

To: FSEM Committee  
From: Carole Garmon  
Date: Jan. 18, 2014  
FSEM Proposal: Creating Art and Ideas  
3<sup>rd</sup> submission

Dear FSEM Committee Members,

Thank you for reconsidering our proposal. I am very happy to know that the committee has agreed to consider FSEM courses being taught by adjuncts, on a case by case basis. I am writing on behalf of Jake Urbanski's FSEM proposal, *Creating Art and Ideas*. Prof. Urbanski has taught with us in Studio Art for six years now and is considered an integral member of the department. I have observed his teaching and his dedication to our students and can say, without a doubt, that he is the perfect instructor to teach this course.

UMW's Studio Art program serves 89 majors and offers courses in a number of the general education required areas. However, with only four full-time studio art faculty (one recently becoming the new Gallery Specialist thus receiving a course reduction), it is impossible to participate in UMW's curricular initiatives (Honors courses and FSEM) without extending our program development to include valued members of our adjunct faculty. Jake Urbanski is at the top of this list. The proposal includes Prof. Jesionowski and myself as submitters and demonstrates our commitment to this endeavor. I trust this course will be a valuable addition to the FSEM list of courses and I thank you for time and consideration.

Respectfully,

Carole Garmon  
Dept. Chair  
Art and Art History

**FIRST YEAR SEMINAR COURSE PROPOSAL**  
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	<b>FSEM 100J2</b>		
<b>COURSE TITLE:</b>	<b>CREATING ART AND IDEAS</b>		
<b>SUBMITTED BY:</b>	Carole Garmon, Dept. Chair Rosemary Jesionowski, Assoc. Prof. Jacob Urbanski, adjunct faculty	<b>DATE:</b> <b>1/24/14</b>	
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			

**COURSE DESCRIPTION.** In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

**Art doesn't simply “come from the soul”; coming up with a good idea can be challenging. This course explores various methods of generating ideas for art making through research and discussion of contemporary artists and practices.**

**RATIONALE.** Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course meets the FSEM basic components by introducing students to art making (beyond their high school experiences) through research and discussion of contemporary artists and practices. Artists work in many ways; the semester will be segmented by theme to explore a variety of idea-generating methods. Each segment will focus on a specific set of artists whose works imply related concept. After researching the specified artists, the class will dissect the artworks and determine how they came to be. Students will then use the information gleaned from each segment of the class to produce their own idea and written proposal for a work of art. Some research will be conducted online and through books and periodicals, however, as all of the artists to be discussed are contemporary, the students will have the unique opportunity to contact the artists, ask questions, and learn through the most primary of sources. Students will also visit galleries to see works of art in person. The course will culminate in each student producing a work of art that has been thoroughly conceptualized.

**SYLLABUS.** Attach a course syllabus.

**SUBMIT** this form and attached syllabus **electronically as one document** to John P. Broome ([jbroom@umw.edu](mailto:jbroom@umw.edu)). All submissions **must** be in electronic form.

**University of Mary Washington**  
**Department of Art and Art History**  
**FSEM 100J2: Creating Art and Ideas**

**Resources**

The Department of Art and Art History website: <http://cas.umw.edu/art/>

**Required Texts**

*A Short Guide to Writing about Art* by Sylvan Barnet

*ArtSpeak: A Guide to Contemporary Ideas, Movements, and Buzzwords, 1945 to the Present* (Abbeville Press)

*Einstein's Dreams* by Alan Lightman

**Required Supplies**

Sketchbook

Supplies as needed for final project

**Course Description**

This is an introduction to formulating ideas for making art. Through research, discussion, and exploration students will develop their ability to use visual art as a means of communication. Various methods of generating ideas and synthesizing materials will be explored by looking at contemporary art and the working practices of contemporary artists. Students will read primary source information in the form of artist statements and artist essays. Group discussion is conducted on a weekly basis, encouraging class participation and individual conceptual development. The course will culminate in each student producing a thoroughly conceptualized piece of work.

**Student Learning Outcomes**

Students who successfully complete this course will establish a solid foundation in generating ideas for making art. Successful students will develop critical thinking through class discussions of contemporary artists working in various mediums with various working methods. Students will become familiar with these contemporary artists through research and discussion. Assignments will be given to strengthen both technical and creative skills.

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion

**Participation and Attendance**

It is important that you attend and participate in class every time we meet. A lot of material will be covered in class so missing class can put you behind. Class time is the best time to ask questions and learn! **You are responsible for getting accurate information missed during an absence** (make friends with and exchange email addresses with your classmates). Note that participation is worth 20% of your semester grade. LACK of participation includes, but is not limited to: missing class, arriving late or leaving early, coming to class unprepared, sleeping during class, not participating in class discussions, poor attitude and/or disrupting class.

A big part of this class is learning how to talk about art so participating in class discussions is very important. I expect you to contribute to every discussion so that everyone's thoughts and ideas can be considered. Please don't be afraid to make comments, ask questions, and basically verbalize anything you may be thinking about the work we are discussing (unless it is destructive).

Students are required to attend all exhibitions in the UMW Galleries.

