

Last Updated: September 24, 2004

The University of South Dakota

## **FALL 2004 SYLLABUS**

### **IDEA 402: Now! – Public Art and Controversy**

**Course Prefix: 13241 IDEA 402-U015 (2 semester credit hours)**

**Room CFA 209, Fridays 9:00-9:50 a.m.**

**INSTRUCTOR: Dennis Navrat, Professor of Art**

**EMAIL: [dnavrat@usd.edu](mailto:dnavrat@usd.edu)**

**Website: <http://www.usd.edu/~dnavrat/syllabi/IDEA402.htm>**

**OFFICE: CFA208A**

**IdEA THEME LIBRARIAN: Arts and Identity: Developing Cultural Literacy: Carol Leibiger, [cleibige@usd.edu](mailto:cleibige@usd.edu)**

### **Course Description:**

This course is an introduction to the role of the arts in public settings. Issues addressed will focus on funding, policies, censorship, and roles of artists and the public. Contemporary events involving public art policies will be recognized and rationalized from opposing viewpoints.

### **Goals and Outcomes of IdEA Program:**

- A. Students will be able to intelligently read, research, analyze, and discuss complex issues from an interdisciplinary perspective. Learning outcomes: students have the ability to critically evaluate information and be able to transfer what they have learned to a wide variety of contexts.
- B. Students will gain concrete experience in problem solving and addressing contemporary

issues through hands-on service, research, or creative activity and through working within a community group having diverse viewpoints and academic backgrounds.

Learning outcomes: students have the ability to collaborative with other students in a process of questioning, understanding, and learning in concert with each other.

C. Students will actively participate in an array of service and/or co-curricular activities and events, integrating their experiences into their education; Learning outcomes: students have the ability to make meaning of the world and themselves in addition to subject mastery.

D. Students will recognize and demonstrate their individual and collective civic and community responsibilities as educated citizens and leaders.

Learning outcomes: students demonstrate ethical/social responsibility by their active involvement in service learning, research, or creative experiences.

### **Goals and Outcomes of Idea 402:**

As the capstone course for the Arts and Identity: Developing Cultural Competency theme, students will integrate and apply learning about cultural studies. Interdisciplinary exchange, problem solving and values will be related topics.

### **Course Requirements:**

A. Attendance: The class sessions provide information essential to success in the course. Participation in research and discussion counts as 20% of the total grade, therefore, attendance is required. After two absences, your final grade will be reduced by 10 points for each missed class.

B. Group Participation: Vital to the structure of research for Idea 402 is the development of opposing views. In order to develop these views for discussion, groups will be formed to organize opinions and anticipated answers to questions that justify the position of the groups' controversy. Each student must develop individual responses in their journal and contribute to the composite responses to weekly questions in class.

C. Research: Groups will submit a ten-page report developed to justify their position on a research topic to be presented in class. Groups will research views that have been issues in current public art funding controversies and present organized positions

justifying those points of view.

Research positions and topics will be assigned in class and each group will be given one class period to present their position to the class. At the end of the presentations, a debate will guide class discussion among these fracturing group viewpoints.

Individual viewpoints will be submitted by each student, in reaction to their formative opinion after these debates.

#### D. Action Component Information:

- Represents 50% of the class grade
- Completed by mid-semester, unless other permission is granted
- Prior approval is required by the instructor
- Forms of compliance must be completed
- Directed reflection on the experience largely determines the grade for this section

Please consult the Idea Webpage: [www.usd.edu/idea](http://www.usd.edu/idea) and the Action Link.

### Evaluation and Grading

Participation	40 points	Class attendance and participation
Group Research	40 points	Instructor and peer evaluation
Group Presentation	20 points	Instructor and peer evaluation
Journal Reflections	1-10 points	Instructor evaluation (Extra Credit)
Action Component	100 points	Journal/Reflection evaluation by instructor

**Grading Scale:** 200-180 points = A      179-160 points = B      159-140 points = C  
 139-120 points = D      119 points > = F

**A = 90-100%:** Consistently outstanding, superior, excellent work. Significant growth in skill development and demonstrated ability in understanding and effective assimilation of presented concepts. Exceeds most levels of acceptance in all grading criteria.

