SYLLABUS
Art 6810-001 MFA Graduate Seminar
Spring 2016
3 Semester Credit Hours
Department of Art and Art History

DAYS/TIME: Tuesday, 9:10 am – 12:05 pm, Owen Reading Room (Art 365)
PROFESSOR: Beth Krensky, Ph.D.
OFFICE HOURS: (Art #341): Friday 8:30 - 9:30, 1:00 - 2:00 or by appointment
PHONE: (801) 585-7979
E-MAIL: Beth.Krensky@Utah.Edu

COURSE OVERVIEW
This weekly seminar will provide students with an opportunity to support their growth as professional artists. Through readings, class discussions, assignments and presentations, students will explore various topics such as art and civic engagement, grant writing, teaching at the post-secondary level, pursuing exhibition opportunities, and exploring job opportunities. Students will have the opportunity to co-create the seminar based on topics that are of interest to them.

REQUIRED READINGS


EVALUATION METHODS: COURSE REQUIREMENTS AND GRADING

COURSE REQUIREMENTS AND GRADING

Discussion Facilitation (10 points) You will be responsible for facilitating one week’s reading discussion by writing 3-4 open-ended discussion questions per reading and/or by planning an 10-15 minute presentation or activity that addresses the week’s topic. This facilitation should not be a summary of the week’s readings, but should help the class to deepen their understanding of the issue.

Active Participation in Class Discussions (45 points) You are expected to come to class having read the weekly readings and prepared to discuss them.

Final Project and Presentation (45 points) You will have the option of choosing one of the following final projects:

1. Creating a website, which will consist of:
   a. Artist statement
   b. Resume or curriculum vitae
   c. Images
2. Writing a grant proposal, which will consist of:
   a. List of researched grants and fellowships that you are interested in
   b. Artist statement
   c. Resume or curriculum vitae
   d. Cover letter
   e. Proposal
   f. Images
3. Writing an article or submitting a conference presentation, which will consist of:
   b. Article: Compiling a list of appropriate journals with author guidelines; writing an article; submitting the article for publication.
4. Creating a teaching portfolio
   a. Write a teaching philosophy
   b. Create a syllabus
   c. Document and compile images of student work (if available)

5. Job Packet, which will consist of:
   a. List of researched universities, art schools, colleges that you are interested in
   b. Artist statement
   c. Resume or curriculum vitae
   d. Cover letter
   e. Teaching philosophy
   f. Images/PP
   g. Job talk outline

6. Giving an artist talk (for job or thesis exhibition)
   a. Write talk outline
   b. Create visuals or multi-media presentation
   c. Present talk to class

7. Individual Option
   a. This option is for an idea not listed that will support your interests and goals that support your professional development as an artist. This option must be approved by professor Krensky.

You will have 30 minutes to present your project. In the case of the job packet, you will give your job talk; for the web site, you will present the site; for the grant proposal you will engage in a mock presentation (present your grant and answer questions); and for the paper or conference presentation you will present your ideas and get feedback from the group.

Please Note: Due to the hands-on nature of this class, your full and active participation is very important. It both enhances your learning and supports the entire class. Late assignments will be reduced by 10% for each day late.

Grading Total = 100 points
A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75; C-: 70-71; D+: 66-69; D: 62-65; D-: 60-61; E: 0-59

FACULTY AND STUDENT RESPONSIBILITIES
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. I suggest that you read the Code carefully and know that you are responsible for the content.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

RESOURCES
Americans with Disabilities Act (ADA) Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Center for Wellness & University Counseling Center
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: http://counselingcenter.utah.edu, 801-581-6826.

Office of Equity and Diversity
The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. http://diversity.utah.edu, 801-581-7569.

Women’s Resource Center
The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. http://womenscenter.utah.edu/

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.
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<tr>
<th>Date</th>
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<th>Activity</th>
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<tr>
<td>1/12</td>
<td>Course Introduction and Overview</td>
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<td>1/19</td>
<td>Contemp. Art/Contemp. Practices</td>
<td>Syllabus overview, Artist Presentations</td>
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| 1/26  | Contemp. Art/Contemp. Practices: Becoming an Artist | Artist Presentations | **Reading:**
|       |                                          |                                | 1. Becker: *Countervailance and Intimate, Immediate, Spontaneous, Obvious* |
|       |                                          |                                | Facilitator: Snack:                             |
| 2/2   | Contemp. Art/Contemp. Practices          | Contemp. Artist presentations | **Reading:**
|       |                                          |                                | **Assign:** Present a contemporary artist from:  |
|       |                                          |                                | A recent Biennial (Whitney Bienial, Venice Biennale, Documenta, Art Basel, etc.) |
|       |                                          |                                | Facilitator: Snack:                             |
| 2/9   | Contemp. Art/Contemp. Practices: Art and Civic Engagement | “Contemporary Art: Where do I fit in?”: guest speaker | **Reading:**
|       |                                          |                                | Facilitator: Snack:                             |
| 2/16  | Contemp. Art/Contemp. Practices: Community-Based | BK presentation | **Reading:**
|       |                                          |                                | Krensky and Steffen, preface, Chaps. 1-5         |
|       |                                          |                                | Facilitator: Snack:                             |
| 2/23  | Contemp. Art/Contemp. Practices: Shamanic Practice | “The Prisoner of Passage”: Arthur Rosario do Bispo Beuys: recording | **Reading:**
<p>|       |                                          |                                | Facilitator: Snack:                             |</p>
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<td>3/1</td>
<td>Curatorial Practice</td>
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<td>3/8</td>
<td>Exhibit Design</td>
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<td>Zamora: Affordable Exhibition Design</td>
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<td>Assign: Draft of Final Assignment</td>
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<td>3/15</td>
<td>NO CLASS: Fall Break</td>
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<td>3/22</td>
<td>Teaching</td>
<td>CTLE workshop</td>
<td>two tutorials from Akademie X</td>
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<td>Facilitator:</td>
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<td>4/5</td>
<td>Grant writing</td>
<td>Grant Writing Workshop: Marriott Library</td>
<td>Willard</td>
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<td>4/12</td>
<td>Making Art Beyond Graduate School</td>
<td>4 presentations:</td>
<td>Raqs Media Collective</td>
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<td>4/26</td>
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