EXPANDED COURSE DESCRIPTION

ART HISTORY
School of the Arts, Media, Performance and Design
Department of Visual Art Art History
FA / ARTH 4640B3.0 SECTION A
CONTEMPORARY SCULPTURE
FALL 2018 / WINTER 2019

Last Modified Date: 08/17/2018

COURSE CALENDAR DESCRIPTION

Examines the development in contemporary sculpture from 1980 to the present, within both a theoretical and historical context. Initial seminars successively examine questions concerning the traditional public monument, modernist sculpture and problems of theoretical definition. The principle focus, however, is on sculpture in the past fifteen years. Prerequisite: FA/VISA 2620 6.00 or permission of the Instructor.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Grosskurth, Brian J B</td>
<td>Sec. A / SEMR / F</td>
<td><a href="mailto:bgrossk@yorku.ca">bgrossk@yorku.ca</a></td>
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SPECIAL FEATURES

This seminar will examine developments in contemporary sculpture from 1980 to the present within a challenging theoretical framework. Emphasis will be given to debates concerning contemporary public sculpture in relation to the writings of Hannah Arendt and Jürgen Habermas on the public sphere. The initial seminars will examine questions concerning the traditional public monument, modernist sculpture and problems of theoretical definition. The principal body of the course, however, will focus on sculpture of the past fifteen years. Michael Asher, Joseph Beuys, Katherina Fritsch, Rebecca Horn, Maria Nordman, Richard Serra and Susana Solano will be among the artists whose work will be examined.

The course will consist of lectures, discussion, field trips and student seminar presentation.

TOPICS AND CONCEPTS

Course Texts:
Miwon Kwon, One Place After Another. Site-Specific Art and Locational Identity, MIT Press, 2002.

Course Schedule (please note that the following outline is provisional in character and will subject to change due to class presentations, field trips and modifications of format):
Week One: Introduction.
Week Two: The Traditional Public Monument: This seminar will focus on Falconet's equestrian statue of Peter the Great in Saint Petersburg and the larger question of defining the parameters of the traditional public monument.
Week Three: Modernist Strategies: The seminar will focus on David Smith's *The Letter* of 1950 in terms of both modernist criticism and alternative theoretical perspectives.

Week Four: The Destruction of Tilted Arc: The seminar will investigate the dismantling of Tilted Arc within the context of Richard Serra's theory and practice of site-specificity.

Week Five: Joseph Beuys and the Autobiographical Monument: The seminar will focus on Beuys' last work, *Palazzo Regale* of 1985.

Week Six: 12 October 2018 - No Class – Fall Reading Week

Week Seven: Susana Solano and the Public Sculpture: The seminar will consider Solano's negotiation of private and public spaces in her work of the 1980s and 1990s. **Essay Outline Due, 19 October, 2018**

Week Eight: Rebecca Horn and *Homage to the Barceloneta*: The seminar will focus on Horn's 1992 commission in Barcelona.

Week Nine: Presentations,

Week Ten: Presentations **First Essay Due, 9 November 2018**

Week Eleven: Presentations

Week Twelve: Presentations

Week Thirteen: Presentations. **Final Essay Due, 30 November 2018**

**Selected Bibliography**


LIST OF LEARNING OUTCOMES AND EXAMPLES OF

1) The purpose of this seminar is to introduce students to a detailed analysis of specific works of contemporary sculpture within an advanced theoretical framework.

2) Students will become familiar with central issues concerning contemporary public art and with current theoretical debates.

Course Texts:
Miwon Kwon, One Place After Another, Site-Specific Art and Locational Identity, MIT Press, 2002.

GRADED ASSESSMENT

EVALUATION: Two 8-Page Essays (30% each, due dates: 9 November and 30 November, 2016), Essay Outline (15%, due date: 19 October 2018) Class Presentation (15%), Participation (10%).

Essays: The 2 short essays must be a minimum of 7-8 pages and focus on one or two contemporary works in any medium in relation to the theoretical concerns raised by Serra, Kwon or Zizek. Undergraduates may also have the option of writing 1 long paper instead of 2 short essays. In order to qualify, however, this paper must have a minimum of 12 pages of text, excluding endnotes and bibliography. Anything less will not be accepted as a long paper and will be counted as a short essay in the final grading scheme.

Participation: Please let me know by email if you cannot attend a class especially if this is a field trip. Failure to attend regularly will bring your overall mark down significantly.

Presentations: Presentations should be 20 minutes in length and focus on the subject of one of your papers. They should include projected visual materials. You should also circulate copies of a 1 page summary of your argument with a brief bibliography to the class. All presentations should be well prepared, well written and well rehearsed.

Essays: The 2 short essays must be a minimum of 7-8 pages and focus on one or two contemporary works of sculpture in relation to the theoretical concerns raised by Kwon, Serra and Zizek. Undergraduates may also have the option of writing 1 long paper instead of 2 short essays. In order to qualify, however, this paper must have a minimum of 12 pages of text, excluding endnotes and bibliography. Anything less will not be accepted as a long paper and will be counted as a short essay in the final grading scheme.

Essay Outline: The essay outline should be a minimum of 2 pages and include bibliography. It should a clear and concise presentation of the central arguments which you propose to use in your upcoming papers.

Participation: Please let me know by email if you cannot attend a class especially if this is a field trip. Failure to attend regularly will bring your overall mark down significantly.

Presentations: Presentations should be 20 minutes in length and focus on the subject of one of your papers. They should include projected visual materials. You should also circulate copies of a 1 page summary of your argument with a brief bibliography to the class. All presentations should be well prepared, well written and well rehearsed.

Assignment Submission: Essays must be given to me in class.

Essay Deadlines: 9 November 2018 and 30 November 2018
Essay Outline Deadline: 19 October 2018

Lateness Penalties: Essays turned in after the due date are penalized by 5% per day. Lateness due to medical or other reasons must be fully documented.

GRADING: The grading scheme for this course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ = 9, A = 8, B+ = 7, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (or both); (e.g. A+ = 90-100; A = 80-90; B+ = 75-79; etc.). For a full description of York grading system see the York University Undergraduate Calendar

ADDITIONAL INFORMATION

THE WITHDRAWAL DATE FOR A FALL TERM COURSE IS 9 NOVEMBER 2018

Important Deadline Dates:
Essay Deadlines: 9 November 2018 and 30 November 2018
Essay Outline Deadline: 19 October 2018

IMPORTANT COURSE INFORMATION FOR STUDENTS

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/univsec/policies/document.php?document=69).

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).

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at www.yorku.ca/cds or from disability service providers:
• Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297
• Mental Health Disability Services: N110 BCSS, 416-736-5350
• Learning Disability Services: W128 BCSS, 416-736-5383
• Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736-5263
Deaf and Hard of Hearing students can also contact dhh@yorku.ca

Glendon students - Counselling & Disability Services, Glendon Site: Glendon Hall E103, 416-487-6709

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, Bennett 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 endeavour. 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 behaviour by students in academic situations is available on the York website http://www.yorku.ca/univsec/policies/document.php?document=82

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