

# SCULPTURE >1

AVT 363 462 463 464 662  
Sprin 2024

## Course Description:

Advanced studio course for \*rigorous production of sculpture. Weekly topical seminar, vigorous critiques, museum and gallery visits, professional documentation, and research resulting in a body of work to be exhibited.

You will be challenged to explore the role of art in our rapidly evolving society. You will be encouraged to ask yourself the hard questions. What is my personal definition of success? How can I strive to reach my fullest potential? What does being an artist mean to me?

Each level of class will complete 2 finished projects. Each completed project will include evidence of research, idea development, and technical skill-building.

**Sculpture 2-** one sculpture fore-fronting object-ness and material, and one fore-fronting ????

**Sculpture 3-** will focus their projects on interdisciplinary sculptural practice. Both finished works will investigate some aspect of cross-disciplinary possibilities. These can include, but are not limited to, photography, performance, video, design, painting and drawing, or non-art fields such as biology, ecology, physics, philosophy, psychology etc.

**Sculpture 4** and above will focus on refining and expanding areas of interest and developing a cohesive set of works suitable for exhibiting.

**Grading:** F: Unsatisfactory work/ Did not meet criteria D: Below Average but passing/ Work is lacking C: Average/ Met requirements B: Above average/ exceeded requirements A: Superior/ greatly exceeded requirements

**Participation:** Full engagement is imperative. Students are expected to actively participate in critiques. Active participation means: offering peers constructive criticism, utilizing a continually progressive art vocabulary, being attentive during demonstrations and maximizing class time.

**Art Events:** You may be required to make gallery and museum visits in DC and attend the Art Department special events such as guest artists lectures and exhibit openings.

## Objectives:

To learn to create meaning and function using space, structure, material, surface and context.

To gain hands-on experience with sculptural techniques and brains-on experience with three-dimensional problem-solving skills.

To develop an understanding of the relevance and relationship of sculpture to all the areas of art study.

## Schedule is here:

[https://miro.com/app/board/uXjVN4YSzjQ=?share\\_link\\_id=870994583835](https://miro.com/app/board/uXjVN4YSzjQ=?share_link_id=870994583835)

## Grading

Remember, the nature of the course is such that most of your grades will come in towards the end of the semester, so you will not know the majority of your grade until the end of the course!

300 pts total

- 100 pts each project (2 projects)- Quality and ambitiousness of the finished work.
- 25 pts participation- Interaction with class exercises, lectures, activities, and critiques
- 25 pts documentation- Satisfactory documentation of your own work and posted to website and your Miro board
- 25 pts Prepared for 1 on 1 meetings- Have multiple Ideas ready to talk about.
- 25 pts ready for critique - Have ambitious and experimental work in a ready-to-critique state installed at the beginning of your assigned crit day.

## Studio Maintenance: Civility Rules:

If you don't know, ask.

Wear proper safety gear.

No food or drink on machinery.

No cell phones, headphones in wood or metal studio.

PLEASE! Report broken machinery to faculty or technician immediately. !

Never use a tool before receiving proper instruction.

Clean and return studio tools to proper storage area after each use.

Put your work in storage areas and clearly label at end of every class.

ID required for all non-class time tool use.

Clean up after yourself.

Treat people with respect.

## What to expect this semester:

Expect to spend a minimum of 6 hours of work outside of class

Expect to get dirty: Wear old clothing and closed toed shoes to class

Expect to vocalize: Critique requires you to speak about your work

Expect to sketch your ideas!

## Covid-19 Evaluation and Testing

For the latest information, please visit: <https://shs.gmu.edu/services/covidservices/>

## Official Communications via Mason E-Mail

Students are responsible for the content of university communications sent to their George Mason University e-mail account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason e-mail account.

## Students with Disabilities and Learning Differences

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester <http://ods.gmu.edu>

## Attendance Policies

Students are expected to attend the synchronous classes of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus

Attendance is mandatory.

2 unexcused absences = final grade reduced by 1 letter (A becomes a B),

3 unexcused absences = 2 letters

6 unexcused absences = failure no matter your grade

8 absences (excused or unexcused) will result in failure EVEN IF YOU HAVE A VALID REASON FOR YOUR ABSENCE.

### Tardiness

If a student is more than 10 minutes late to class, this will count as a 1/2 absence (unexcused).

If a student is more than 25 minutes late to a class, they will not be permitted in the classroom, which will result in a full unexcused absence—unless they have given prior and timely notice and justification to the Instructor.

