

**ART 140 Sculpture 1****Units: 4.0****Spring 2021****Mon—Wed****Time: 12:00-2:40****IMPORTANT:**

The general expectation for a standard format course offered in a standard 15-week term is that the number of 50-minute contact hours per week should equal the number of semester units indicated and that one semester unit entails 1 hour of class time

and 2 hours of outside work (3 hours total) per week. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time.

Please refer to the [Contact Hours Reference](#) to see guidelines for courses that do not follow a standard format and/or a standard term.

**Location:** Remote**Instructor:** Ashley Hagen**Office:** Remote**Office Hours:** By Appointment Only**Contact Info:** Email: [hagenash@usc.edu](mailto:hagenash@usc.edu)**Course Description “Think Outside the Box”**

To “think outside of the box” is to explore ideas that are creative and unusual and that are not limited or controlled by rules or tradition.

Given our current situation most of us have had to “think outside of the box” to find creative solutions to daily life. For example students have had to deal with online classes, new ways of connecting with friends and family, etc...

I have specifically designed this class to our current remote situation. I have taken into consideration working from home, our apartments, dorms or wherever you may be learning remotely.

Your only assignment for the entire semester is to transform a wooden box. This is included in the class kit to be purchased for \$65.00.

An entire semester may seem like a long time to work on one project, but I have high expectations for this project. Often, intricate works of art take months or even years to complete. This is a unique opportunity to spend an entire semester creating one work of art that should be “grand” in concept and completion.

The guidelines for the final project are very much open to interpretation. It could be a diorama of sorts or a miniature world inside the box that then becomes photographed to look like a real space, such as David Dimichele's Pseudo documentations, <https://www.daviddimichele.com/pseudodocumentation/> Or the haunting dioramas of Lori Nix's post apocalyptic worlds. She has spoken about her work, and how she takes inspiration from her surroundings growing up in rural western Kansas, experiencing tornados, floods, blizzards and drought. For this project I want you to think about your surroundings, perhaps memories of childhood or the current pandemic and respond to it. <http://www.lorinix.net/empire>

The box can be transformed inside or outside. Think of your space. If one's space only allows for a small work area you could spend all semester focusing on building an intricate sculpture. This can be an abstract sculpture or realistic. If you have more space to work and you want to expand your sculpture into something large you can do that. For example you could add legs or change the shape to transform it into something unique. Think of the idea of the fish in the fishbowl, growing only as large as the space allows. You can also add sound, movement etc...

We will look at examples of assemblage art, Joseph Cornell's boxes, Noah Purifoy, Betye Saar, Louise Nevelson to name a few. As well as the Arte Povera movement, translated literally, "poor art." I encourage use of found materials, or inexpensive materials to repurpose in the transformation of the box.

I will also give demos on how to make a silicone mold that can be used to cast plaster for the box façade. Plaster demo and other demonstrations will also be given throughout the semester.

For the final, you will create a sculpture to photograph or video as well as speak about it in depth for the final presentation. Written documentation about your piece may also be required.

### Hybrid Model

Currently this class is fully remote. If this class goes to a hybrid model at any point during the semester, the course syllabus may change and adapt to the new circumstances. If/when our hybrid model is approved details for studio access will be forthcoming

### Learning Objectives and Outcomes

Over the course of the semester we will learn several sculpture techniques and materials in order to create a finished work of art. Demos given during class may be used towards the final sculpture. Over the course of the semester we will look at numerous examples of artists for inspiration. We will learn about different types of glue, silicone caulking, and other adhesives. Due to working times and unforeseen circumstances, the instructor reserves the right to change the syllabus at any point.

### Description and Assessment of Assignments

Over the semester you will make one final projects. During drying and waiting times other smaller projects may be demonstrated and assigned.

### Grading Breakdown

Assignment	Points	% of Grade
Class participation, being on time, contributing to discussions	20	20%
"Think outside of the box" sculpture	60	60%
Final project documentation/presentation	20	20%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

## Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Grading

Each project grade is based on the following:

**Project Completion** – Students must be able to set their own criteria and envision a project that is realistic within each project's allotted time frame and material restrictions.

**Participation In Critiques and Class Discussions** – You are expected to approach your work, and that of your peers, in an intelligent and critical way. You should be prepared to discuss the decisions you made in regards to your work.

**Willingness To Take Risks and Challenge Yourself** – Each student should be committed to learning new techniques and ideas, and apply them in creative and experimental ways.

## Assignment Submission Policy

Assignment timeline is stated in the calendar of table. Deadlines may change throughout the course of the semester. It is important to be in class and pay attention to any deadline changes. For example a project may be moved up or pushed back depending on the needs of the class.

