ARTE 4790: Inquiry and Dialogue about Art

Thurs. 11:10am-2:00pm ART 182

Instructor: Yang Liu, YANGliu4@my.unt.edu Office Hours: By appointment

Course Description

ARTE 4790 is a course exposing students to the inquiry and dialogues in contemporary art where artists have been reinventing art and exploring a broad and diverse approach to creative expression. By focusing on themes in contemporary art, students can learn to dialogue and discuss their understanding of works of art and connect a theme-related artwork and artist to their curriculum and apply it to their teaching for different levels of students. The students will explore different themes in contemporary art and how artists adapt new methods, materials, and ideas to create art and learn from the practice of non-art domains to refresh art. This course will also focus on embodied art education where students have the potentiality to engage with sense and body. In this class, students will explore how body and sensory experience can play a role in embodied learning and promote creativity. In this class, students will learn to increase awareness of the educational possibilities of the senses through philosophical reflection, discussion, and experimentation.

Course Objectives

By the end of this course, students will be able to:

1. Develop an understanding of the nature of contemporary art and various themes that are addressed in contemporary art from different social and cultural contexts.
2. Familiarize students with more contemporary artists and their innovative methods.
3. Diversify the types of inquiry and dialogue that can be used in the art classroom to engage with contemporary art.
4. Understand the educational potentials of embodied activities in art education.
5. Reflect on how the senses have played a role in shaping your lived experiences.
6. Experiment with sense and develop embodied pedagogies, lesson plans, and curriculums.

Recommended Textbook

Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press.

Additional readings will be available through the online Canvas Course Shell.

New Museum, New Museum of Contemporary Art Staff, & Kocur, Z. (2011). Rethinking contemporary art and multicultural education. Routledge.

Jaffe, N., Barniskis, B., & Cox, B. H. (2015). Teaching artist handbook, Volume one: Tools, techniques, and ideas to help any artist teach (Vol. 1). University of Chicago Press.

Required Tech

- Digital camera/smart phone
- Computer
- Software
- Social media

Assignments

1. Attendance and participation (20 points): This class only works if you all show ready to discuss and experiment with weekly topics. Attendance means more than simply physically being present. It also means that your mind and body are actively engaged in the activities of the class. For more details on participation, please see the participation rubric under assignments. One excused absence is permitted during the semester. Please notify me in advance if you will be absent. For extended or repeated absences beyond this allowance, documentation such as a doctor's note is required.

2. Weekly assignment (10x5=50 points): There will be the following options to complete each assignment each week. The assignments are posted in the Discussion Section on Canvas.

1. Text Response. You can answer or respond to the questions in words, and you can analyze one example to support your argument. (Minimum 150 words).
2. Illustrations, diagrams: Use visual methods to visualize and highlight the information and ideas you get from the reading.
3. Image response. Respond with images related to your reading and understanding of the themes (minimum 4 images) and include the resources and artists.
4. Small art project: Create a work of art based on the theme and reflection of the questions.

3. Final Assignments (10x3=30 points):

5. Visual Journal (10 points): Students will have a presentation of their Visual Journal at the end of the semester. Students can include anything they learn, collect, inspire, and create from the class into their visual journal.
6. Themed Artwork Project (10 points): Based on the artwork they learn in this class, students will develop and generate themes individually, and create an art project that reflects the themes. The themes are not limited to those from this class.
7. Reflection Paper (10 points): Students will need to submit a paper and address the themes that are reflected in their art project. How do you come up with these themes, how do you complete the process, and what are the meaning and ideas you hope to convey? How has this class enabled you to deepen your understanding of these themes? What do you learn to incorporate contemporary art into your future teaching? The paper should be typed, double-spaced, with 12-point font, 5-8 pages and 1-inch margins.

Grading

A = 90-100; B = 80-89; C = 70-79; D = 60-69

WARNING

Content in the arts can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students with different cultural and social backgrounds. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, it is not the college's practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

Schedule

Week 1 - Introduction

- Overview
- Syllabus (guidelines, goals, assignments, policies)
- In-class activities - Visual dialogue and Collective Poem Writing

Week 2 - Theme: Self and Others

- Reading: Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press. p.54-82
- Reading: Kozinets, R., Gretzel, U., & Dinhopl, A. (2017). Self in art/self as art: Museum selfies as identity work. Frontiers in Psychology, 8, 731.
- In Class: How do our relationships with others, our cultures, our memories, and our own bodies form in relation to the attributes we inherit and the surrounding forces that change us? How do local, national, and global communities interact, how are boundaries designed, and how do they change?
- Artists: Tania Bruguera, Lisa Jarrett and Harrell Fletcher, Nicole Marroquin, Pedro Reyes

Week 3 - Theme: The Everyday

- Reading: Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press. p.69-76
- Reading: Frías, G. (2011). Everyday aesthetics in contemporary art. Rupkatha Journal on Interdisciplinary Studies in Humanities, 3(3), 440-447.
- In Class: How can the act of every day make the ordinary special, or how do artists formalize, repeat and elaborate on everyday acts? How can household items be used as art material or everyday tasks be repeated with artistic intent?

