Course Title: ART5930c: Experiments in Installation
Term: Summer C 2020
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(NOTE: All email communication should be through Canvas. Please use this email address only if you have an emergency and/or are unable to access Canvas email.)

Course Description

ART 5930c Experiments in Installation, is an online studio art class designed for students in the online art education MA program to fulfill the studio requirement for the degree.

This class introduces installation as an art form, creating connections between contemporary art, your art practice, interior and exterior space, site / location, the everyday, the ephemeral, and critical theory. Although this class does not directly address how you might integrate what we learn into your own pedagogy, I hope it will inspire you to explore some of the ideas presented in the classes you teach.

Activities will include: readings, videos, review of artists and artworks, a series of live lectures, reflective writings, art experiments, discussions, projects, and critique. In most lessons, there will be readings, videos, and artist websites assigned for you to reflect upon, responding in writing. Since this is a studio class, there is an emphasis on art making. Inspired by the readings and artists presented, you will be assigned to make artworks weekly (called Art Experiments), which you will share with classmates in Discussion threads, providing feedback and critique for each other. In addition to the weekly Art Experiments, there are two major art projects in the course: a Midterm and Final Project.

Course Objectives

- To explore the definition and history of installation, and learn about artists working in the field
- To develop 2D and 3D art works inspired by conceptual and artist research
- To experiment with expanded ways of thinking and new forms of artistic expression
- To think and write critically, and to have meaningful discussion about art in general and installation works in particular
- To develop process work, proposals, and presentations as a way to problem solve, direct, and sustain a personal art practice
- To hone documentation and communication skills in order to present artwork successfully online

MATERIALS AND LEARNING RESOURCES

Readings and other Materials
The readings for ART5930c are provided via pdf or link within each lesson. Websites, videos, and other materials will also be assigned and provided within each lesson.

Technical Requirements. You should have no problem connecting to and using e-Learning in Canvas if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable). The officially recommended technical requirements for e-Learning in Canvas are described on this webpage:

https://it.ufl.edu/policies/student-computing-requirements/ (Links to an external site.)

We will utilize the video conferencing service Zoom for occasional synchronous (real-time) meetings. For more info about Zoom:

https://ufl.zoom.us/ (Links to an external site.)

Other recommended software includes:

- **Microsoft Word and PowerPoint** – For submitting writing assignments and creating class presentations. Note: Using Apple's Pages or Keynote software is not advised as both programs appear to present problems when translating files.
- **Adobe Acrobat Reader or Acrobat Pro** – For reading and making PDF files.

- **Adobe Creative Suite** for software to use for image processing and video editing. (Note: there are some free software programs available online for image and video editing -- contact instructor for suggestions).

Note: UF students may download free copies of Office 365 ProPlus, which provides access to Microsoft Office products such Word, PowerPoint, etc. For more information:

https://it.ufl.edu/services/gatorcloud-microsoft-office-online (Links to an external site.)

Keep in mind that if you use the software available via Office 365 ProPlus, you should save the assignments on your computer and submit them directly to Canvas as .docx or .ppt files (rather than as links to the Office 365 ProPlus site).

Additional Technical Requirements. Access to a personal blog or website (free is fine) to upload the components of the Midterm and Final Projects, including process work, research, a proposal, artist statements, photo and video documentation of the pieces, etc. For video documentation, students will need to create a free account with youtube or vimeo (recommended, as work can be password protected) and post a link on their blog / website.

Access to a digital still and video camera to document your work (your smartphone is fine, if it can take high resolution images). Since this is an online studio course with an emphasis on making 3D works, one challenge will be to document your art pieces in a way that will allow the instructor and online colleagues to engage with the works, even though we will not be able to experience them in person. Excellent documentation in the form of high resolution images and videos (as appropriate) will be extremely important to our being able to assess (and grade) your works. Make sure that submitted images are 200-300 ppi so that we can see detail.

Technical Support for e-Learning

- **UF Help Desk**: http://helpdesk.ufl.edu/ (great info here with a variety of help options)
- **Email:** helpdesk@ufl.edu
- **Phone:** (352)392-HELP (4357)
- **Operating hours:** http://helpdesk.ufl.edu/hours.php

NOTE: University of Florida will NEVER request or email you for your GatorLink password.

Course Schedule and Content

Week 1 / Lesson 1
Installation Definition and History
Thinking about and Experiencing Space

Week 2 / Lesson 2
Space and Negative Space

Week 3 / Lesson 3
Outdoor Interventions and Site Specificity

Week 4 / Lesson 4
The Everyday

Week 5 / Lesson 5
Midterm Project Submission and Final Project Proposal

Week 6 / Lesson 6
The Ephemeral

Week 7 / Lesson 7
Final Project Submission

Week 8 / Lesson 8 (note this is an abbreviated week)
Presentations, Critiques, and Final Reflection

Learning Activities

The learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the learning objectives. **Due dates for all learning activities are provided in the Course Modules, Assignments, and Discussions.**

The primary instructional methods for this course include assigned readings, videos, review of artists and artworks, a series of live lectures, reflective writings, art experiments, group discussions / critiques, and project work. In most lessons, there will be readings, videos, and artist websites assigned for students to reflect upon, responding in writing. Since this is a studio class, there is an emphasis on making. Inspired by the readings and artists presented, students will be assigned to make six weekly artworks (called Art Experiments) and two major Projects which will be shared with classmates in Discussion threads, where students will provide feedback and critique for each other. Extensive reading, art-making and personal research will be required to help students achieve the course objectives. Students should expect to spend a minimum of 6-10 hours weekly on coursework.

