 – 10PM | ENT 178

Instructor: Robert Yi

Office Hours: Tuesday – Friday 10AM to 4PM | schedule: <https://gmu.campus.eab.com/>

Office: Art & Design Building Room 2008

Mailbox Location: Art & Design Building Room 2050 (Front Office)

Email: [ryi6@gmu.edu](mailto:ryi6@gmu.edu)

Blackboard site: [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)

### **Course Description**

This is a course for new majors in the School of Art. It is a place to ask questions about your new experiences studying art at George Mason University, to become integrated into the learning community of the School of Art, and to orient yourself to what it means to study art today. The academic content of the class focuses on giving you an orientation to the historical and cultural development of the art world of today, and a framework through which to think and talk about art, participate knowledgeably in critiques that are part of art classes, talk about your own work, and conduct research for and through your artmaking. You will also meet other members of the full-time faculty of the School of Art, who will tell you about their work and about opportunities for students to become involved in projects within and beyond the curriculum.

### **Course Learning Objectives**

By participating actively in this course students will achieve the following four learning objectives:

- To become familiar with faculty and resources in the School of Art and the larger community.
- To understand the contexts by which we arrived at contemporary art and design practice.
- To have a toolbox of strategies for analysis of works of art and design.
- To recognize how research is conducted in the practice of art and design.

### **Required Texts**

Buster and Crawford's "The Critique Handbook: A Survival Guide," available in the Mason Bookstore and at online booksellers. Many of the topics covered in the book will be addressed in this course. It will provide models for critical discourse about your and your peer's work throughout your course of study at GMU. The text also provides a model for critical thinking that can be applied in the analysis of non-art subjects.

### **Materials of a Potentially Objectionable Nature**

This course investigates a range of contemporary themes and practices of art. We may from time to time we may be viewing or reading materials that some students may find distressing or objectionable for religious, cultural, or personal reasons. These materials are presented as objects of study and analysis and as part of the educational process without any intent to cause offense or distress. If you are concerned that your religious or cultural belief would make it impossible for you to participate in part or in whole in this class, please see me at the beginning of the term so that we can discuss ways to manage your concerns

## Course Policies

*Attendance:* All students are required to attend and actively participate in all scheduled course meetings. Part of your grade includes in-class participation. If for any reason that you cannot make it to a course meeting, you must contact the instructor immediately. Sign the attendance sheet when you enter class. Late arrivals sign in at the end of class. **Signing in another student as "present" constitutes an honors code violation, and will result in an automatic grade of "F" in this course, as well as other University disciplinary action.**

*Late Assignments:* All assignments must be turned in on the due date noted. Assignments turned in late will be eligible for only 50% of the available points. Please contact the instructor before the due date if you cannot turn an assignment in at the scheduled time.

*Incompletes:* No incompletes will be granted for this class unless there is an extreme circumstance. All incompletes will be granted according to university policies found at: <https://catalog.gmu.edu/policies/academic/grading/>

*Technology:* Students will not use the computers/internet for reasons not related to the course. Text messaging and talking on cellular phones are not permitted during class time. All e-mail communication with the professor must take place using your Mason email. No additional/alternative e-mail addresses are allowed. See: <http://masonlive.gmu.edu> for more information.

## Official Communications via GMU E-Mail

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly. **Please include your name and G# in your email.**

## Mid-Semester Evaluations:

Towards the end of March, you will receive a mid-semester evaluation. This evaluation will indicate your grade in the course thus far and specifically note any issues that are adversely affecting your grade. At any time during the semester, please feel free to see the instructor and/or peer advisor to discuss any challenges that you may be experiencing.

## Attendance Policies

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

**Important University Dates:**

First day of classes	1/22
Last day to drop with no tuition penalties	1/29
Last day to add classes	1/29
Last day to drop with 33% tuition penalty	TBD
Final Drop Deadline (67% tuition penalty)	2/23
Midterm progress reporting period	2/19 – 3/23
Selective Withdrawal Period	2/26 – 3/30
Spring Break	3/12 – 3/18
Last day of classes	5/5
Exam Period	5/19 – 5/16

**Grading Scale**

A+ 100-98	B+ 89-87	C+ 79-77	D 69-60
A 97-94	B 86-84	C 76-74	F Below 60
A- 93-90	B- 83-80	C- 73-70	

**Assignments and Grading:**

Interest Sheet	5 points
Class Participation & Attendance	30 points
Reading Responses	5 points
AVT Event Critiques	30 points
Sorted Books Project	10 points
Final Paper	10 points
EXAM: Attendance at Senior Showcase	10 points
Extra Credit: StrenthFinder Assessment	5 points
<b>Total:</b>	<b>105 points</b>

**Interest Sheet: (5 points)**

Students must complete the Interest Sheet form and submit it on Blackboard on 1/30. See assignments section to download Interest Sheet.

