

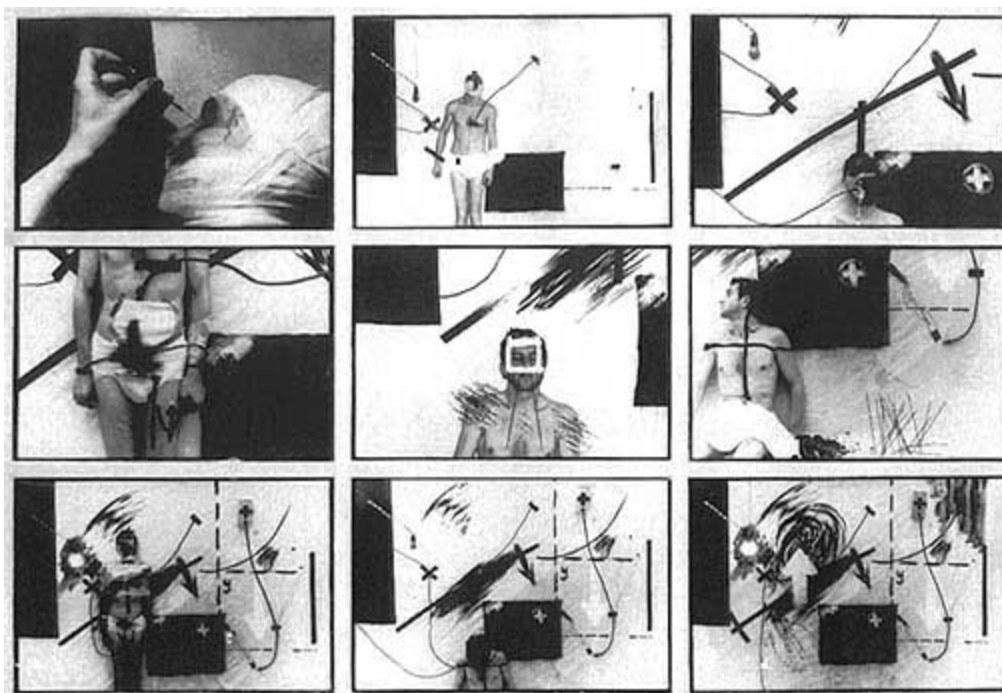
**PAINTING & DRAWING**

Sophomore Seminar 2900

Spring 2019 | Thursday 6-9pm

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# REPERTOIRE



Tibor Hajas, Surface Torture, 1978

**COURSE DESCRIPTION**

What are the concerns that drive one's creative practice? How does one set the terms for its future development? Sophomore Seminar offers interdisciplinary strategies for the evaluation and communication of students' individual practice as artists, designers, and/or scholars. Through essential readings, studio projects, and writing, students will generate narratives about how and why they make art.

This Sophomore Seminar section is relevant to SAIC Scholars working across all media who are questioning and developing how meaning and material intersect in their work. We will focus on inventorying the entire stock of techniques and concepts explored in our work at SAIC until this point.

Through critique and discussion we will iterate within our established *repertoires* with our sights set on developing studio practices that allow for both focus and innovation.

## **GOALS**

Program-level Learning Goals:

Students will develop iterative interplay of conceptual, formal and material development in their work.

Sophomore Seminar: Anticipated Course Learning Goals:

At the conclusion of the Sophomore Seminar course, students will be able to:

1. Present self-motivated work of an iterative nature that demonstrates conceptual focus and technical ability as well as the beginning of a personal direction. (Linked to BFA LG 1. Example of evidence: Documentation of Practice assignment)
2. Communicate a rationale for a self-designed curricular pathway for the third and fourth year at SAIC as well as a post-graduation goal.
3. Participate in a rigorous critique process in the art and design context that integrates peer-to-peer analysis as well as faculty to student feedback.
4. Demonstrate the ability to think, speak, and write clearly and effectively especially in regards to the developing body of creative work
5. Display an empathetic capacity to respect, understand, and evaluate work made by a wide variety of artists pursuing creative expression in a broad array of disciplines.

## **REQUIREMENTS & EXPECTATIONS**

Sophomore Seminar is a credit/no-credit course. You will receive credit if you meet all of the expectations below. Assignments, project descriptions and readings will be posted regularly in Canvas and your presence is required on the platform. You are expected to conduct yourself as an adult in this course and your primary responsibility is to be a student.

