EXPANDED COURSE DESCRIPTION
VISUAL ARTS
School of the Arts, Media, Performance and Design
Department of Visual Art Art History
FA / VISA 3087 3.0 SECTION A
INVENTING THE ENVIRONMENT
FALL 2017 / WINTER 2018

Last Modified Date: 08/24/2017

COURSE CALENDAR DESCRIPTION

Reflecting on the complex intersection of nature and culture; a vision of cities as living organisms, deeply intertwined with the natural terrain of a geographic site, students invent a series of interconnected environments through the practice of drawing.

INSTRUCTOR(S)

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<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<td>Pak, June Youngboon</td>
<td>Sec. A / STDO / F</td>
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SPECIAL FEATURES

COURSE DESCRIPTION

This course reflects on the complex intersection of nature and culture; a vision of cities as living organisms, deeply intertwined with the natural terrain of a geographic site, in order for students to invent a series of interconnecting environments through the practice of drawing.

It is designed to expand the application of drawing as a contemporary art making tool to further investigate the conceptual, representational, political and social understandings of the environment (site/space/location). Through visual presentations, discussions based on assigned readings and studio projects, students are asked to develop their own visual language that echoes their thematic exploration through their work.

TOPICS AND CONCEPTS

PROJECTS

The studio works are loosely structured projects that are designed to encourage you to explore broader techniques of drawing within the contemporary art practice. They are meant to be open-ended in order to guide you to cultivate your own visual language that can communicate your concept to the viewer.

In order to reflect upon the contemporary drawing practice, studio projects for this course ask you to engage in the boundless and expansive technical frameworks of mark making. Consider animation, installation, scale, durational drawing, spatial drawing, performance, etc.

The overall theme for this course is site/space/location. Throughout the term, you are asked to investigate your own relationship to the site you choose to work with. Consider its social framework, cultural implications, political history, personal association, etc.

Project 1 (20%)
Due: Oct. 18
- Take a thoughtful walk around the campus
- Pick one spot that “speaks” to you
- Observe the site carefully; Pay attention to the site’s unique features
- Make a work that echoes your response to the site

Project 2 (20%)
Due: Nov. 22 & 29
- Revisit the site for your Project 1
- Do further research on the site: what are the social, cultural and/or political implications associated with the site?
- Make a work that reflects your research on the site.

Visual Research (20%)
Due with each project
While working on each project, keep visual records of your thinking process. They could be, but not limited to, photographs, sketches, diagrams, notes. The purpose of keeping the visual records while working on each project is to activate your engagement to the site of your choice.

Reading/Discussion Responses (20%)
Due: Anytime by Nov. 15
There are two assigned readings in this class. With each reading, there will be specific questions asked in relation to the reading for you to respond to in writing. Please be mindful while reading the text. You are expected to participate actively during the in-class discussion. Keep in mind that the written response is not a summary, rather a thoughtful reflection on the text, in-class discussions and exercise.

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Each response should be typed, double-spaced, and maximum 750 words.

ASSIGNED READINGS

FURTHER READINGS AND RECOUERSE
Dexter, Emma. Vitamin D: New Perspectives in Drawing, Phaidon Press, 2005
www.drawitwithyoureyesclosed.com
www.art21.org

WEEKLY SCHEDULE
PLEASE NOTE: due dates and class schedule are subject to change. Changes will be notified in advance in class and will be posted in course moodle. Students are responsible to be aware of the changes.

Week Date
1 Sept. 13 Overview of the course and discussion on working methodology
Project 1 Introduction

*** Sept. 17 (Sunday): Sister Co-Resister: A Walking Salon, “Can walking be political?”
1:00 pm at the AGYU ***

2 Sept. 20 Site exploration

3 Sept. 27 Reading discussion:
Fay, Brian. “A continuous incompleteness”, What is _ Drawing?, Irish Museum of
Modern Art, IMMA, 2013, 11- 22

Drawing exercise

4 Oct. 4 Work Period

5 Oct. 11 Work Period

6 Oct. 18 Project 1 Due: in-class critique
Make sure to bring in your visual research with Project 1

7 Oct. 25 Reading discussion I:
Kwon, Miwon. “By Way of a Conclusion: One Place After Another”, One Place
After Another: Site-Specific Art and Locational Identity, London, UK: The MIT
Press, 2004, 156-167