**Class Participation & Attendance: (30 points)**

You are expected to attend and participate in all class discussions and activities; therefore, absences and late arrivals will reduce your participation grade. It is expected that you notify the instructor if you will be absent or late, prior to the start of class. If an unforeseen circumstance prevents you from attending class, follow-up communication with the instructor in a timely manner will be taken into account in calculating the participation grade. Your successful completion of the Artsbus is also factored into this grade. **NOTE: 5 points will be deducted for every missed class after one absence. 2 points will be deducted for every late arrival or early departure after the first late entrance or early departure. More than four missed classes will result in an "F".**

### **Reading Responses (5 points)**

You are expected to provide a one sentence response to each reading assignment. Your response can be in a form of a statement or a question you may have about your reading.

### **StrengthsFinder Assessment (5 points)**

Many years of research conducted by The Gallup Organization suggest that the most effective people are those who understand their strengths and behaviors. A review of the knowledge and skills you have acquired can provide a basic sense of your abilities, but an awareness and understanding of your natural talents will provide true insight into the core reasons behind your consistent successes. Your Signature Themes report presents your five most dominant themes of talent, in the rank order revealed by your responses to StrengthsFinder. Of the 34 themes measured, these are your "top five." Your Signature Themes are very important in maximizing the talents that lead to your successes. By focusing on your Signature Themes, separately and in combination, you can identify your talents, build them into strengths, and enjoy personal and career success through consistent, near-perfect performance.

### **AVT Event Critiques: (30 points – 10 points per essay)**

To broaden your knowledge of School of Art resources and activities, you are required to attend three AVT gallery receptions/artist lectures outside of the classroom during the semester. You must attend 3 of the gallery receptions/artist lectures listed in the syllabus or on blackboard. **NOTE: Only ONE can be from the Visual Voices lecture series and you cannot use events experienced on the Artsbus. You can also only attend one lecture/workshop per exhibition.** Your grade for each outside event will be based on a critique paper (title and summary of the event, reflection on how the artist's work impacts you, what worked and didn't work) – typed, double-spaced, 12 pt. font in Times New Roman, proofread for grammar and errors, and one page of text in length. You will also need to submit in the same document one "selfie" of yourself at the event (not included in the page count). You do not need to include your name/class/date as you are posting your assignments on Blackboard. **Your assignments should be submitted electronically on Blackboard as one Word document or PDF on the due date listed below:**

AVT Event #1 Critique due: 2/20

AVT Event #2 Critique due: 4/3

AVT Event #3 Critique due: 4/17

\*You may seek other events but I must approve them before you attend the event. The artist(s) must be present at the event.

### **Sorted Books Project (10 points)**

The Sorted Books Project began in 1993 and was created by Nina Katchadourian. For this class, I use the framework of this project to have you explore the Fenwick library & Provisions Library (Lower-level of the Art & Design building). The assignment requires you to: cull through a collection of books, pull particular titles, and eventually group them into clusters so that the titles can be read in sequence from top to bottom.

For this assignment, you will need to submit 3 book clusters of at least 4 books per cluster.

You must submit at least one cluster from Fenwick Library and one from the Provisions Library. The third cluster can be from a library of your choice. The content of your clusters should relate to one of the 34 meridians established by the Provisions Library. Your clusters should be submitted electronically as

photographs in one document (Word or PDF) on Blackboard by 11/14. Please identify the library and meridian that you used for each cluster. (See example in Blackboard)

See: <http://www.ninakatchadourian.com/language/translation/sortedbooks.php>  
<https://www.youtube.com/watch?v=A24MRdNMOIA> & [https://www.youtube.com/watch?v=txs2BAzaj\\_8](https://www.youtube.com/watch?v=txs2BAzaj_8)

### **Final Paper: (10 points)**

On or before Tuesday May 15 students must post on blackboard a well thought-out a 3-page paper of your specific interest in art, and your final senior project idea. This is not the technical side but the content in which your interest lies. Follow this outline for that paper.

Final paper length: three pages, typed, double-spaced, 12pt. font in Times New Roman, no misspellings, etc.

- I. Write about your specific interest in art. Your interest can relate to any area in the field. Why are you interested in this area? Here are some questions to help you.
  - What courses have you taken or are taking that influenced this interest?
  - Has your interest changed over the past year? Why? Be specific.
  - Have any of the guest lecturers influenced what you think you want to do? If so, in what way?
  