- Arrive on to class on time, alert, sober and ready to work (see attendance policy below)
- Finish all projects, assignments and readings on time and to the best of your ability including timely uploads to Canvas
- Participate in ALL studio critiques, discussions and field trips
- Contribute to and maintain a positive class/studio environment, be constructively helpful peers to one another
- Come to class with the supplies needed to complete your work.
- Meet with Rachel and the Writing Fellow during scheduled 1:1 times
- The use of digital devices in class (phones, laptops etc.) to do non-class related work will not be allowed or tolerated. Similarly, the use of digital devices during lectures, screening, conversations and critiques will not be tolerated.

## **ATTENDANCE**

Class begins at 6:00 p.m. and ends at 9:00 p.m. Attendance will be taken at the beginning of each class. Arrival after 6:15 p.m. will be counted as a tardy as will leaving before the official end of the day (three tardies count as one absence). **More than three absences and/or habitual tardiness (whether or not for a reasonable cause) will result in no credit.** It is the student's responsibility to make up missed material. If you are having difficulties please speak to your instructor and/or your Academic Advisor. Course Progress Reports will be sent to students who miss class more than once.

SAIC policy states that students are expected to attend all classes regularly and on time. Students should miss class only with reasonable cause. If a student needs to miss class with reasonable cause, it is the student's responsibility to contact the instructor to receive instruction for how to make up for the missed class. It is the instructor's responsibility to give this information to the student as his/her/their schedule permits. Missing class for other than a reasonable cause may jeopardize the student's academic standing in the class.

SAIC's recommended institutional policy is as follows: If a student misses MORE than three classes, whether or not for a reasonable cause, the student will fail the class, if the student does not withdraw from the class prior to the deadline for withdrawal with a grade of "W." Deadline for withdrawal: Wednesday, March 29, 2018.

Reasonable cause to miss a class might include:

- Illness or hospitalization (the student should also contact Health Services, their academic advisor, who will relay information to the faculty in whose class the student is enrolled)
- Observation of a religious holiday
- Family illness or death (the student should also contact their academic advisor, who can relay information to all faculty)

## **COURSE PROGRESS REPORTS**

Course Progress Reports allow instructors to alert both a student and the Office of Student Affairs/Academic Advising that his/her progress in the course may be compromised due to attendance or performance or other reasons. Faculty may submit a CPR at any time in a semester and as often as necessary. CPRs are an important tool for academic advisors, who review them weekly, to identify and provide outreach and advising to students who are demonstrating unsatisfactory academic progress or other concerning behavior.

## **THE WRITING CENTER**

MacLean Center Basement, 112 S. Michigan Ave., B1-03 Fall and Spring Semester Hours

Monday–Thursday: 9:00 a.m.–7:15 p.m.

Friday: 9:00 a.m.–5:15 p.m.

4:15–7:15 p.m. are designated as walk-in hours Monday–Thursday

SAIC offers free, hour-long writing tutorials at the Writing Center, which is located in the basement of MacLean. Tutors are available to assist all currently enrolled students with any stage of the writing process. To schedule an appointment with a Writing Center tutor, use the online sign-up system.

To schedule an appointment with a Writing Center tutor, students first need to create an account through the online sign-up system. Once students have set up their own account, they may sign up for appointments. Weekly standing appointments are available upon request. When students come to their tutoring appointments, they should make sure to bring their assignments with them and have any work printed out. Online schedule instructions are available outside of the Writing Center suite (in the hallway outside of the MacLean Center B1–03).

#### Contact Information

Leila Wilson, Writing Center Coordinator: [lwilson@saic.edu](mailto:lwilson@saic.edu) or 312.345.3588

Writing Center Suite: 312.345.9131 (Call to see if there are any last-minute openings.)

#### **ACCOMMODATIONS for Students with Disabilities**

SAIC is committed to full compliance with all laws regarding equal opportunities for students with disabilities. Students with known or suspected disabilities, such as a Reading/Writing Disorder, ADD/ADHD, and/or a mental health or chronic physical condition who think they would benefit from assistance or accommodations should first contact the Disability and Learning Resource Center (DLRC) by phone at 312.499.4278 or email at [dlrc@saic.edu](mailto:dlrc@saic.edu). More information is available [here](#).

DLRC staff will review your disability documentation and work with you to determine reasonable accommodations. They will then provide you with a letter outlining the approved accommodations for you to deliver to all of your instructors. This letter must be presented before any accommodations will be implemented. You should contact the DLRC as early in the semester as possible. The DLRC is located on the 13th floor of 116 S Michigan Ave. Regular DLRC hours are Monday–Friday, 9:00 a.m.–5:00 p.m.

#### **STATEMENT OF ACADEMIC INTEGRITY**

The School of the Art Institute of Chicago prohibits "dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the School" (Students' Rights and Responsibilities, *Student Handbook*).

Plagiarism is a form of intellectual theft. One plagiarizes when one presents another's work as one's own, even if one does not intend to.