Project 2 Introduction

Oct. 26 - 29: Fall Reading Days (No classes; University open)

8 Nov. 1 Project 2 process check

9 Nov. 8 Reading discussion II:
Kwon, Miwon. “By Way of a Conclusion: One Place After Another”, One Place
After Another: Site-Specific Art and Locational Identity, London, UK: The MIT
Press, 2004, 156-167

Work period

*** Nov. 10: Last date to drop a course without receiving a grade ***

10 Nov. 15 Work period

11 Nov. 22 Project 2 Due: in-class critique I
Make sure to bring in your visual research with Project 2

12 Nov. 29 Project 2 Due: in-class critique II
Make sure to bring in your visual research with Project 2

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

COURSE ORGANIZATION

Thinking:
In overall, the course is structured around three main thematic frameworks: Cultural Environment,
Social Environment, and Political Environment. Through assigned readings, follow-up discussions and
personal research, the concept of the environment will be explored according to ones own personal
investigation of a chosen site.

Making:
Students are expected to challenge conventions of drawing and engage their work within the
contemporary art practice. Along the technical development, you should expand and investigate the
concept of the environment as a central subject matter; the technical rendering should reflect and
support the conceptual framework of each work.
Keeping the above elements in mind, there are two main projects in this course. These projects are going to be assisted by various visual exercises and readings. Class critiques will be conducted at the end of each project. Students will present their work to the class and the class will serve as art critics to further explore the possibilities suggested by the work. The professor will facilitate this process by offering encouragement, as well as criticism. Keep in mind that in order for a critique to be meaningful, students MUST participate actively. The critique should not be regarded as judgment or verdict on the artwork. Instead, it is an opportunity to enable further development. A critique is really an enabling experience.

**COURSE OBJECTIVES**

Upon completion of this course, students should be able to:
- expand and question the conventions of the drawing practice
- cultivate thematic understandings of the environment in relation to site/location/space
- articulate their own motivation and methodology
- provide meaningful, critical and thoughtful responses to artworks

**GRADED ASSESSMENT**

**COURSE EVALUATION**

Your work will be graded on your creativity and effort i.e. how you interpret the objective of the project and take it as far as possible. It is evaluated:
1. Within the context of class
2. The student’s development
3. Within the context of contemporary art practice

Visual Research 20%
Project 1 20%
Project 2 20%
Reading/Discussion responses 20%
Participation 20%
Total 100%

*** Last Date to drop without receiving a grade is Friday, November 10. ***

York University Grading Scale

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York. Graded assignments will bear a letter grade designation. For a full description of York grading go to: http://www.yorku.ca/secretariat/policies/document.php?document=87

A+ 90 –100 Exceptional: thorough knowledge, exceptional skill and great originality
A 80 – 89 Excellent: thorough knowledge, high degree of skill and some originality
B+ 75 – 79 Very Good: thorough knowledge and high degree of skill
B 70 – 74 Good: good level of knowledge and skill
C+ 65 – 69 Competent: acceptable level of knowledge and good skill
C 60 – 64 Fairly Competent: acceptable level of knowledge and some skill
D+ 55 – 59 Passing Slightly: some knowledge and skill
D 50 – 54 Barely Passing: minimal knowledge and skill
E 31 – 49 Marginally Failing
F 0 – 30 Failing

Assignment Submission, Lateness penalties, Final Submission Date:
All assignments for this course must be received on the due date (see due dates below for each project). Assignments are to be presented on the due date with the in-class critique. Assignments submitted by email will not be accepted. There will be no extensions except for verified medical reasons. The graded assignments will be returned within three weeks.

Lateness Penalty: Assignments received later than the due date will be penalized one-half letter grade (1 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness will be given consideration only if documentation such as a doctor’s letter is provided.

ADDITIONAL INFORMATION

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents):
http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

• York’s Academic Honesty Policy and Procedures/Academic Integrity Website
• Ethics Review Process for research involving human participants
• Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
• Student Conduct Standards
• Religious Observance Accommodation

Academic Honesty and Integrity
York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (http://www.yorku.ca/academicintegrity/students.htm).

Ethics Review Process
York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation
York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May),
students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behavior by students in academic situations is available on the York website http://www.yorku.ca/secretariat/legislation/senate/harass.htm

York University’s Code of Student Conduct is available online at: http://www.yorku.ca/scdr/CodeOfConduct.html

Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents): http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University