

USC ROSKI SCHOOL OF ART AND DESIGN

CRIT 515 – VISITING ARTIST AND SCHOLAR SEMINAR

FALL 2022

Room/time: Mateo 113A/B, Tues. 7–8:30 pm and Wed. 10:00 am – 12:50 pm
Instructor/contact: Suzanne Lacy, lacys@usc.edu or cell: 310-463-2255
Office hours: Tues. 5:00– 6:00 pm or by appointment

COURSE DESCRIPTION

The Visiting Artist and Scholar Seminar consists of mandatory attendance at several Tuesday evening lectures from visiting artists or scholars and a weekly seminar, organized as a series of roundtables parallel to the Roski Talks where visitors meet informally with us to discuss ideas and questions raised in their work.

This is one of the most exciting aspects of the fields you are entering, to engage on a local, national and international level with the discourses surrounding our practices. The course offers you the opportunity to delve deeper into the work of the visitors and test your ideas against those you encounter through lectures, small seminars, and studio visits. Our conversations will be informed by questions and issues raised in the lectures, as well as readings of texts, criticism, scholarship or viewings of video, which may vary, depending on what the visitor assigns.

During those weeks when we do not have visiting artists we will have an opportunity to work together on your own speaking, writing, criticism and curation, practicing the skills necessary to engage fully in our fields.

COURSE REQUIREMENTS

Attendance is mandatory at all classes. Students are required to attend class in person, barring illness or family crisis. If it is impossible to attend please notify me in advance by phone or email. More than 3 unexcused absences lowers your grade by one-half step.

Please be on time to class. More than 2 late arrivals (15+ minutes) = 1 absence. As a courtesy to both the professor and the other students, do not leave class early unless there is an important reason to do so and Suzanne has approved this in advance.

Class Etiquette: please turn off your cell phones and all other electronic devices before class. Laptops may be used to make notes only. Students who surf, check email or text during class will be asked to leave and marked absent for the day.

Active Class Participation: Participation in both the class and other activities is crucial and determines about one-third of your grade. Students are expected to read all the assignments, visit relevant websites on the syllabus and prepare questions for each of the class discussions. Field trips during class time are mandatory; from time to time we will substitute opportunities during different times to substitute for the Tuesday nights we do not have a speaker. Because of varied schedules we will have a selection of such options available for you.

LEARNING OUTCOMES

- Learn about a diverse range of art, artists, and different discourse in contemporary art through lectures, seminars, going to exhibitions, and research
- Engage in critical analysis of works of art, criticism, curatorial practices and scholarship through articles assigned by the speakers and professor
- Develop verbal communication skills and vocabulary of contemporary art and theory by actively participating in class discussions
- Develop organizational skills, preparation of visual documentation, and public speaking through in-class presentations.
- Utilize writing and conceptual abilities in determining how to communicate work to a larger audience through the co-creation of an exhibition proposal of an artists' work.

ASSIGNMENTS

All assignments and readings will be uploaded to the class Google Drive; it is your responsibility to check for updates. Please see assignment sheet for specific details and prompts.

1) Attend each of 7 Lectures on Tuesday nights + one presentation during *Roski's Live Artists Live* + 2 optional Lectures (See class schedule)

An important part of the discourse in arts has to do with staying up on the people and the work in your field. The purpose of this assignment is to get you into the habits of inquiring, listening, looking, and formulating your own ideas/work as it adds to, rifts off of, or challenges the work of others. I will provide some additional lectures you can choose from; feel free to offer ideas to the class as we go along, and to select at least one lecture on your own.

2) Prepare written responses and questions each week (Tues eve to google drive)

Each week that we have a visitor, we will distribute videos/papers submitted in advance by the speaker. Every student will prepare at least 3 comments/questions for the class discussion, entering them onto the seminar's Google doc. Comments/questions should relate to the guest's Tuesday lecture, your own research or from an assigned text. In other words, please write thoughtful, provocative, specific comments/questions that will inspire further discussion. (These will be supportive of Leadership exercises below)

3) Leadership Exercises Specific dates TBD

Everyone is required to lead (1) introduce the speakers and (2) lead the class discussion during the speaker's seminar, working in collaboration with another student(s). Students working together will meet ahead of the class time to (1) do a literature search on the speaker and (2) coordinate how they will lead the discussion. **6 Seminars for collectives to lead.**

4) The Project: Talking about, Writing on and Exhibiting Work. Interview Presentation Nov 29/30 Paper Dec 5

In this project we will divide into curator and artist teams for the semester. As a team, you will do studio visits, interviews, critical analysis, and formulate an exhibition proposal. We will have time to do this work in class and you will have to do some of the work outside class.