The penalty for plagiarizing may also result in some loss of some types of financial aid (for example, a No Credit in a course can lead to a loss of the Presidential Scholarship), and repeat offenses can lead to expulsion from the School. To find out more about plagiarism and how to avoid it, please visit [http://www.saic.edu/media/saic/pdfs/campusresources/academicadvising/plagiarism\\_quickGuide.pdf](http://www.saic.edu/media/saic/pdfs/campusresources/academicadvising/plagiarism_quickGuide.pdf).

The procedures for academic misconduct/plagiarism are described in the 2016–2017 Student Handbook. In summary, if a student is suspected of academic misconduct/plagiarism the faculty member should:

- Review the allegation and discuss it with the student.
- Assign a grade for the project/paper/class as appropriate and inform the student of this in writing.
- Refer the student to the Student Handbook for detailed information about their rights and responsibilities.
- Inform the Department Chair and the Assistant Director of Student Affairs for Academic Advising in writing (Rebekah Champ, [rchamp@artic.edu](mailto:rchamp@artic.edu)).

### **COURSE COMPONENTS\***

\*Full assignment descriptions and worksheets will be posted in Canvas and discussed during class sessions. Course calendar and due dates are subject to change with advance notice and through collaboration.

#### Presentation x 2

- I. Intro: Photogrid (self, work, mood)
- II. Exit: Photogrid (self, work, mood)

#### WRITING x 4\*

- I. Short statement(s) after Louise Bourgeois (Statements) and Magdalena Abakanowicz (Statements 1979-94)  
Write a series (at least 6) of short meditative paragraphs framing your life, work and conceptual/material interests. Vary the tone and focus of each statement to reflect the diverse directions you approach your practice from.
- II. DIY Futures essay  
See canvas for guidelines.
- III. Experimental press release for 'Compliments' critique  
Read the curated selection of press releases from Contemporary Art Daily and write a press release in the third person to accompany your selection of three pieces for the 'Compliments' critique. This press release must include images of the work or an experimental image/visual representation of your "exhibition."
- IV. Self-Reflective Essay  
See canvas for guidelines.

\*MLA formatting and citation required for all writing assignments) <http://owl.english.purdue.edu/owl/resource/747/01/>

#### CRITIQUE x3 :

- I. Vulnerable pieces  
During the first 4 weeks of the semester we will be doing in class and small group critiques of in progress work of students choosing which currently feels vulnerable to them. This could be work exploring a new or risky concept, experiments with fresh material and/or work that is in need of language and contextualization.
- II. Compliments critique

Select either a piece critiqued during the Fall 2015 semester or from your Vulnerable Pieces Critique in this class. Create two pieces that compliment this work based on the feedback you received and using Contemporary Art Daily exhibition documentation as inspiration.

### III. Small group critiques

Scheduled during advising hours throughout the semester

## FINAL X 1

### I. Documentation of Practice

See Canvas for guidelines.

## SOPHOMORE SEMINAR LECTURE

Rodney McMillian, Distinguished Alumni Lecture Series

Wednesday, April 3, 2019 at 6:00 p.m.

The Art Institute of Chicago, Rubloff Auditorium, 230 S. Columbus Dr., Chicago, IL

Attendance at the Sophomore Seminar Visiting Artist Lecture is mandatory for all Sophomore Seminar students; instructors will be taking attendance. If a student is absent from the Sophomore Seminar lecture, they must work with their instructor to create an alternative assignment. Recent accomplished SAIC Alumni Speakers include Sonya Clark, Joshua Mosley, Angel Otero, Amanda Ross-Ho, Emily Pilloton, Trevor Paglen, Wafaa Bilal, Tom Kalin, and many others.

## MENTORING MEETINGS

Students will meet for 3 mentoring meetings per semester with their faculty and once with the Writing Fellow. Faculty advising meetings will be scheduled during the second class, One advising meeting will be a small group critique.

## WRITING FELLOW

() will be your Writing Fellow this semester. You will sign up for a meeting with them during the second week of class

## DOCUMENTATION OF PRACTICE

This final assignment is about documenting your practice while pieces are in development and writing a self-assessment that will be evaluated through a rubric discussed during class.

## READING

All weekly readings will be posted in canvas or handed out in class. There will be a maximum of 20 pages per week. Individual readings will also be assigned in response to your work and ideas.