If a student leaves class 10 minutes or more early, this will result in a 1/2 absence (excused or unexcused).

## Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. <https://oai.gmu.edu/full-honor-code-document/>

## Responsible Employee Disclosure

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu)

## Commitment to Diversity

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran’s status, or physical ability.

## Important Dates

|   |                              |
|---|------------------------------|
| First Day of Spring Classes   | Tues. Jan 16                 |
| Last Day to Submit Domicile<br>Reclassification Application                               | Tues. Jan 16                 |
| Last Day to Add: All Individual Section Forms Due   | Tues. Jan 23                 |
| Last Day to Drop: With 100%<br>Tuition Refund   | Tue. Jan 30                  |
| Last Day to Drop: With 50%<br>Tuition Refund  | Tue. Feb 8                   |
| Unrestricted Withdrawal<br>Period: 100% Tuition Liability                                 | Wed. Feb 7 – Tues. Feb. 20   |
| Mid-term Evaluation Period:<br>100-200 level classes-<br>Grades Available via Patriot Web | Mon. Feb. 12 – Fri. Mar 15   |
| Selective Withdrawal Period<br>-Undergraduate Students Only<br>(100% Tuition Liability)   | Wed. Feb 21– Mon. Mar 25     |
| Spring Recess   | Mon. Mar 4 – Sun. Mar 10     |
| Incomplete Work from Fall 2023<br>Due to Instructor                                       | Fri. Mar. 22                 |
| Dissertation/Thesis<br>Deadline   | Fri. Apr. 26                 |
| Last Day of Classes   | Mon. Apr 29                  |
| Reading Days  | Tues. Apr. 30 and Sun. May 6 |
| Examination Period  | Wed. May 1 – Wed. May 5      |
| Spring Commencement   | Thurs. May 9                 |
| Degree Conferral Date<br>10   | Fri. May                     |

Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late. Requests for late adds (up until the last day of classes) must be made by the student in the School of Art office (or the office of the department offering the course), and generally are only approved in the case of a documented university error (such as a problem with financial aid being processed), LATE ADD

fee will apply. Requests for non-selective withdrawals and retroactive adds (adds after the last day of classes) must be approved by the academic dean of the college in which the student's major is located. For AVT majors, that is the CVPA Office of Academic Affairs in College Hall.

### Writing Center and Library Resources

Students who need intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center. For Spring 2021, the Writing Center is holding all sessions online, with writers choosing between meeting their tutor in real time on Zoom or uploading a draft for their tutor's written feedback. Please send your questions to [wcenter@gmu.edu](mailto:wcenter@gmu.edu)

**Provisions Research Center for Art & Social Change** is in Room L001 of the Art & Design Building. This student resource assists students in exploring and engaging new models for artmaking that lead to a more inclusive, equitable, and connected society. Provisions is also a hub for developing art projects through Mason Exhibitions, the Mural Brigade, and art partners throughout the metropolitan area, and beyond. Contact Don Russell for more information: [drusse10@gmu.edu](mailto:drusse10@gmu.edu)

**Art and Art History Librarian**, Stephanie Grimm, will offer appointments and virtual office hours for the Spring 2023 semester: <https://go.gmu.edu/sgrimm4>

### Counseling & Psychological Services (CAPS)

CAPS provides a wide range of free services to students. CAPS offers crisis, counseling, and psychiatric services virtually, and limited services in person. Services are provided by a staff of licensed clinical psychologists, licensed professional counselors, licensed social workers, doctoral-level trainees, and a board-certified psychiatrist. Our individual and group counseling, workshops, and community education programs are designed to enhance students' personal experience and academic performance. For distance learners, please see our Resources for Distance Learning page. We also provide consultation to faculty and staff who have concerns about a student

CAPS provides short-term mental health services for enrolled students. When a student's needs require a different level of care, CAPS works with students to transition care to community providers. If a student is currently seeing a professional in the community for therapy and can continue to work with them, we encourage the student to continue care with their current provider.

To begin services with CAPS, please call us at 703-993-2380 during our business hours. Due to the rise in COVID cases, we are only offering services via telehealth during this time.

If you are experiencing a crisis after our business hours or on weekends or holidays, please call us at 703-993-2380. Please select option 1 in our phone system to be connected to an after-hours crisis counselor.

