ART 3820 -- Visual Thinking I
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For Visual Arts majors only. This course fulfills a Discipline-Specific Global Learning Course requirement.

Course Description
Visual thinking 1 aims to develop visual literacy, critical thinking and conceptual development skills by engaging students in artistic practice motivated by inquiry. The first questions are, not only What is Art?, but Why? Developments in art throughout the 20th century challenged the tradition of the art object as product and shifted emphasis to the process of art making, ideas, contextual influences and shifting meaning in cultural production. Increasing globalization has further influenced the production, distribution and influence of contemporary art.

The work of contemporary artists from around the globe will serve to introduce issues of cultural identity and hybridization, multiculturalism, displacement, the contemporary artist as nomad, tensions between the global and the local, what it means for an artist to be national or international, the role of museums and globalizing influences of the internet and social networks.

Class activities consist of a series of presentations and exercises, readings and discussions, visiting lectures and field trips designed to expand possibilities for students to develop personal, non-medium-specific approaches to art making using art-based research and with an increasing understanding of the relationship between concept and materials as well as the role their art plays in a global society.

Goals
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- This course provides an environment in which the unique aesthetic and conceptual vision of each student is pursued via studio practice and research in order to understand it within the context of the global contemporary art world and within art history.
- Establish strong research practices for studio-based artistic production
- Extend students' critical, analytical and perceptual awareness, both visually and intellectually
- Advance the students' ability to articulate ideas both orally and in writing
- Self-evaluate with increased self-confidence

Course Learning Outcomes
Upon successful completion of this course, the student will:

- Utilize effective art-based research practices lead to productive artistic production.
- Expand their critical, analytical and perceptual awareness, both visually and intellectually.
- Employ inquiry and problem solving as art-making strategies.
- Demonstrate a basic ability to articulate ideas visually, orally and in writing.
- Understand and employ art vocabulary in critical analysis of artwork.

Global Initiatives Learning Outcomes
Upon successful completion of this course, the student will:

- Utilize the making of art in its capacity as a form of communication and tool for thinking to demonstrate an awareness of the interrelatedness of local, global, international and intercultural issues, trends and systems from an historical and contemporary context. (Global Awareness)
- Be able to place the content of one’s own work within the context of their community, the global community, and the international art world with an understanding of intercultural perspectives. (Global Perspective)
- Demonstrate a willingness to engage in philanthropic activities and analytical activities pertaining to current affairs that have application in local, global, international and intercultural problem solving. (Global Engagement)
Reading & Research Activities
Assigned readings will be provided online via PDF and on reserve at the Green Library.
See as much art as possible, in real life when possible.
Attend lectures, panels and presentations addressing art and related practices.
Recognize and engage in activities outside of art that intersect and enrich individual studio practice.
Keep a record of significant influences and ideas.

Attendance and Course Requirements
- Regular class attendance, both in and out of formal class time, and participation are expected; absences and tardiness will adversely affect the final grade. Class will begin promptly at 12pm.
- 2 unexcused absences are allowed; after that each absence will lower the final grade by one letter.
- All assignments must be completed to pass the course.
- Preparation is essential to productive class discussions; students unprepared for class will receive zero credit for the day’s activities.
- Participation in class critiques is mandatory even for students who have not finished the assignment.
- Turn all beepers and cell phones to off or vibrate.

Evaluation
In this class students are asked to question assumptions and consider new perspectives. To that end the learning process will be privileged over the final product. The following components of the class will be considered in evaluation:
- Quality of the completed assignments based on evidence of rigorous inquiry, risk-taking, inventiveness and problem-solving
- Increased ability to discuss one’s own studio practice and related works by other artists verbally and in writing
- Active and informed class participation
- Effective and timely completion of all assignments

Evaluation will be based on the student’s attainment of the objectives stated above, and on the fulfillment of responsibilities of student as stated above, through demonstration and practical application.
A Outstanding work and effort in and outside of class
B Very good work and effort, clearly above the minimum requirements
C Average work, meeting all requirements on time and attended class and related activities
D Below average and contributing less than the required effort, late and/or incomplete work
F Work and/or participation insufficient in quality or quantity to justify credit for the course
(Note: any grade below “C” will not count for requirements for the BA and BFA in Art.)


