SPALDING UNIVERSITY

Course Syllabus

ART-371-DD (SD2223): Forging Identity

COURSE INFORMATION

- Term: Sessions 4 & 5 / January 30 – April 27, 2023
- Credit Hours: 3
- Course Prerequisites: Foundation sequence and ART 271 or permission of instructor
- Times and Days: N/A (Online Asynchronous)
- Drop Period End Date: Friday, February 3, 2023
- Withdraw Period End Date: February 24, 2023

INSTRUCTOR CONTACT INFORMATION

- Instructor: Shawn Hennessey
- Office Location: 103A Teilhard Hall
- Office Phone: 502-303-3350 (cell – text or call)
- Email Address: shennessey@spalding.edu
- Office Timings: TBD

SPALDING UNIVERSITY MISSION STATEMENT

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

COURSE DETAILS

Course Description
This course offers students the opportunity to explore invented identity and construct alter-egos for documentation and performance. Projects can utilize sewing, assemblage, leatherwork and other construction or related processes, to exemplify conceptual investigations.

Prerequisite courses: Foundation sequence and ART 271 or permission of the instructor.

Course Outcomes/Objectives
1. Develop solutions to conceptual challenges using a methodical process.
2. Analyze the relationship between form and meaning in a work of art.
3. Formulate thoughtful insight and constructive criticism within the context of class discussions and critiques.

4. Utilize art as a tool for communication, expression, and compromise.
5. Cultivate respect throughout disagreements.

Required Textbooks and Materials
Readings Course Packet

Suggested Textbooks and Materials
Course Packet Bibliography:
- Andy Warhol, *The Philosophy of Andy Warhol*
- Brian Wallis, *Blasted Allegories - An Anthology of Writings by Contemporary Artists*
- Vassiliki Kolocottoni, Jane Goldman and Olga Taxidou, *Modernism: An Anthology of Sources and Documents*
- Kristine Stiles and Peter Selz, *Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*
- Anthony DeCurtis & James Henke, *The Rolling Stone Illustrated History of Rock & Roll*
- Sean Wilentz, *Bob Dylan In America*

Grading Policy

A+	97% -100%	C+	77% - 79%
A	93% - 96%	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D	60% - 69%
B	83% - 86%	F	59% or below
B-	80% - 82%		

Grading Allocation

Category	# of Activities	Percentage Grade Weight
Self-Introduction	1	1%
Discussions	6	12%
Critiques	4	8%
Project Plan	1	3%
Projects	4	40%
Artist Statements	5	30%
Reading Responses	5	6%
Total	**33**	**100%**

1. **Self-Introduction**

Please write a brief introduction as if you were standing in front of the group for the first time. Include your name, where you're from, your area of study, and what drew you to this course. You could also mention if you have ever constructed and alter-ego before. Did you ever have an imaginary friend? Do you like to dress up for Halloween? Do you do any cosplay? We will be interacting as a group in our online discussions and critiques so this is a good moment to share.

2. **Discussions**
All discussions for this class will be structured the same: there will be a prompt that relates to course readings, posted videos, and/or projects. Your first post should be a brief response to the discussion prompt. A solid paragraph or two is plenty. Then, you should reply to two of your fellow students posts with meaningful commentary. This means writing more than just "I agree" or "Yeah I felt the same." You are free to disagree, but all commentary should be civil and constructive.

3. **Critiques**
Because this is a virtual asynchronous course, critiques will be in the same format as course discussions (see above.)

4. **Project Plan**
Your first written assignment will ask you to describe and introduce your alter-ego or constructed identity. This character that you invent will serve as the subject of your projects (see below) for the rest of the course. After you have written this description you will need to think about which project prompts you would like to execute, and in what order. Consider the arc of these projects as they are presented to the group, and how you might build a narrative though your choices of project prompt and the timing or order in which you present them.

5. **Projects**
Once you have begun to establish your working identity for this course you should begin to consider which of these project prompts you are going to take on. To pass the course you should complete four of the six prompts listed below. All documentation should be available for virtual viewing. The cumulative score of these four projects will comprise 80% of your grade over the twelve weeks, and that should be reflected in your effort and careful consideration

6. **Artist Statements**
You will be required to submit five written artists statements throughout the course: one regarding your constructed identity or alter-ego, and one for each of the four project prompts you choose to execute. Each of these written statements should be between 500 - 1000 words (1-2 pages) in length, and should be informed by the course readings, as well as by your own artistic investigations.