## Grading Timeline

Grades will be assessed at the completion of the final project. Participation, sketches, discussions, being prepared and on time is all part of your final grade.

**A:** As an A student, you work above and beyond the requirements of the assignment and produce work that is thought provoking and fully realized. Your vision is clear and your work shows you have put time and effort into your ideas and participate in critiques. You are self-motivated and work during and outside of class. You are in class on time with no unexcused absences. If you have to be absent or late to a class you have notified me well in advance.

**B:** As a B student you are working hard to produce work that is thought provoking although it may not yet be fully realized in its intensions. You challenge your thinking and your skills and participate in critiques. You are self-motivated and work during and outside of class. You arrive on time to class and have no more than 2 unexcused absences.

**C:** As a C student you are doing what is required to complete the assignments. You don't have more than 2

unexcused absences and you are not late to class.

**D:** As a *D* student you are not doing what is required or not doing it satisfactorily which could include turning things in late not being prepared for critiques, or demos, not working outside of class, not being self motivated. You have more than 2 unexcused absences.

**F:** As an *F* student you are not doing what is required of the class and are not adhering the department's policies. You have multiple absences or late attendance. You are non-participatory.

### **Additional Policies**

It is very important you login to Zoom on time. Attendance is mandatory. Students must attend all classes and work on assigned projects in and out of class. Excessive (more than two) unexcused absences will result in a final grade lowered by one level, example, "B" to "C". Work turned in after the critique date will be lowered one grade. Demos are crucial in this class and will often happen at the beginning and end of class. It is very important to be on time and remain available during the designated class time. Demos will not be repeated. Excessive tardiness (more than two) will effect your final grade. Participation is accounted for in each project as part of the grade breakdown. Professor reserves the right to change this syllabus at any time during the semester.

### **Art Supplies**

Students may need to purchase the following art supplies in addition to the \$65.00 class kit:

- Drop cloths, or a way to keep your area clean
- Caulking gun
- Water clean up caulk adhesive
- A dust mask or a dust mask with two straps and an exhalation valve (for plaster use)
- An apron is recommended, this class can get messy
- Other supplies may be recommended and needed throughout the course

	<b>Topics/Daily Activities</b>	<b>Readings and Homework</b>	<b>Deliverable/ Due Dates</b>
<b>Week 1</b> Wed 1/20/21	Introduction to class, class expectations, items needed etc...	Kit needs to be purchased and picked up/Alternative to picking up kit	
<b>Week 2</b> Mon 1/25/21	Lecture on artists for box inspiration	Start sketching ideas for box	
Wed 1/27/21	Silicone Mold demo/ideas for box	Continue working on sketches/review sketches	
<b>Week 3</b> Mon 2/1/21	Sketches due...be prepared to discuss ideas with the class. Plaster Demo	Sketches due/begin work on sculpture	
Wed 2/3/21	Studio time/break out rooms		
<b>Week 4</b> Mon 2/8/21	Studio time/break out rooms		
Wed 2/10/21	Studio time/break out rooms		
<b>Week 5</b> Wed 2/17/21	Studio time/break out rooms		
<b>Week 6</b> Mon 2/22/21	Studio time/break out rooms		
Wed 2/24/21	Studio time/break out rooms		
<b>Week 7</b> Mon 3/1/21	Mini crit/class discussion discussing where everyone is at with their project		
Wed 3/3/21	Studio time/break out rooms		
<b>Week 8</b> Mon 3/8/21	Studio time/break out rooms		
Wed 3/10/21	Studio time/break out rooms		
<b>Week 9</b> Mon 3/15/21	Studio time/break out rooms		
Wed 3/17/21	Studio time/break out rooms		
<b>Week 10</b> Mon 3/22/21	Studio time/break out rooms		
Wed 3/24/21	Studio time/break out rooms		
<b>Week 11</b> Mon 3/29/21	Studio time/break out rooms		
Wed 3/31/21	Studio time/break out rooms		
<b>Week 12</b> Mon 4/5/21	Studio time/break out rooms		
Wed 4/7/21	<b>Wellness day NO CLASS</b>		
<b>Week 13</b> Mon 4/12/21	Final Crits begin/workday		

Wed 4/14/21	Final Crit continues		
<b>Week 14</b> Mon 4/19/21	Final Crit Begins		
Wed 4/21/21	Final Crit continues		
<b>Week 15</b> Mon 4/26/21	Final Crit continues		
Wed 4/28/21	Final Crit continues		
<b>FINAL EXAM</b> <b>FRIDAY MAY</b> <b>7 11-1</b>	Final Presentations documentation of artwork due		

### Statement on Academic Conduct and Support Systems

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Recording a university class without the express permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor.

#### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in Campus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

#### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.