Presentation: The presentation of your project will feature a power point presentation by both artist and curator on the themes and analyses of the exhibition and potentially a floor plan for an actual or ideal space. See the last page of the syllabus for the detailed project description.

Paper (8 pages MA; 6 pages MFA)

As part of The Project, each student will write a final paper that might include references from the Roski Talk lectures and seminars and subsequent reading/research on themes that relate to the:

- work of the artist member of the team (artists paper)
- or that relate to the critical concerns of the curator member of the team

Please note:

All papers must be uploaded to Google or emailed directly to Suzanne (Word docs please, no PDFS) Please proofread thoroughly and use proper formatting per the *Chicago Manual of Style*. No papers accepted late unless a student has a medical excuse from a doctor or health center, or written documentation about a personal emergency.

EVALUATION/GRADING

Grading Breakdown:

Attendance & participation (formulating questions)	15%
Leading seminar & Speaker introduction	20%
Final Project & Presentation	40%
Final paper	25%

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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 SCampus in Part B, Section 11, “Behavior Violating University Standards” 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.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

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

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, 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

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 Student Accessibility Services (formerly DSP) (213) 740-0776 <https://osas.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

[Campus support.usc.edu](http://campus.support.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

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, emergency.usc.edu

Emergency assistance and to report a crime. Latest updates on 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) 442-1200 24/7 on call dps.usc.edu

CS 515. COURSE SCHEDULE**PLEASE CHECK SCHEDULE WEEKLY FOR UPDATES**

WEEK 1	
Tues. Aug 23 7:00 – 8:30 pm	NO ROSKI TALK
Wed. Aug 24 10 am – 12:50 pm	Seminar: Project session #1 Explain course and assignments Presentation on your work: 7 min/3 min Select first partner for Intros/Seminar leadership
WEEK 2	
Tues. Aug 30 7:00 – 8:30 pm	Annette Kim Lecture
Wed. Aug 31 10 am – 12:50 pm	Seminar: <i>Safe Spaces-A Culture-building Workshop by Anita Dashiell-Sparks</i> Due: Semester partner for THE PROJECT?
WEEK 3	
Tues. Sept 6 7:00 – 8:30 pm	Design Talk - Rozae Nichols, Fashion Designer
Wed. Sept 7 10 am – 12:50 pm	Seminar Visit The Mistake Room – Studio Visits
WEEK 4	
Tues. Sept 13 7:00 – 8:30 pm	NO ROSKI TALK
Wed. Sept 14 10 am – 12:50 pm	Seminar Studio visits by 2 nd year MA & MFA students
WEEK 5	
Tues. Sept 20 7:00 – 8:30 pm	Gala Porras- Kim Lecture
Wed. Sept 21 10 am – 12:50 pm	Seminar - Gala Porras-Kim Seminar

WEEK 6	
Tues. Sept 27 7:00 – 8:30 pm	Design Talk - Rick Griffith, Designer, activist
Wed. Sept 28 10 am – 12:50 pm	Seminar: Project session #2: The interview Select partners for rest of semester – MA/MFA Class time to conduct interview (explain Temi) Completed interview due Oct 5
Friday Sept 30 10:30 am-6:30pm <i>Assigned: At least 2 of 5 events</i>	LIVE ARTISTS LIVE: Sing's of Freedom Joy Harjo, Guillermo Gomez-Pena, Edgar Arceneaux, Xina Xurner, madison moore & Daphne Brooks
WEEK 7	
Tues. Oct 4 7:00 – 8:30 pm	Charlene Liu Lecture
Wed. Oct 5 10 am – 12:50 pm	Seminar - Charlene Liu Completed interview due
Saturday Oct 8 5pm – 7:30 OPTIONAL	Tapei Night at USC Pacific Asia Museum, with Charlene Liu, Vivian Lin and Jenny Lin
WEEK 8	
Tues. Oct 11 7:00 – 8:30 pm	Andrea Bowers Lecture
Wed. Oct 12 10 am – 12:50 pm	Seminar - Andrea Bowers
WEEK 9	
Tues. Oct 18 7:00 – 8:30 pm	Vishal Jugdeo Lecture
Wed. Oct 19 10 am – 12:50 pm	Seminar - Vishal Jugdeo
WEEK 10	
Tues. Oct 25 7:00 – 8:30 pm	NO LECTURE
Wed. Oct 26 10 am – 12:50 pm	Seminar: Project session #3: The Studio Visit Work in class Progress on # of studio visits (at least 3 required)