**B = 80-89%:** Consistently good, above and better than average work. Demonstrated improvement and growth in skill development and concept assimilation. Meets all levels of acceptance in all grading criteria.

**C = 70-79%:** Consistently adequate growth with average progress in skill development and concept assimilation. Meets minimum levels of acceptance in all grading criteria.

**D = 60-69%:** Below average, less than adequate improvement. Meets minimum levels of acceptance in some but not all grading criteria.

**F = 0-59%:** Unsatisfactory, unacceptable, insufficient improvement. Does not meet minimum levels of acceptance in any grading criteria.

## **Grading Criteria: RESEARCH PROJECTS**

Projects may include both writing and studio work components, as in IDEA program coursework and art education curriculum development coursework.

### **1. Quality of work and depth of understanding.**

Understanding and practice of course concepts relative to each assignment will demonstrate success. Skills of writing, organization, selection of visuals, and increasing control of art media are observable qualities in research projects. Improvement of skill with various media and care in the production and presentation of each project is expected of each student.

### **2. Progressive improvement and growth throughout the semester.**

Course effort is divided between (1) educational concepts and methods, and (2) appropriate exploration of art media common to elementary or secondary schools. Both engender application of the creative process. Each student brings to class a different level of experience and understanding; therefore, experiential differences among and between students will be considered in determining the final grade. Credit is apportioned for the growth each student demonstrates at the end of the semester beyond the level of ability observed at the beginning of the semester. The instructor fully encourages students who try hard and deserve credit for their efforts.

### **3. Responsible attitude and willingness to work.**

Demonstration of an eagerness to learn and to practice skill building is observable in each class meeting. Above-average students are expected to possess a positive learning attitude and a willingness to be challenged.

### **4. Participation in class discussions, critiques, and activities.**

A willingness to overcome shyness and inertia, and to risk being right when speaking is

essential to learning. A willingness to share thoughts and feelings with others is a major, positive factor in vital group experience. Above-average students are expected to participate in all course activities.

#### **5. Willingness to accept and use constructive criticism.**

When written projects are reviewed, or artworks are displayed and discussed, a variety of observations and suggestions should be expected. The qualities of the work are first observed and noted, then other possibilities are envisioned and suggested. Be tolerant of the statements of others and open-minded to suggestions coming from the instructor or any class member. Try the good suggestions next time you work.

#### **6. Willingness to challenge one's concepts, abilities, or complacency.**

An instructor will challenge student understanding and complacency. What a student can do well should be treasured. What a student can do better should be eagerly improved. To be aware of prejudices and overcome them will not only lead to success, but also to happiness. "To grow is to change - to change is to risk what is - a willingness to let go of the status quo."

#### **7. Performance on testing.**

The course may include objective testing relating to course concepts, studio processes, and art terminology.

#### **8. Record of attendance and tardiness.**

Incomplete learning occurs when classes are missed; therefore attendance is required. An instructor is blameless when absence denies a student the salient points of instruction of a class session. An instructor is very willing to clarify the points of instruction during and after class, but cannot repeat entire classes or individually instruct any student beyond the classroom for excessive amounts of time.

**University's Academic Dishonesty Statement:** USD Student Handbook p. 35

Academic Dishonesty. Acts of dishonesty, including, but not limited to the following:

1. Cheating - defined as, but not limited to, the following:

A. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;

B. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

C. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism - defined as, but not limited to, the following:

A. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline;

B. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;

4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;

5. Forgery, fabrication, alteration, misrepresentation or misuse of any document, record or instrument of identification, including misrepresentations of degrees awarded or honors received;

6. Tampering with the election of any institutionally recognized student organization;

7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

Note that acts of academic dishonesty may result in a failing grade for the course, suspension, or expulsion by the University

## **Civil Discourse Policy**

A university campus is an arena for alien ideas, controversy, and disagreement. The subject of ART is always controversial by the nature of creativity. An art instructor in a classroom or studio encourages controversial topics as a means of exploring critical analysis and the creative process. This course focuses on the effective use of very powerful tools: words, images, ideas, opinions, and arguments. As we practice our use of these tools, we promise one another that we will engage in ethical discourse, including the honest expression of ideas, the respectful acknowledgement of diverse viewpoints, and the creation of a confirming communication climate to facilitate growth and change.