Art Experiments and Discussion Participation
Art Experiments are art-making activities that correlate with and extend the ideas presented in each lesson. In addition to making and posting the art work created as a result of the Art Experiments, you will also react and give written feedback to your colleagues' works through Discussion threads. These Discussions are designed to emulate traditional studio critique, in which peers question and comment on the formal and conceptual aspects of your work. The feedback may include supporting or divergent points of view, as well as suggested readings or artists to consider. In addition to thoughtful written responses, posts may include links to websites, images and video.

Art Experiments are open for the duration of each lesson. Thus, **it is important that you post your initial contributions to each Art Experiment Assignment and also to the accompanying Discussion by midnight on Sunday, EDT (at the latest). This will allow you to review and post thoughtful replies to classmates' work on the Discussion thread by midnight on Tuesday, EDT.** If a colleague posts a response to your initial post on the Discussion, you are strongly encouraged to reply in return. You should log in regularly between Sunday and Tuesday to respond to Discussion posts. Additional participation is encouraged and will earn higher points each week. Your insights to the material and each other's work are welcomed.

Each Art Experiment has its own point value and rubric delineated in each lesson. View the detailed rubric for Discussion Participation.

Written Reflections
Throughout the semester, students will be assigned articles, videos, artist websites, etc. to review. Students will be asked to consider the content critically and respond in Written Reflections. The goal of the Written Reflections is to respond to the questions in your own words, based on your understanding of the concepts presented. View the detailed rubric for Written Reflections

Projects

- **Midterm Project: Thinking Small-Scale**: Creating a Miniature Environment. Students will create a miniature sculptural environment, an installation in a contained space (no larger than 2ft x 2ft). Any medium or combination of mediums may be utilized to engage one or more of the viewer's senses. Process work and the final piece will be documented on a personal blog / website and uploaded to Assignments on Canvas. Critique will come in the form of a Discussion thread where students will provide feedback for each other. View details and rubric for Midterm Project
- **Final Project: Re-Imagining Space: Transforming the Quotidian:** Students will create a larger-scale, site-specific installation that re-imagines a quotidian space in their lives. Any medium or combination of mediums may be utilized to engage one or more of the viewer's senses. Process work, a detailed proposal, and the final piece will be documented on a personal blog / website and uploaded to Assignments on Canvas. The Final Project will culminate in small group critiques [live via Zoom], in which students will make 5-10 minute presentations about their Project, and provide feedback to their peers. Additional critique will also come in the form of a Discussion thread. View details and rubric for Final Project.

The challenge for this course will be not only to create ambitious artworks that are strong in concept and aesthetics, and are satisfying to you as an artist, but also to document the pieces in a way that will allow the instructor and online colleagues to engage with them, even though we will not be able to experience the artworks in person. Excellent

documentation in the form of high resolution images and videos (as appropriate) will be extremely important to our being able to assess your works.

Professionalism

As you move through this course, please keep in mind that professionalism as an art educator consists of three essential characteristics: competence, performance, and conduct — all of which directly impact the teacher's effectiveness. These qualities also apply to graduate students and teacher-researchers.

It is expected that students will demonstrate behaviors that reflect a commitment to professional performance and development, ethical practice, and a responsible attitude toward our colleagues, our profession, and society. Behaving in a professional manner is especially critical in a research and art-making context, where we make ourselves vulnerable to others through sharing our art. Professionalism includes acting with respect, compassion, integrity and altruism in relationships with students, colleagues, and other stakeholders. Professionalism includes a sensitivity and responsiveness to race, gender, age, culture, religion, sexual orientation, socioeconomic status, and belief systems.

Grading Policy

Final grades will be calculated according to the following:

- Written Reflections + Discussion Participation (20%)
- Art Experiments (30%)
- Projects (50%) - Midterm Project 20%, Final Project 30%

Evaluation criteria for each component will be provided. Incomplete grades are given only to students who are in good standing (passing the course at the time the incomplete is requested), but who, because of unusual circumstances, are unable to complete the course requirements in the allotted time (see Incomplete Policy below). Students considering withdrawal from the course should first consult their advisor and the UF catalog. Refer to the official UF calendar for the last day to withdraw from a class.

To receive credit for an assignment, all assignments must be completed and submitted on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Your work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics, including your individual research interests and evidence of transformative thinking and learning.

Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Written Reflections + Discussion Participation: Lesson 1 Reflection: What is installation art? (5 points) Lesson 1 Reflection: Thinking about Space (5 points) Lesson 1 Art Experiment Discussion: Experiencing Space (5 points) Lesson 2 Reflection: Thinking about Space and Negative Space (10 points) Lesson 2 Art Experiment Discussion: Negative Space (5 points) Lesson 3 Reflection: Considering Site Specificity (5 points) Lesson 3 Art Experiment Discussion: Outdoor Intervention (5 points) Lesson 4 Art Experiment I Discussion: Recording the Everyday (5 points)	**20%**

Lesson 4 Art Experiment II Discussion: Creating with the Everyday (5 points)	
Lesson 6 Reflection: Considering the Ephemeral (10 points)	
Lesson 6 Art Experiment Discussion: Harnessing the Ephemeral (5 points)	
Art Experiments: Lesson 1: Experiencing Space (10 points) Lesson 2: Negative Space (10 points) Lesson 3: Outdoor Intervention (10 points) Lesson 4, I: Recording the Everyday (10 points) Lesson 4, II: Creating with the Everyday (10 points) Lesson 6: Harnessing the Ephemeral (10 points)	**30%**
Projects: Midterm project = 20% Final Project = 30%	**50%**
Total	**100%**

Incomplete Policy

UF policy dictates that an incomplete grade (or "I") may only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements due to mitigating circumstances. In cases where an "I" is given, the student and faculty member must create a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Grading Scale:

A 100–94: superior work; all criteria have been surpassed in a distinguished manner
A-   93–90: superior work; all criteria have been surpassed
For a grade of A or A-, you must do superlative work: careful attention to craft and presentation. The originality of idea and execution of the piece work together. You have thoroughly documented your process and have presented your process in a manner that is easy to comprehend. You went beyond merely solving the problem. One who performs at this level is visibly outstanding; work is outstanding in every respect.

B+ 87-89: very good work; all criteria have been surpassed
B   83-86: above average work
B- 80-82: slightly above average work
For a grade in the range of B+, B, B-, you must do very fine work: almost superlative. A few minor changes could have been executed to bring the piece together. You documented your process and presented the ideas that went into making the piece, but the presentation was not totally clear or thorough. You went beyond merely solving the problem. The solution to the problem and idea were well planned. Execution is well done.

C+ 77-79: adequate, average work
C   73-76: adequate work
C- 70-72: less than adequate work
For a grade in the range of C+, C, C-, you have done average work: slipping in levels of originality, craft and

presentation. The piece does not function as a unified whole or statement, yet effort was made. Your process work is minimal and not particularly reflective. You have solved the problem; however, the requirements of the problem are met in a relatively routine way.

D+ 67-69: barely meeting criteria
D   63-66: barely meeting criteria
D-   60-62: barely meeting criteria
You have solved the problem or addressed part of the problem, but there is much room for improving skills and developing concepts further. You neglected basic craftsmanship skills and depth of conceptual development. You have submitted the bare minimum of process work and the lack of process has impacted the poor conceptual development and/or technique in the work.

E = Unacceptable work and effort
For a grade of E, no work was submitted, or the work submitted was inadequate; the requirements of the problem were not addressed. The piece represents careless and / or incomplete effort. Work is substandard.

Course Policies

Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. You should expect to spend approximately six to ten hours per week on outside study, (e.g, reading, online research, and making art).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule with weekly due dates. In addition, there will be opportunities for live synchronous sessions using the video conferencing service Zoom. During these sessions, we will be able to discuss course content in real time, engage in critique, etc. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting, except in the case of critiques, where attendance and participation in the live sessions are required and no recordings are made.

Student Conduct and Honesty Codes

All students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this means that students may not submit written reflections or projects that were created by another person(s) and students must properly cite sources for any material used in completing course assignments. Please refer to the UF Student Guide for information on students' rights and responsibilities, UF's standard of ethical conduct, the honor code and academic guidelines. Submitting plagiarized work will result in a failing grade. For further info: https://sccr.dso.ufl.edu/process/student-conduct-code/ (Links to an external site.)

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (http://www.albion.com/netiquette/corerules.html) (Links to an external site.), excerpted from the book *Netiquette* by Virginia Shea (1994), are a set of guidelines to which all members of this course are expected to adhere. Please treat each other with respect. Online learning participants who do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Student Support Services

As a student in a distance learning course or program, you have access to the same student support services as on-campus students. For course content questions, contact your instructor. For technical issues, please contact the UF Computing Help Desk at (352)392-HELP (4357), or visit http://helpdesk.ufl.edu. For a list of additional student support services links and information, please visit https://distance.ufl.edu/current-students/ (Links to an external site.)

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the web: https://disability.ufl.edu/ (Links to an external site.) or by phone at (352)392-8565. All course materials may be made available in alternative format upon request.

Changes to the Syllabus
The instructor reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through Canvas email.