

New York University
Department of Art and Art Professions

Research in Art and Art Education (E92.2299) / Final Projects (E92.2301)

Spring 2013

Thursdays, 5-7pm, Barney 501

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Research and Final Project is a combined class that asks you to engage in research around a chosen topic, question, or idea as a means to develop a written paper, an artwork or series of artworks, and a related curriculum. As a model for this way of working, consider the connections between a thematic/topical museum exhibition, its companion catalogue/text, and educational materials. Consider the two ICP shows that we have discussed previously in the program - *Only Skin Deep: Changing Visions of the American Self* and *White: Whiteness and Race in Contemporary Art*.

The Research/Final Project experience is intended to investigate and enact contemporary artistic practice as a form of research that shapes knowledge about the world. Throughout the semester we will look at a variety of examples of and issues regarding research within the context of art making. Our exploration of different forms of artistic research methods will be conducted through: presentations, guest speakers, readings, in class discussions, hands-on activities that deal with observation, interviews, and visual analysis of data. Class time will be spent introducing a wide range of artistic practices and having a chance to develop ideas and critique work in progress towards the final paper, exhibition, curriculum, and a group exhibition catalogue.

ASSIGNMENTS

We will use a Ning site to communicate about and share all readings and information about class assignments and weekly sessions: <http://artedresearchfinalproject.ning.com/>

Bibliography DUE: Feb. 14

An annotated list of books, articles, web sites, artworks, artist projects, etc. that are relevant to your question or topic and will help you develop a wider scope of knowledge about what existing conversations are happening around it and where your individual research might go. Please use APA style. For more information on APA visit: <http://www.library.cornell.edu/resrch/citmanage/apa>

Map/Drawing DUE: Feb. 21

This assignment should function as a stepping stone to translating your research topic from ideas and information into a visual form as well as a well organized research paper -- aimed at helping you build your visual and thinking process from the initial driving question outward to information collected to support or challenge your initial ideas. If possible, the map/drawing should begin to tie in potential materials/media used to convey the ideas.

Introduction and Outline of Final Research Paper DUE: March 7

First Draft DUE: April 4 or 11

Final Draft DUE: (10-12 pages), DUE: May 9

Your final draft of your paper should include an introduction of your research question or topic including what is the significance, importance, relevance of your topic to you and

to a broader social context – locate your topic in current issues, historical precedent, cultural and geographic context.

The main body of your paper should analyze your topic by introducing key ideas or themes that you uncovered in your research and that represent how your topic is being discussed or addressed by scholars and artists. NOTE: In order to successfully complete your paper, you will need to do significant independent reading and art viewing in connection with your bibliography and map/drawing. Please use APA style formatting for in text references as well as your Reference List at the end of the paper.

Artwork for exhibition (May 6-11): Installation: May 6, Presentations: May 9, De-installation: May 11

Each participant in the class will be given an appropriate space to install their contribution to the group show in the Commons. Artwork should stem from the research question explored within your final paper for the class, and can be an expression of the process of researching your topic, a conclusion of your research, or an ambiguity exposed through the process of research. The work will be graded on your ability to draw links to your paper through material; to relate the Artist Project Statement (due May 2) to the work; and on the general aesthetic and conceptual success of the piece.

Curriculum DUE: May 11

The curriculum is an opportunity to connect the research you have done for the written paper with the artwork you have produced in order to consider how you would work with students in relation to your question/topic. You will need to select a particular grade level and time frame in which to outline a series of lessons or experiences that would involve students in discussion, investigation of artworks, research and the development of their own artistic work around this question or topic. Please use the Unit Plan template from Visionary Studios. You do not need to create specific lesson plans.

COURSE EVALUATION

You will be evaluated based on successful completion of all course assignments and activities. The work you complete for this class should represent graduate quality scholarship and art making. It will be evaluated based on its intellectual rigor, originality, artistry, and craftsmanship.

Final Paper: 30%

Exhibition: 30%

Curriculum: 15%

Class Participation and Preparedness: 20%

Final grades will be awarded according to the NYU Department of Art and Art Professions guidelines:

A 95 to 100

A- 90 to 94

B+ 85 to 89

B 80 to 84

B- 79 to 75

C+ 70 to 74

C 69 to 65

C- 60 to 64

D 59 and below

COURSE OUTLINE

Week 1 / Jan 31 – Share artwork/process + topics/questions; Review syllabus

(NOTES: tell them to set up an appt. with one of us to talk one on one about their topic, reminder about Bobst)

Week 2 / Feb 7 – Bobst research orientation -- meet at the library, Fales Collection - 3rd floor

(NOTES: Review bibliography assignment, find examples...)

Week 3 / Feb 14 – Overview: Research and Artistic Practice

DUE: Annotated bibliography

READINGS:

RAQS Media Collective, 'The Language of Birds'

Related artwork: The Capital of Accumulation: <http://www.raqsmediacollective.net/works.aspx> scroll to page 5 of Projects, includes link to download video

Eleanor Heartney, 'Invisible Networks' in *Art in America*, November 2010. pp. 140-151

Week 4 / Feb 21 – Education

DUE: map/drawing

READINGS:

Annette Krauss - Intro to Hidden Curriculum, pp. 1-22

Week 5 / Feb 28 – Identity/Autobiography

READINGS:

Kara Walker Video Exclusive "Negress" + Interview: <http://www.art21.org/texts/kara-walker/interview-kara-walker-projecting-fictions%E2%80%94insurrection-our-tools-were-rudimentary->

Week 6 / March 7 – Ethnography

DUE: Introduction & Outline for paper

READINGS:

Desai, Dipti (2002). 'The Ethnographic Move in Contemporary Art: What Does it Mean for Art Education?' in *Studies in Art Education*; Summer 2002; 43, 4; pp. 307-323.

Jaar, Alfredo and Gallo, Ruben, Interview: "The Limits of Representation"

<http://www.echonyc.com/~trans/Telesymposia3/Jaar/Telesymposia3eJaar.html> (+ PDF version)

Week 7 / March 14 – Politics/Social Justice

Sadr Haghghian, Natascha; Hunt, Ashley (). Representations of the Erased, pp. 5-11 (NOTE: not from the beginning of the article)

Hirschhorn, Thomas (2008). Doing art politically: What does this mean?

<http://www.artandresearch.org.uk/v3n1/fullap01.html>; Video of lecture:

<http://www.artreview.com/video/video/show?id=1474022%3AVideo%3A595858>

Week 8 / March 21 – Working Groups; Review First Draft assignment & Presentation expectations

March 28 – Spring Break

Week 9 / April 4 – Research/Artwork Presentations – Group 1

DUE: First Draft of Paper (for Group 1)

Week 10 / April 11 – Research/Artwork Presentations – Group 2
DUE: First Draft of Paper (for Group 2)

Week 11 / April 18 – Science / Environment
READINGS:

Week 12 / April 25 – Topic TBD
DUE: Artist Project Statement

Week 13 / May 2 – Working/critique session

May 6 – Exhibition Installation (exhibition on view May 6-12, reception TBD)

Week 14/ May 9 – FINAL presentations in the gallery

POLICIES

Disabilities Statement

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities (<http://www.nyu.edu/csd>) at 212 998-4980, 240 Greene Street.

University Policy on Student Conduct

The relationship between students and faculty is the keystone of the educational experience at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University graduate school education aims not only to produce high quality scholars, but to also cultivate honorable citizens. For specific details about the NYU University Policy on Student Conduct please download and refer to the NYU guide on student conduct: http://www.nyu.edu/students.guide/policies/student_conduct.pdf