If you are interested in connecting with a provider in the community for long term counseling, please visit our Find a Community Provider page for our database of community provider options and other options for connecting with a therapist. If you have student health insurance through Aetna, you may also choose to access services through TelaDoc

### Visual Voices Spring 2024

Thursday, February 8, 2024 @ 4:45pm - 6:30pm - Taekyeom Lee (in person)

Taekyeom Lee is an educator, maker, and designer using the artist's material and artistic sensibility. He is currently an Assistant professor of Graphic Design at Illinois State University in Normal, IL. He received an MFA degree in Graphic Design from the University of Illinois at Urbana-Champaign.

Lee's research explores unconventional materials and digital methods in graphic design such as 3D printed type, graphics, and designed objects. This research began with two questions: Where does typography belong in the post-digital age? How do we bridge digital and physical experiences?

Thursday, February 22, 2024 @ 4:45pm - 6:30pm - Maria Gaspar (virtual)

Maria Gaspar is an interdisciplinary artist negotiating the politics of location through installation, sculpture, sound, and performance. Gaspar's work addresses issues of spatial justice in order to amplify, mobilize, or divert structures of power through individual and collective gestures. Her work spans formats and durations, including sound performances at a military site in New Haven (Sounds for Liberation); long-term public art interventions at the largest jail in the country (96 Acres Project, Chicago); appropriations of museum archives (Brown Brilliance Darkness Matter); and audio-video works, marking a jail located in her childhood neighborhood (On the Border of What is Formless and Monstrous).

Gaspar has received the Guggenheim Award for Creative Arts, Latinx Artist Fellowship, United States Artists Fellowship, the Frieze Impact Prize, the Sor Juana Women of Achievement Award in Art and Activism from the National Museum of Mexican Art, and the Chamberlain Award for Social Practice from the Headlands Center for the Arts. Maria's projects have been supported by Art for Justice Fund, Graham Foundation for Advanced Studies in the Fine Arts, Robert Rauschenberg Artist as Activist Fellowship, Creative Capital Award, Joan Mitchell Emerging Artist Grant, and Art Matters Foundation. Gaspar has lectured and exhibited extensively at venues including MoMA PS1, New York, NY; the Contemporary Arts Museum, Houston, TX; the Museum of Contemporary Art, Chicago, IL; the African American Museum, Philadelphia, PA; and the Institute of Contemporary Art, Los Angeles. She is an Associate Professor at the School of the Art Institute of Chicago, holds an MFA in Studio Arts from the University of Illinois at Chicago, and a BFA from Pratt Institute in Brooklyn, NY.

Thursday, March 21, 2024 @ 4:45pm - 6:30pm - Late Comeback Press (virtual)

Late Comeback Press is a micropress based out of Northern Virginia and is run by three Asian-American women. Late Comeback primarily focuses on mental health and representing Asian-American culture in its most subtle, authentic light and detracts from the palatable or exotic, as depicted in Western media. They build zines intricately and by hand to represent the connection between their art, identities, and community.

Thursday, April 4, 2024 @ 4:45pm - 6:30pm - (to be announced)

School of Art Social Media Accounts

IG: gmusoa

FB: gmu.soa

TW: gmusoa

### Land Acknowledgement

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

## Anti-Racist Statement

The School of Art plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black, Indigenous, and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. It strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background. An anti-racism approach is an active and ongoing, long-term process. In all our efforts, we uphold a commitment to creating honest, respectful, supportive, and healing spaces where members of our community can meaningfully dialogue and learn from each other's lived experiences for the betterment of our entire community.

## Diversity, Equity, and Inclusion

Inspired by mass actions and worldwide protests demanding racial justice, CVPA's Arts in Context continues the Kritikos Anti-Racist Reading Group this semester, moderated by Mason faculty members Jessica Kallista and Kristin Johnsen-Neshati, with help from co-organizers, Cynthia Fuchs, Jordan McRae, and Sang Nam. Members of the community are called to meet in Fall 2023 for a 90-minute session once a week with a goal of long-term commitment to relationship building, awareness, reimagining, transformation, and action, around anti-racist practices, racial justice, and the creation of conversations as well as systems of compassion and healing. We continue to focus on anti-Black racism and its effects on society.

Grounded in the knowledge that it is not a question of whether we are racist, but rather, how racism is expressed and experienced in ourselves, our lives, our behaviors, and our institutions, we explore books, music, art, essays, podcasts, and documentaries that allow us to critically question and consider our roles as artists, thinkers, citizens, and creatives in a society founded on racist values and practices.

A schedule of sessions will be available in the link below.

<https://cvpa.gmu.edu/events/arts-context/kritikos-anti-racist-reading-group>