*After two absences (excused or not), your grade will drop by one letter grade per missed class. Six or more absences will result in a failing grade for the semester. Three tardies/early departures will equal one absence.*

### **Classroom Conduct**

Students are expected to conduct themselves as responsible adults in class. Please respect each other and me! As noted above, poor classroom conduct can adversely affect your grade.

### **Cell phones, texting, and other uses of personal technology**

Please turn off your cell phones or put them to silent. Texting in class is completely inappropriate and will not be tolerated (I will confiscate your phone and hold it hostage until the end of the class period). I am signed on to the emergency text message system, so I will let you know if there is an emergency. iPods and other portable music devices with headphones are also banned from use in the classroom. We can make mixed CDs to listen to as a class and you're always welcome to bring in music for us all to listen to.

### **Artist Research**

Each week, I will give you a set of artist to research. Please write about each artist in your sketchbook: one paragraph about the artist's work, one paragraph explaining what you think the conceptual nature of the work is, and at least one image of the artist's work. I will check your sketchbooks regularly. Please site your sources (including websites if applicable).

### **Written Assignments**

After each idea-generating method is researched and discussed, students will write a description of a work of art to be created using the discussed method.

### **Final Project**

At the end of the semester you will present a final project. This project will begin with a proposal outlining the idea behind the work and how to intend to carry this idea out visually. A list of needed materials and a timeline for completion will be required. This project will be considered your final exam.

### **Grading**

Your final grade will be based on these components:

- 20% Artist Research
- 20% Final Project
- 40% Participation
- 30% Written Assignments

The assignments and final project grades are broken down into the following:

- technical aspects
- creativity (did you approach the assignment in a unique way)
- self motivation

- whether the project was completed properly (did you follow directions)
- participation in critique

\*Keep in mind that while art can be subjective, grading art is not. Your work will not be graded based on personal opinion or whether you have “natural talent”. You will be graded on how successfully you have applied the information that is discussed in class to your own work (from technical demonstrations to discussions of readings) and how you spoke about others’ work in critique.

Assignments will be graded and handed back no later than two weeks after they have been turned in.

A grade average of D or below at mid-term will be reported as *unsatisfactory* on the mid-term grade reports.

### **Academic Misconduct**

You are expected to do your own work when it comes to all assignments. This includes written assignments (*plagiarism will not be tolerated*) as well as visual assignments. We will discuss the differences between appropriating imagery and plagiarizing imagery. Any alleged Honor Code violations will be reported to the Honor Council.

### **Students with Disabilities**

\*\*\*Please provide a letter from the office of disability resources to me **within the first two weeks of the semester** so that I can best accommodate you throughout the semester.

Office of Disability Resources

Lee Hall, rm 401

Tel: (540) 654-1266 / Fax: (540) 654-2155

Virginia Relay: (800) 828-1140

Email: ods@umw.edu

### **Email Etiquette**

This may seem unimportant, but consider how you interact with me and with your classmates via email. Please address your email in some fashion: “Hi Jake”, “Dear Professor Urbanski”, etc. Please write in complete sentences. Be aware of the tone of your writing- read over it before you press send; writing in all caps makes it seem like you are yelling, writing in a lower case makes you seem lazy, extra exclamation points or question marks make your message seem condescending. Close your email with something: “Thank you”, “Best”, “Sincerely”, etc. and put your name! Please note that I only check my email during standard business

## Semester Schedule

### Weeks 1-2

- Introduction to thinking about art and generating ideas
- Working Method 1: **Narrative/Story Telling**
- Artists to research\*
  - Duane Michals (photographer)
  - Robert Gober (sculptor)
  - David Hockney (painter, photographer)
- Discussion
- Written Assignment #1 Due

### Weeks 3-4

- Working Method 2: **Personal Experience**
- Artists to research\*
  - Anne Massoni (photographer)
  - Nan Golden (photographer)
  - Bill Viola (video artist)
- Discussion
- Written Assignment #2 Due

### Weeks 5-6

- Working Method 3: **Investigation of Historical Event**
- Artists to research\*
  - Nate Larson (photographer)
  - Kara Walker (paper artist/ installation artist)
  - Cai Guo Quaing (sculptor)
  - Xu Bing (installation artist)
- Discussion
- Written Assignment #3 Due

### Weeks 7-8

- Working Method 4: **Point of View (Convince the Viewer)**
- Artists to research\*
  - Barbara Kruger (installation artist)
  - Shepard Fairey
  - Banksy
  - Ai Wei Wei
  - Felix Gonzalez Torres
- Discussion
- Written Assignment #4 Due

### Weeks 9-10

- Working Method 5: **Humor**
- Artists to research\*
  - Tom Friedman (sculptor)
  - Jon Gitelson (photographer/bookmaker)
  - Damien Hirst (sculptor)
  - Jeff Koons (sculptor)
- Discussion
- Written Assignment #5 Due

### **Weeks 11-12**

- Working Method 6: **Responding to Material**
- Artists to research\*
  - Tara Donovan (sculptor)
  - Roger Sayre (photographer)
  - Rob Tarbell (painter/sculptor)
  - Rachel Whiteread
- Discussion
- Written Assignment #6 Due

### **Week 13**

- Written Proposal for Final Project Due

### **Weeks 14-15**

- Open Studio
- Individual Meetings
- Class discussions of Work in Progress

\*list of artists is preliminary