7. **Reading Responses**
These assignments can be brief and should reflect your initial response to the course readings. Include first reactions, significant notes or observations on content, and questions or areas of clarification. You should plan to refer to these notes when writing artist statements and discussion posts.

COURSE POLICIES

Late Submissions

Assignments and projects will be accepted late with a reduced grade. 5 points will be deducted from the final score for each 24-hour period past the deadline.

Attendance

Student online attendance is aligned with quality forum postings and consistent assignment submissions. If the student does not post or submit an assignment within the first 2 weeks of term start date, then the student will be dropped from the course. Failure to meet class attendance will result in course withdrawal.

Online Participation

Students must post weekly responses to the discussion forum question and respond to classmates' posts. While you are welcome to continue discussions after the weekly module ends, the facilitator will not grade posts submitted after Sunday, 11:55 PM EST.

Faculty Response Time

Email response time: 1-2 business days

Grading response time: 1-2 business days

Netiquette

Effective written communication is an important part of online learning. In a face-to-face classroom, body language, verbal responses, and questions help the facilitator and participants communicate with each other. In an online environment, however, misunderstandings can easily occur when participants do not follow basic rules of netiquette (online etiquette). Therefore, please use the following guidelines when communicating in this course:

- Please use ONLY the internal LMS email and/or messaging feature, not e-mail, when communicating with your facilitator.
- Do not use all capital letters in online communication, as doing so indicates you are yelling. Limited use of capitalized words is acceptable when you need to emphasize a point.
- Use a descriptive subject line in forum posts.
- Include your name in all e-mails because recipients cannot always tell who you are based on your e-mail address.
- You may use emoticons in the forums, chats, and messages. Examples: :) = happy, :(= sad ;) = wink; sometimes used to show sarcasm
- Derogatory comments, ranting, and vulgar language are not acceptable in any form of communication in this course.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears unacceptable, please inform your instructor.

Canvas

For the online portion of the course, we will use the Canvas Learning Management System. You will be able to access all your assignments in Canvas, Week 1 assignments are posted on the home page of Canvas. You can access the course through the Spalding Portal or login to Canvas directly at https://spalding.instructure.com/.
You might find it helpful to click the Canvas Calendar or download the Canvas Student App (see below) to keep up with the course. Also, you if you are new to Canvas and want to learn how to setup your profile, submit assignments and other features of Canvas you can visit the Canvas Student Introduction Class (see below). For help, please click the help button in

Canvas to ask a question. There is also a link on the help button to 24/7 Canvas support by phone or chat. The 24/7 Canvas support number is 502.632.3957.
Canvas App- https://canvas.instructure.com/courses/1045977/pages/canvas-apps
Canvas Student Introduction Course - https://spalding.instructure.com/enroll/EEA646

Technical Support
A link to the Spalding University Support Center can be located on the Spalding portal under Help Desk-Students. The site contains links for submitting a help desk ticket, frequently asked questions, and a live chat with a service representative. Customer Care Technicians are also available for technical support 24/7 by calling the help desk on campus 502-585-9911 ext. 2398 and from off campus (1-855-585-9911 ext. 2398). You will want to be sure you have all the technical resources you need. Review these general technical requirements listed to be sure:

- Regular access to a reliable computer (operating system: Windows 8.1 or 10; or Apple OS X)
- High speed Internet access
- Access to the Spalding Portal
- Cookies must be enabled.
- Allow pop-up windows.
- MS Office 2016 (or higher).
- Antivirus software program.
- CD-ROM drive (required for some courses).
- Audio (headphones or speakers).
- Access to specialty software (as listed in course description or syllabus).

These are the minimum requirements, be sure to check with your instructor concerning additional requirements.

Library Support
Spalding University Library resources are available to off-site students. To access library resources, see the Spalding University Library site at https://library.spalding.edu/ or selecting the Library icon on the Spalding student portal https://my.spalding.edu/. A chat service is available via the Spalding University Library webpage https://my.spalding.edu/depts/library/SitePages/Home.aspx should you need assistance from a campus librarian.