FIU’s Academic Misconduct Policy
"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook."
**Global Learning Student Learning Outcome Addressed**

**Assessment Method**

**Assessment Results**

**Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Assessment Activity/Artifact:

A series of 5-6 artistic projects framed to include content, media and methodological possibilities that respond to artist talks, visits to art exhibitions, and in class lectures on global contemporary artists, their cultural influences, including but not limited to; identity, political, religious, environmental, societal, etc.

Example: Projects framed by titles such as: Manipulation, Journey, Obsession, Narration or Sequence, Self as Source and Self as Source-Two

Evaluation Process:

3-point Rubric: Unsatisfactory / Satisfactory / Excellent on each of the three areas of oral critique evaluation of:

1. Form: contemporary/historic/aesthetic.
2. Content-political, religious, environmental, societal, or identity (and other).

Minimum Criteria for Success:

Satisfactory or above on at least two out of the three points of evaluation.

Sample:

All students will be assessed.

Projects:

One-page "Space" Project
Sequence
Alternative Journey
Make something to sell
Self as Source

Presentations:
Artists I "loveHate"
Reports on works seen at Frost, Margulies, Rubell, and PAMM.

Nineteen out of twenty-one students did all projects and presentations with "good" (grade of B or better). Two students did "satisfactory" (grade of C) based on the indicated criteria.
Course Learning Outcome

Students will utilize the making of art in its capacity as a form of communication and tool for thinking to demonstrate an awareness of the interrelatedness of local, global, international and intercultural issues, trends and systems from an historical and contemporary context.

Use of Results for Improving Student Learning

Some of the more significant results come from:

--The interchange of ideas and artistic tactics between the art majors themselves.
--Awareness of one another’s differences and similarities as to the nature of what might be expressed in art projects.
--Exposure to a vast array of art works in local institutions visited (Frost, Margulies, Rubell, PAMM)
--Attendance in the reviews of more advanced art majors who are going into Thesis I & II.
--Awareness of various tastes and sensibilities of other art majors especially revealed in the “Love/Hate” presentations.

Global Learning Student Learning Outcome Addressed

Assessment Method

Assessment Results

Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Assessment Activity/Artifact:

The student will create a faux art exhibit catalog or power point lecture placing their own work in context to 9 global contemporary artists.
To include written statements to demonstrate the ability to analyze the relationship between the student’s work and current trends, historical reference, and the function of art in the global world.

Evaluation Process:
3-Point Rubric: Unsatisfactory / Satisfactory / Excellent on each of the three areas of faculty evaluation of completed catalog or presentation:
1. Complete: Includes 9 recognized international living artists.
2. Comparison: Written analysis of relationship between the student’s work and current trends, historical reference, and the function of art in the global world.

Minimum Criteria for Success:
Satisfactory or above on all three.

Sample:
All students will be assessed.

This activity has not been employed in favor of more intense concentration on each art major's individual development.
Course Learning Outcome

Students will be able to place the content and form of their own work within the context of their community, the global community, and the international art world with an understanding of intercultural perspectives.

Use of Results for Improving Student Learning

See answer to this question above.

Global Learning Student Learning Outcome Addressed

Assessment Method

Assessment Results

Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Assessment Activity/Artifact:

*The students will create a work of art to donate to a local or global charitable cause, or participate in an artistic activity for the local community, and/or create work that addresses an immediate current event with the motive of effecting change globally. Variable from semester to semester.*
Evaluation Process:

3-point Rubric: Unsatisfactory / Satisfactory/Excellent on each of the two areas of Faculty verification and evaluation of:

1. Participation.
2. Follow up class discussion.

Minimum Criteria for Success:

Satisfactory or above on participation.

Sample:

All students will be assessed.

This activity has not been employed in favor of more intense concentration on each art major's individual development.

Nineteen out of twenty-one students did all projects and presentations with "good" (grade of B or better). Two students did "satisfactory" (grade of C) based on the indicated criteria.
Course Learning Outcome

Students will demonstrate a willingness to engage in philanthropic activities and analytical activities pertaining to current affairs that have application in local, global, international and intercultural problem solving.

Use of Results for Improving Student Learning

See above.