- II. Write about what life style issues will influence what kind of job you seek?
  - Do you want to live in a specific part of the country? East Coast? West Coast? Abroad? Travel or not? Don't Care? City? Rural?
  - Do you want a 9-5 job or do you mind having longer more flexible hours?
  - Do you want to stay near family? What area of the country?
  
- III. Potential job.
  - Who has a job in art you would like to have in 5-10 years?
  - If you don't know anyone, go on the web and review what positions are out there and how they might work for you?
  - Identify the job, the location, the hours, and the responsibilities to see if that fits within your life style needs.
  
- IV. Senior Project
  - The rest of this paper is an expansion of the interest sheet you handed in at the beginning of the semester that identified your interest, your hobbies, and possible ideas for senior project. Think about what final senior project would be best for you in terms of what you have available to you, your life goals, and the potential position you want. This subject should be something you can live with for at least a year.

## Course Schedule

A course schedule is provided below. Note that unforeseen circumstances may cause changes to the schedule, but you will be notified of changes accordingly. If class is canceled for some reason, you are expected to complete that week's assignment, as if class was held.

**(GD = Guest Speaker, HW = Homework, HD = Homework Due)**

1/23 Introduction to the class, Syllabus review, Artsbus, Interest Sheets

HW: Introduce yourself on Blackboard. Include a picture as this will help me remember your name.

HW: Review the School of Art website; specifically, the undergraduate tab.

HW: Complete Interest Sheet and post introduction (see Blackboard).

HW: Read Chapter One of "Critique Handbook" and submit on Blackboard one sentence comment or question about reading

January 25 Visual Voices

Brian Noyes: "Recipe for Change: If you can't stand the heat, get into the kitchen"

1/30 Delivery Systems: How Art Fits into the Rest of Human Activity

GS: Peter Winant: Director, School of Art

**HD: Interest sheet and chapter one reading sentence submitted on Blackboard**

HW: Look at upcoming events to attend by visiting the Events folder on Blackboard.

HW: Read Chapter Two of "Critique Handbook" submit on Blackboard one sentence comment or question about reading

February 1 Visual Voices

Teresa Jaynes: "Talking to the Fingers in the Language of the Eyes: Haptic Interpretations of the Archive"

2/6 Study Abroad at Mason, Academic and University Tools: University Policies, Degree Works.

\*Bring your laptop to class.

GS: Kris Crassler: Scholarships and Grants Officer, Global Education Office (formerly Mason Study Abroad)

HD: Chapter two reading sentence submitted on Blackboard

HW: AVT Event #1 Critique

HW: Read Chapter Three of "Critique Handbook" submit on Blackboard one sentence comment or question about reading

2/13 Provisions Library, SOA Honors Program, Introduce Sorted Book Project

GS: Don Russell, Provisions Library and University Curator

HD: Chapter three assigned reading sentence submitted on Blackboard

HW: Read Chapter Four of "Critique Handbook" submit on Blackboard one sentence comment or question about reading

2/20 SOA Facilities.  
GS: Ben Ashworth, Sculpture Studio Supervisor; Josh Sackett, Photography Lab Manager;  
Annie Chen, SOA Print Studio Manager

**HD: AVT Event #1 Critique and chapter four reading sentence submitted on Blackboard**

HW: Take StrengthsFinder Assessment (see blackboard for more details)

HW: Read Chapter five of "Critique Handbook" submit on Blackboard one sentence response.

February 22 Visual Voices

Dr. Sharif Bey: "Artist, Researcher, Teacher: Problems, Paradigms, and Processes"

February 24 Artsbus

2/27 Contemporary Design, Sorted Books & Library Assignment

GS: Don Starr: SOA Associate, Associate Professor, Graphic Design Director

HD: Submit your Top 5 Signature Themes in class and chapter five reading sentence submitted on Blackboard

HW: AVT Event #2 Critique

HW: Read Chapter six of "Critique Handbook" submit on Blackboard one sentence comment or question about reading

March 1 Visual Voices

Juliet Bellow: "Performing Stillness: Rodin's Nijinsky"

3/6 Printmaking Concentration, Critique Exercise

GS: Christopher Kardambikis: Assistant Professor/Director, Printmaking & Navigation Press

HW: Check Blackboard for additional readings for class

March 8 Visual Voices

John R. Henry: "The Quest for unintended consequences"