Plagiarism
Plagiarism is not acceptable. "Academic dishonesty" includes academic lying, stealing, or cheating for the purpose of affecting one's grade, course credit, or status, including but not limited to the following:
- Submitting another person's work as one's own and misrepresenting assigned work as the product of one's sole independent effort.
- Fabricating work and/or resources as authentic material.
- Submitting work for more than one course without the prior approval from each faculty member involved.
- Plagiarizing (i.e., using verbal, written, or visual representations of ideas, works, phrases, paragraphs, or entire documents by others as though the work were one's own).

- Conducting research that does not comply with the established university policies (see the Policy on the Use of Human and Animal Subjects).
- Fabricating or falsifying data.
- Assisting student(s) in engaging in academic dishonesty.
- Using any unauthorized assistance in completing quizzes, tests, or examinations, or specific course assignments/projects.
- Acquiring, without permission, any academic evaluative or testing materials.
- Influencing or attempting to influence through the use of bribery, threats, or any other means of coercion, any Spalding University official, faculty member, graduate student, or employees responsible for processing grades, evaluating students, or maintaining records.
- Unethical activities related specifically to professional standards and practices (i.e., expectations regarding internships, practica, externships, clinical field placements, etc.).

These violations are governed by individual school or program policies and guidelines and the Policy on Professional Integrity https://catalog.spalding.edu/2017/?id=446 for graduate students and students in professional education programs. Please see "Academic Integrity" in the Spalding University catalog for further details https://catalog.spalding.edu/2017/?id=649

UNIVERSITY POLICIES

Attendance and financial aid implications

A student registered for an online class must log-in to an online class by 6:00 p.m. on Wednesday of the first week of class to be counted as present for the first class.) The general areas of financial assistance at Spalding University are non-repayable awards (scholarships and grants), repayable aid (loans), and work opportunities. All university aid is open to any student regardless of race, religion, color, age, gender, sexual orientation, national origin, or disability. Aid is available to students who are accepted to the University and meet the award's eligibility requirements,
Assistance that is funded in whole or in part by the federal government is administered according to federal guidelines covering the programs. Such programs are open to students who carry **at least six credit hours per term as an undergraduate or FLEX student, or five credit hours per term as a graduate student,** and who are American citizens or eligible non-citizens with a social security number. One exception is the Federal Pell Grant program, which is available to eligible students carrying fewer than six credit hours per term. Classes in which a student does not participate in academic activity will not be counted towards the credit hours for financial aid eligibility. If financial aid has paid on a class before it is determined that academic activity has not occurred than the aid will be adjusted accordingly.

Academic activity for Title IV purposes includes but is not limited to:
- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, an interactive tutorial, or computer-assisted instruction.
- Attending a study group assigned by the school.
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

What is not considered academic activity includes and is not limited to:

- Living in on campus housing.
- Participating in the school's meal plan.
- Participating in a student-organized study group.
- Logging into an online class without active participation.
- Participating in academic counseling or advising.
- Purchasing a book or supplies for a class.

Assistance that is funded in whole or in part by state governments is administered according to the guidelines enacted by the respective states.

A student seeking financial aid through Spalding University must not be in default on a student loan from Spalding or any other previously attended institution of higher education and must not owe a refund on a government-sponsored grant or loan.

For information on specific awards and eligibility requirements, please see the Financial Aid section of the University's website (http://spalding.edu/financial-aid/) and/or contact the appropriate financial aid counselor.

Grievance
Consult Spalding University Catalog and the Student Handbook

Accommodations
In keeping with Spalding's Mission Statement our community of faculty, staff and students is diverse. This brings a richness to our campus and, more importantly, to our classrooms. Spalding University recognizes and respects individual differences in our educators and our learners. Any student who requires academic assistance for documented learning or health issues should contact the Coordinator for Accessibility Services. Registering with the Office of Accessibility Services, by the student, in a timely manner is critical. Accommodations are not retroactive.
- accessibility@spalding.edu
- Spalding University Library, Room 314

Accessibility in Our Learning Environment
Your academic progress in this class is important. If you are aware of a life circumstance that may affect your academic performance, please let me know as soon as possible. If, during the course, you encounter any obstacle please discuss this with me immediately. Once these challenges are identified, we can work together to develop strategies to overcome them.

This class seeks inclusion for all participants. Individuals with documented academic differences of any kind (including learning differences, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. First, you must be registered with the Office of Accessibility Services. The coordinator will request documentation confirming your need for academic accommodation and a completed application for Accessibility Services.