WEEK 11	
Tues. Nov 1 7:00 – 8:30 pm	Danielle Dean Lecture
Wed. Nov 2 10 am – 12:50 pm	Seminar - Danielle Dean
WEEK 12	
Tues Nov 8 7:00 – 8:30 pm	Martin O'Brien Lecture
Wed. Nov 9 10 am – 12:50 pm	Seminar - Martin O'Brien
WEEK 13	
Tues. Nov 15 7:00 -8:30 pm Optional	Louise Sandhaus, graphic designer
Wed. Nov 16 10 am – 12:50 pm	Seminar: Project session #4: The Proposal Presentation In-class work session Presentation due Nov 29/30
WEEK 14	
Tues. Nov 22 7:00 -8:30 pm	NO LECTURE
Wed. Nov 23-27 10 am – 12:50 pm	Thanksgiving Break
WEEK 15	
Tues. Nov 29 7:00 -8:30 pm	Final Presentations of Project Presentation due Nov 29/30
Wed. Nov 30 10 am – 12:50 pm Last class..	Final Presentations of Project Presentation due Nov 29/30
STUDY DAYS DEC 3-6	
Monday Dec 5	Turn in final Paper
MFA review Dec 7	

Events to schedule:*Reading Frieze Magazine on the beach**Lauren Bon lecture*

ADDITIONAL ASSIGNMENT INSTRUCTIONS

QUESTIONS FOR EACH SEMINAR:

The intent of this exercise is to establish a rigor in your approach to artists/art forms other than your own; to contextualize your work within a series of inquiries and conversations with practitioners.

Each week there is a guest at our Wednesday seminar, I will expect everyone in the class to turn in by the end of the day Tuesday (of the lecture) a copy of your questions or topics of interest for the seminar.

You can derive these questions from the lecture and the text/video(s) the guest sends to us in advance. Preparing these questions and comments in advance will be helpful to your colleagues who are the Seminar leaders (see below).

DUE: Weekly at the end of each Lecture

LEADERSHIP EXERCISES:

The intent of this exercise is to support your ability to craft an introduction and engage in professional conversations/presentations, including how to manage a panel, seminar or other group discussion.

We will divide into teams of at least two students who will introduce a speaker for the Tuesday night lecture, and on the following day they will lead the seminar. There are 6 speakers you will be responsible for, so we will divide into groups such that everyone has an assignment:

Gala Porras-Kim
Charlene Liu
Andrea Bowers
Vishal Jugdeo
Danielle Dean
Martin O'Brien

THE PROJECT:

The intent of this project is to introduce you to skills and concepts you will need as you move forward into your careers. We will have four in-class work sessions and your final presentations in class. Here are the steps and the due dates.

1. Everyone will **choose partners** who will work together over the semester--one MFA student and one MA student. These should be different than the partners formed in the above assignment.

DUE: Wednesday Sept 28

2. THE INTERVIEW

Learning outcome: How to conduct and write an interview, including preliminary research, crafting questions, considering your boundaries, articulating your ideas.

The semester partners will interview each other (one at a time – this is not a conversation) and turn in a transcription that has been lightly edited. We will have an in-class practice session and

conversation for the interview, but you will need to do a transcription and light edit outside of class.

DUE: Wednesday Oct 5

3. STUDIO VISITS

Learning outcome: How to conduct studio visits as artists, writers and curators, including preparing yourself with research, generating and predicting questions and discussion points, being strategic with what you want to get across.

Each MA partner will do enough studio visits with their MFA partner to discuss the artist's art and interests. Each MFA partner, in turn, will have enough meetings with their MA partner to discuss the curator's curatorial and research interests. Students should prepare for their studio visits/meetings with research and an outline or condensed description of what topics they feel are most relevant for this meeting. We will have time to do at least one studio visit during class time, but you should do more than one, as is customary when curators begin to work with an artist. We will ask for a discussion on your work to date on Nov 2.

DUE: Wednesday Oct 26

4. EXHIBITION PROPOSAL

Learning outcome: How to plan or propose an exhibition or installation of an artist's work; for artists, how to work together with curators on an exhibition of your work .

From your interview and studio visits you should have gathered enough information to begin to collaborate on a proposal for an exhibition, which will include a powerpoint, concept statement, an imagined space, a diagram of layouts, a description of each piece of the work, etc. Convince us that your show is a good idea. Your presentation will take the form of an in-class presentation of no more than 10 minutes, and printed materials as needed to bolster the presentation. You should submit to me a description, diagrams, photos for the proposal.

DUE: Tuesday Nov 29, Wednesday Nov 30.

5. WRITTEN PAPER

Learning outcome: How to articulate concepts and themes and rationalize why you are doing this work in writing. This paper will be persuasive and explanatory and will contextualize your work.

For the MFA student, we expect a 6 page paper that operates as an artist statement, a commentary on your exhibition, and an indication of the key directions you are pursuing in your work. For the MA student, we expect an 8 page paper that operates as a curatorial statement for your exhibition and how this show relates to your specific interests.

DUE: Monday Dec 5