3/13 Spring Break

3/20 No Class, Library & Advising

HW: AVT Event #3 Critique

HW: Check Blackboard for additional readings for class

March 24 Artsbus

3/27 No Class, Library & Advising

HW: Check Blackboard for additional readings for class

4/3 Art Education, MAT, StrengthFinder

GS: Dr. Justin Sutters: SOA Faculty; Art Education (MAT)

HW: Check Blackboard for additional readings for class

**HD: AVT Event #2 Critique submitted on Blackboard**

4/10 Finding your Voice  
GS: Nathan Loda: Instructor, SOA  
**HD: Sorted Books Assignment submitted to Blackboard**  
HW: Begin Final Paper Assignment

April 14 Artsbus

4/17 Local Art Scene  
GS: Jessica Kallista: Artist, Curator, Olly Olly  
**HD: AVT Event #3 Critique submitted on Blackboard**

4/24 Grad School in Art and Design. Why, When, How, and Where?  
HW: Work on Final Paper

5/1 Course Wrap-up, Evaluations  
**HD: Final Paper submitted on Blackboard no later than 5/15 @ Noon**

5/11 Senior Showcase Art & Design Building – 6:30pm  
**Check to confirm event date**  
**Check-in at Main Entrance of Gallery**

## **ArtsBus**

The School of Art's ArtsBus program began in 1987 as a one-day bus trip to New York City each term with the intention of exposing Mason students to the New York art scene. ArtsBus now schedules 14-day trips a year, with three trips each semester taking more than 1,000 people to New York City during the academic year.

The spring 2018 schedule is: **February 24, March 24, and April 14.**

You are responsible for knowing and following Artsbus policies and rules. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for important information regarding ArtsBus policy. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment. \* If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300\* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

## **Visual Voices Lecture Series Spring 2018**

Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater: <http://soa.gmu.edu/visualvoices/>

January 25, 2018 – Brian Noyes "Recipe for Change: If you can't stand the heat, get into the kitchen"

February 1, 2018 – Teresa Jaynes "Talking to the Fingers in the Language of the Eyes: Haptic Interpretations of the Archive"

February 22, 2018 – Dr. Sharif Bey "Artist, Researcher, Teacher: Problems, Paradigms, and Processes"

March 1, 2018 – Juliet Bellow "Performing Stillness: Rodin's Nijinsky"

March 8, 2018 – John R. Henry "The Quest for unintended consequences"

## **POLICIES AND RESOURCES**

### **Cell Phones**

School of Art Policies in accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event

that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

### **Students with Disabilities and Learning Differences**

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide your instructor with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

### **Counseling and Psychological Services**

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. See <http://caps.gmu.edu>

### **Open Studio Hours**

SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

### **School of Art Print Studio**

School of Art Print Studio (SOAP) is located in the School of Art Building on the Fairfax Campus. As a non-profit studio, SOAP offers a variety of services including printing and production services to students, faculty and staff. All jobs are processed with high quality materials on state-of-the-art equipment, specifically for graphic design portfolios, mixed media paintings and reproductions, posters, handmade books, student assignments and proof sheets. More information can be found at [soaprint.gmu.edu](http://soaprint.gmu.edu) or 703-993-7203.

### **The Collaborative Learning Hub**

Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit [ittraining.gmu.edu](http://ittraining.gmu.edu) to see the schedule of workshops and to sign up.

### **Lynda.com @ Mason**

Mason has partnered with lynda.com to provide free and unlimited online training to Mason students, faculty, and staff. An online subscription library, lynda.com offers more than 2,000 videos on a broad range of subjects, including business skills, photography, music and video editing and production, animation, and web design and development. New courses are added weekly. Access the lynda.com library 24/7—even from your iPhone, iPad, Android device, or mobile phone—using your Mason NetID and Patriot Pass password. [See <http://lynda.gmu.edu/>].

### **Writing Center**

Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the

Writing Center are available by appointment, online and, occasionally, on a walk-in basis. The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit [ittraining.gmu.edu](http://ittraining.gmu.edu) to see the schedule of workshops and to sign up.

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/privacy>].

### **Commitment to Diversity**

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

### **Statement on Ethics in Teaching and Practicing Art and Design**

As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

### **Honor Code**

Honor Code Students in this class are bound by the Honor Code, and are responsible knowing the rules, as stated on the George Mason University website's Academic Integrity page ( <http://oai.gmu.edu/the-mason-honor-code-2/> ). "To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

**Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

Mason's Commitment: To create an environment that is innovative, diverse, entrepreneurial, and accessible-helping you avoid accidental or intentional violations of the Honor Code."