- Artists: Alberto Aguilar, Lenka Clayton, Joey Fauersco
- Guest Speaker: Panpan Yang

Week 4 - Theme: Nature and Earth

- Reading: Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press. p.62-69
- Reading: Demos, T. J. (2013). Contemporary art and the politics of ecology: An introduction. Third Text, 27(1), 1-9.
- In Class: How do artists collaborate with nature, capture its fleeting moments, and imagine what it could be? How do artists reveal new ways to understand, represent and express relationships with animals, plants, and the ecosystem in local communities or through global collaborations?
- Artists: Mark Dion; Ala Ebtekar, Laurel Roth Hope, Isabella Kirkland

Week 5 - Theme: Space and Place

- Reading: Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press. p.76-83
- Reading: “Reconceptualizing Body, Space and Place: Telepresence in Art” by Marisa Gomez
- In Class: How do artists alter, transform, manipulate and construct space to create space for shared experience and employ form, imagery, and methods to create aesthetic compositions? How are architecture, design, constructions, living places, boundaries, migration, and imagined places included in space and place?
- Artists: Sophie Calle, Aram Han Sifuentes, Olafur Eliasson

Week 6 - Theme: Power and Pop Culture

- Reading: Marshall, J., Stewart, C., & Thulson, A. (2021). Teaching Contemporary Art with Young People: Themes in Art for K-12 Classrooms. Teachers College Press. p.83-92
- Reading: “Power in the Contemporary Art World” by Claire Ruud
- In Class: How do artists bring visual focus to the underlying, unseen force that shapes our lives? How will the exploration of this theme allow students to discuss who makes the decisions that affect their lives and to find symbols to express power or their feeling of powerlessness?
- Artists: Titus Kaphar, Delita Martin, Deborah Oropallo
- Guest Speaker: Asli Kinsizer

Week 7 - The Embodiment Art Education - Theme: Sight/Vision

- Weekly assignment: your lived, sensory and embodied experience of vision

Week 8 - Theme: Hearing

- Weekly assignment: your lived, sensory and embodied experience of hearing
- In Class: Dialogues and activities on hearing

Week 9 - Theme: Touching

- Weekly assignment: your lived, sensory and embodied experience of touching
- In Class: Dialogues and activities on touching

Week 10 - Theme: Smelling

- Weekly assignment: your lived, sensory and embodied experience of smelling
- In Class: Dialogues and activities on smelling

Week 11 - Theme: Synaesthesia

- Reading: Appleby, R. N. (1974). Synaesthetic Education for Sense Ability. Art Education, 27(3), 22-26.
- Reading: Springgay, S. (2008). Corporeal pedagogy and contemporary video art. Art Education, 61(2), 18-24.
- In Class: How artists offer diverse ways of knowing and representing the world by invoking embodied knowledge and experience of the senses such as touch, smell, and taste. How can the complex perception of the body as a whole be introduced to art education?
- Artists: Wassily Kandinsky, Lalan, Daniel Mullen
- Activities: Design protocol, for example, visualize and color music

Week 12 - Theme: Tasting

- Weekly assignment: your lived, sensory and embodied experience of tasting
- In Class: Dialogues and activities on tasting

Week 13 - Review and summary of the course / Work day

Week 14 - Final Presentation of Visual Journal

Week 15 - Final Presentation of Art Project

Week 16 - Reflection Paper Due

PLEASE NOTE: Every effort will be made to follow the syllabus and schedule, but adjustments may be necessary in order to accommodate the learning and instructional needs of the class. The instructor therefore retains the right to change the syllabus with or without notice.

Course Policies

Attendance Policy

One excused absence is permitted during the semester. Please notify me in advance if you will be absent. For extended or repeated absences beyond this allowance, documentation such as a doctor's note is required. You are responsible for completing all assignments and turning them in by the due date.

Class Participation

You are considered a professional in training. Attendance, punctuality, and quality class participation are of great importance and are expected. Class attendance is required. Students should be in the classroom when class begins. There is a tremendous amount of information covered in this course through viewing, making, discussion and response and you are expected to arrive on time and to participate fully in all activities. Therefore, attendance is mandatory for this course and vital to the success of the class. You need to be prepared to attend class each scheduled meeting.

To be fully in attendance, one must be present both physically and mentally. Therefore, participation is equally important in determining your level of attendance in class. Quality participation includes active engagement in class discussions and lessons, completing written assignments and critiques, asking questions, offering thoughtful insights, responding to others' comments, bringing an understanding of the reading assignments to conversations, and assuming responsibility for teaching or assessing a classroom activity. A student can fail the course due to poor attendance and participation. Extenuating circumstances will be dealt with individually.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the

course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct website to learn more: https://deanofstudents.unt.edu/conduct.

Syllabus Change Policy

Course information, assignments, policies, and due dates may be adjusted when necessary to support the learning and instructional needs of the class. Any changes will be communicated to students through class announcements and/or Canvas.

AI Policy

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. Your coursework must reflect your own independent thinking and writing. Limited AI use is permissible only for surface level proofreading, formatting, and studying, within the guidelines of this policy and with required disclosure.

Any AI use that generates, rewrites, or expands your work, or that uses confidential course materials, is prohibited and treated as an academic integrity violation and will be addressed according to the Student Academic Integrity Policy.