A Selection from our working list:

Louise Bourgeois: Short Statements

Magdalena Abakanowicz: Statements (1979-94)

BOOK: Susan Sontag: Against Interpretation

BOOK: John Dewey: Art as Experience, *The Live Creature*

ESSAY: Between Heaven and Earth: The Literary Art of Yayoi Kusama

ESSAY: In the Spirit of the Miniski: The Art of David Hammonds (Dawoud Bey)

**Sample Calendar (Spring 2018)** (Subject to change. All updates will be posted on Canvas):

JANUARY	FEBRUARY	FEBRUARY	FEBRUARY
<b>25</b>	<b>1</b>	<b>8</b>	<b>16</b>
<b>Paperball</b>			
<b>DISCUSS</b> Syllabus and Course goals, assignments for 2/1	<b>PRESENT</b> 3 min photogrid intros	<b>MENTORING 4-6pm</b>	<b>CRITIQUE:</b> Vulnerable Pieces ½ class
<b>HOME</b> (due 2/1)	<b>DUE</b> Short statements	<b>CRITIQUE:</b> Vulnerable pieces ½ class	<b>DISCUSS</b> Small group meetings
<b>INTRO: photogrid</b> at least 3 images (self, work, mood)collage uploaded on class instagram (@TBD)	<b>DISCUSS</b> Critique and Writing Fellow and 1:1 meeting scheduling	<b>DISCUSS</b> Small group meetings	<b>HOME</b> Crit responses (self-reflections)
<b>SHORT Statements</b> (after Louise B and Agnes M) READ: their statements WRITE: at least 6 of your own	<b>HOME</b> Vulnerable Pieces Crits next week  Purchase GENE SISKEL TICKETS (Stacy Sheers: Edge of Alchemy)	<b>HOME</b> Crit responses (self-reflections)  Reading A	Reading B

<p>FEBRUARY</p> <p><b>22</b></p> <p><b>DUE</b> Crit Responses (self-reflections)</p> <p><b>DISCUSS</b> Reading A &amp; B Curricular Mapping Essay (goal setting)</p> <p>Writing workshop</p> <p><b>HOME</b> Curricular mapping draft due 3/9 to writing fellow</p> <p>Reading C</p>	<p>MARCH</p> <p><b>1</b></p> <p><b>Gene Siskel</b></p> <p><b>CONVERSATIONS AT THE EDGE:</b></p> <p><b>HOME</b> Curricular mapping draft due 3/9 to writing fellow</p>	<p>MARCH</p> <p><b>8</b></p> <p><b>INTRO</b> Compliments critique and press release, framing self and work</p> <p><b>SLIDES</b></p>	<p>MARCH</p> <p><b>15</b></p> <p><b>Crit Week</b></p> <p><b>DUE</b> Curricular Mapping essay draft due to writing fellow</p> <p><b>HOME</b> CAD: Press Release draft</p> <p>Reading D</p>
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<p>MARCH</p> <p><b>22</b></p> <p><b>Spring Break</b></p> <p><b>DUE</b> Curricular Mapping Essay final draft due to faculty</p> <p><b>MENTORING</b> 1:00pm-6:00pm</p>	<p>MARCH</p> <p><b>29</b></p> <p><b>Group meetings:</b> Compliments critique Press Release</p> <p><b>DISCUSS</b> Self Reflective essay</p> <p><b>HOME</b> Press Release for Compliments Critique Presentations</p>	<p>APRIL</p> <p><b>5</b></p> <p><b>PRESENT: PRESS RELEASES</b></p> <p><b>HOME</b> Prepare for Compliments Crits</p>	<p>APRIL</p> <p><b>12</b></p> <p><b>COMPLIMENTS CRITIQUES</b></p> <p><b>HOME</b> Crit responses (IMAGE) Self Reflective Essay exercise due 4/20 (draft due 4/27)</p>
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<p style="text-align: center;">APRIL <b>19</b></p> <p><b>COMPLIMENTS CRITIQUES</b></p> <p><b>DUE</b> Self-Reflective Essay draft due 4/27</p> <p>Documentation of Practice due 5/11</p> <p><b>HOME</b> Self Reflective Essay draft</p>	<p style="text-align: center;">APRIL <b>26</b></p> <p><b>1:1 Meetings</b> Documentation of Practice Self-Reflective Essay</p> <p><b>DUE</b> Self Reflective Essay draft due Documentation of Practice due 5/11</p> <p><b>HOME</b> Documentation of Practice Self-reflective essay EXIT: photogrid</p>	<p style="text-align: center;">MAY <b>3</b></p> <p><b>STUDIO VISIT</b></p> <p><b>DUE</b> Self Reflective Essay final draft due</p> <p><b>HOME</b> Documentation of Practice presentations 5/11</p>	<p style="text-align: center;">MAY <b>10</b></p> <p><b>DOCUMENTATION OF PRACTICE sharing</b></p> <p><b>EXIT: photogrid (self mood, work)</b></p> <p><b>Course Evaluations</b></p>
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