Students are expected to work, individually and together, to create an atmosphere that is safe,

valuing of one another, and open to diverse perspectives. Students are expected to show courtesy, civility, and respect for one another and for the instructor. Comments that degrade or ridicule another, whether based on individual or cultural differences, will not be tolerated.

### **Special Assistance:**

Special assistance is available via tutors and study groups. If you wish to participate, see the instructor. Students needing disability accommodations are encouraged to contact Disability Services at 677-6389.

### **Appointment with the instructor:**

The instructor is available to students after each class session. In addition, appointments can be made directly by *e-mail* ([dnavrat@usd.edu](mailto:dnavrat@usd.edu)).

### **Action Component Information**

- a. What it is - refer to IdEA webpage on Action: [www.usd.edu/idea](http://www.usd.edu/idea) and action links.
- b. Where the forms are - on webpage
- c. 1. When the ACTION is due – by midterm: Friday, October 29, 2004, 9AM  
2. How ACTION is included in this capstone course: ACTION = 100 points = 50% of course grade  
3. Noncompletion of ACTION will result in a lower course grade – NO INCOMPLETE GRADES FOR THIS COURSE!
- d. Who can approve your ACTION plan? Theme coordinators, capstone faculty, or Student Action Office Staff
- e. Resource information address: 103 Old Main, [action@usd.edu](mailto:action@usd.edu) , 605-677-6338

**Class Format:** Topics presented, research done, notes taken, papers written, discussion groups will be formed, controversies discussed in class from opposing viewpoints.

Public Art is understood to include visual art, theatre, music, literature, and dance presented in a public setting.

### **Tentative Public Art and Controversy Topics and Research Sequence:**

**Now! Public Art Deliberations** (Tentative Topics – can you suggest alternatives? Bring your suggestions to class - the most NOW! topics will be selected)

by student voting)

1. National Endowment for the Arts
2. South Dakota Arts Council
3. Art and the Museum: Sensation vs. Classical Greece
4. Art and the public setting, outside the museums, tilted arc, Art Since 9/11/2001, Janet Jackson's costume malfunction
5. World Trade Center, shrines, and Robert Longo's falling woman
6. Culture Wars: Campus art, Holier Than Thou sculpture
7. Public Funding and the Museum
8. Public Art Funding in Public Places
9. Degenerate Art Then and Now
10. The Arts' Role in American Society

### Question 1:

Who is the NEA and what is their role in Arts Funding?

### Question 2:

Who is the South Dakota Arts Council and what role do they play in Arts Funding?\_

### Tentative Class Schedule

Date	Learning Activities	Assignments
September 3	Orientation to the capstone course and assessing student progress in relation to IdEA requirements	Research NEA online <a href="http://www.arts.endow.gov">www.arts.endow.gov</a>
September 10	Research questions, handouts, discussion - NEA	Research SDAC online <a href="http://www.state.sd.us/deca/sdarts">www.state.sd.us/deca/sdarts</a>
September 17	NEA discussion/debate - freedom of expression, censorship, public funding - pros and cons; Call for more NOW! topics	Research questions, handouts - SDAC
September 24	Discussion of the SDAC	Research USD carrillon controversy

October 1	CLASS WILL NOT MEET	Research TBA
October 8	Discussion of USD carrilon	Research TBA
October 15	CLASS WILL NOT MEET	Research TBA
October 22	Discussion TBA	Research TBA
October 29	MIDTERM  ACTION Component Due  Discussion TBA ; form groups	Service Learning Journal Due  Action Component Due Group Research TBA
November 5	Report presentation and feedback	
November 12	Report presentation and feedback	
November 19	Report presentation and feedback	
December 3	Report presentation and feedback	
December 10	Research Report due	