Safe Learning Environment
Spalding University's Discrimination, Sexual Harassment, Sexual Misconduct, Domestic/Dating/Partner Violence and Stalking policies designate all faculty and employees of the University as "Mandated Reporters." This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual violence, harassment, misconduct, relationship violence or stalking. This includes information shared with faculty in person, electronic communications or in class assignments. As "Mandated Reporters," faculty may refer students to campus resources (see below), together with informing the Dean of

Students/Title IX Coordinator to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking treated with the greatest degree of confidentiality possible while also ensuring the safety of the student and campus.

Any student who may have experienced sexual harassment, sexual violence, harassment, misconduct, relationship violence or stalking is encouraged to report through one or more of the following resources:

- Louisville Metro Police/Emergency Response 911
- Dean of Students/Title IX Coordinator (502) 873-4488
- Incident Reporting Form on Spalding Portal (allows for anonymous reporting)

Should you prefer to keep your experience confidential, students also have the right to speak to someone confidentially by contacting the Counseling and Psychological Services Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at scc@spalding.edu

Immunization

All tuberculosis testing, CPR certification, drug screening, background checks, and immunization records must be current and on file with the school of nursing **prior to the start of the course**. Students without the proper documentation on file will be dropped from the course at the end of the first week of class.

ACADEMIC CALENDAR

THE WEEK OF MM/DD/YY	TOPICS	UNIT LEARNING OUTCOMES (ULOs)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Early 20th Century Metropolitan Identity	1. Analyze the impact of urban life on personal identity. 2. Examine societal changes brought about by the industrial revolution. 3. Formulate connections between capitalism, progress and individuality.	1. Self-Introduction 2. Discussion 1 3. Reading Response 1
	Late 20th Century Metropolitan Identity	1. Analyze beauty and fame as social constructs. 2. Discuss Andy Warhol beyond his iconic paintings. 3. Correlate the roots of today's social media climate with the 1960's New York scene.	1. Reading Response 2
	Artists and Constructed Identities	1. Recognize persona as artistic output with equal importance to art objects. 2. Recognize prose as a framework for performance. 3. Explain the responsibility of an artist to their audience.	1. Project Plan 2. Discussion 2 3. Reading Response 3

	Early 20th Century Black Identity	1. Discuss the complexity of the black American experience. 2. Contrast white privilege and black oppression in early 20th century America. 3. Assess the impact of oppression on contemporary black identity.	1. Reading Response 4
	Late 20th Century Black Identity	1. Recognize the struggle of non-white artists to maintain self-image. 2. Recognize gender as a compounding factor in marginalization. 3. Evaluate tactics of artists dealing with race/gender issues.	1. Project 1 2. Statement 1: Introducing ___ 3. Discussion 3 4. Reading Response 5
	Cultural Context & Play	1. Recognize the complexity of gender politics. 2. Evaluate tactics of artists who engage with unsolvable issues. 3. Recognize the use of signifiers in writing and conceptual art.	1. Critique 1 2. Reading Response 6
	Real & Constructed Self, Part 1	1. Investigate origins of personal identity. 2. Synthesize connections between inner dialog and perceived identity.	1. Project 2 2. Statement 2: Project Context 3. Discussion 4 4. Reading Response 7
	Real & Constructed Self, Part 2	1. Investigate inner dialog and how to use it effectively. 2. Recognize performative aspect of self-portraiture. 3. Explore affectation in art-making and identity building.	1. Critique 2 2. Reading Response 8
	Feminism & Approach	1. Describe persona within the context of third-wave feminism. 2. Evaluate artistic nonconformity against commercial success. 3. Identify differences in delivery of content and audience.	1. Project 3 2. Statement 3: Exhibition 3. Discussion 5 4. Reading Response 9
	Gender Identity & Spectacle	1. Recognize pop culture roots of contemporary gender non-conformity. 2. Analyze shifting ground in gender and sexual politics.	1. Critique 3 2. Reading Response 10

	Hiding in Plain Sight, Part 1	1. Describe the role of the artist in political discourse. 2. Explain the historical relationship between art and politics.	1. Discussion 6 2. Reading Response 11
	Hiding in Plain Sight, Part 2	1. Discuss the complexity of Bob Dylan's artistic journey. 2. Explain the significance of deconstruction/reconstruction in art. 3. Recognize the intense pressure put on successful artists by outside forces.	1. Project 4 2. Statement 4: Series Reflection 3. Statement 5: Artist Statement 4. Critique 4 5. Reading Response 12