



Center for International Programs and Sustainability Studies

Course name: Muralism and Public Art

Course code: ART 2130

Total contact hours: 60

Pre-requisites: None

COURSE DESCRIPTION

Through collaborative and participatory dynamics, this studio course looks into conceptual and practice-based approaches in public art. We adopt chance operations, design thinking, disruptive strategies, and artistic methodologies - towards that which is not yet. Art practice is viewed as a process, a way of thinking, engaging, and experiencing in different contexts.

The course is divided into a theoretical and experimental phase, followed by a design process, which leads to the execution of a collaborative public work of art. It can be through mural painting, public intervention or other forms of public art and new genres, relational, site-specific, etc. The experimental, design and execution phases are non-linear and intertwined.

The objective is for participants to explore and develop their ideas and interrogate the impact of public art in communities. The course will enable students to manipulate elements of form, specific media, techniques, and safety measures aimed at public spaces. They will develop proposals into actual projects through guided design processes.

AUDIENCE

This course is structured for International Students attending the Study Abroad program at Universidad LCI Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

This is a theoretical-practical course, and it seeks to interrogate the following:

How can we generate public art projects in different environments and communities?

To respond this question, we will study the following **generative topics**:

- Form, Subject, Concept and Context in works of art
- Sensory Exploration, Haptic and Sound Exercises
- Chance Operations, Communal Creativity and Collaborative Practices
- Practice Based Research Methodologies
- Site Specificity, Relational and Socially Engaged Practice

Along the course, the following **skills** will be fostered:

- Conceptual Thinking
- Mental Mapping
- Relational Practices
- Formal Knowledge
- Design Thinking
- Technical Knowledge:
 - Design Tools
 - Drawing
 - Painting
 - Mixed Media

- Collaboration and Creative Problem Solving
- Project Management Strategies
- Critique Dynamics

Among the **values and attitudes** that will be promoted among students are the following:

- Participation and collaboration
- Critical thinking
- Communication
- Creative problem solving
- Divergent thinking
- Adaptability
- Empowerment

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability, ethical and artistic commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Evidence of learning
Chooses when to use materials and media to present concepts that reflect specific intentions.	<ul style="list-style-type: none"> ○ Formal Knowledge ○ Critical Thinking ○ Technical Knowledge 	<ul style="list-style-type: none"> ○ Exercises ○ Design Proposals ○ Mural Execution

Participates and engages in collaborative activities through public speaking, leadership, vision, creativity, input and group encouragement.	<ul style="list-style-type: none"> ○ Collaboration ○ Participation ○ Leadership ○ Empowerment ○ Creativity 	<ul style="list-style-type: none"> ○ Exercises ○ Critiques ○ Design Thinking ○ Project Proposal ○ Final Project
Shows research capabilities and a correspondence between concepts, process, and execution	<ul style="list-style-type: none"> ○ Relational Dynamics ○ Conceptual Thinking ○ Practice Based Research 	<ul style="list-style-type: none"> ○ Assignments ○ Critiques ○ Design Thinking ○ Project Proposal ○ Final Project
General/Core		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	<ul style="list-style-type: none"> ○ Learning to learn ○ Practice Based Research 	<ul style="list-style-type: none"> ○ Design Thinking ○ Project Proposal ○ Final Project
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication	<ul style="list-style-type: none"> ○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically 	<ul style="list-style-type: none"> ○ Exercises ○ Design Thinking ○ Critiques ○ Project Proposal ○ Final Project

techniques.	<ul style="list-style-type: none"> ○ Speaks responsibly ○ Listens attentively. 	
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	<ul style="list-style-type: none"> ○ Communicates thoughts of the discipline orally, graphically, and in written form. 	<ul style="list-style-type: none"> ○ Exercises ○ Critiques ○ Design Thinking ○ Project Proposals ○ Design and Execution of Final Project

COURSE CONTENT

Unit I. Theory/Experimentation/Preparing for the Unknown

- Chance and Creativity
- Criticism and Interpretation
- Conceptual Approaches
- Form
 - Composition
 - Narrative/Sequence
 - Linear Qualities
 - Perspective
 - Color Theory
- Different Media
- Site Specificity
- The Expanded Field
- Relational and Performance Art
- New Genre Public Art
- Politics and Public Art
- Graffiti

Unit II. Research and Design Process

- Design Thinking
 - Ideation
 - Gathering Information
 - Prototyping
- Artistic Research
 - References
 - Formal Design
 - Site Specificity
 - Conceptual Correspondence
- Critique Dynamics
- Final Project Proposals/Presentations

Unit III. Final Project Execution

- Scale
- Interpretation of Selected Design
- Drawing/Tracing
- Color Mixing
- Media and Technical Aspects
- Community Engagement
- Activation

METHODOLOGY

Pedagogical approach is informed by constructivism, critical pedagogies, artistic methodologies, Design Thinking and disruptive education strategies.

Directed by the instructor, classes look to foster an environment where students create their own dynamics and processes and think critically about their work and others'.

Classes aim to have a positive participation of students, in class discussions and various in and out class art exercises. Theory and practice will constantly be integrated through 'art thinking'. Through project-based learning, students will engage in professional and socially engaged practice.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the professor. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING ASSESMENT

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Homework Assignments	10%
Classwork Dynamics	40%
Design Process	20 %
Final Project Execution	30%
Total	100%

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Homework Assignments:

There will be 1-3 Homeworks. These may be assigned throughout the course depending on the group and its needs. They will normally take place in the first unit and will be assigned at least one week before they are due. They may be short writing; visual or creative exercises related to class and themes and may include a brief presentation. Specific guidelines will be given case by case.

2. Classwork Assignments

Classwork dynamics vary per unit, whether they be collaborative exercises or individual. This rubric reflects assignments and group dynamics throughout the course, particularly in relation to participation and engagement.

3. Design Process

The Design Process involves a Design Thinking approach, engaging the community, brainstorming and prototyping ideas, as well as Site Specific and Artistic Research (Besides formal/visual considerations). The whole process is evaluated in group presentations.

Different groups compete for the final design to be selected. External guests such as stakeholders, university personnel, guest artists and community members, may come to this event. Additional guidelines, specific to each site and context should be considered.

4. Final Project:

The final project is usually a mural painting, though may involve other media or new genres in public art. The specific objectives of each site are defined during the semester, prior to execution. Empowerment, involvement, and progression are key in this stage. The design

process itself continues, sometimes interpreting and adapting parts of the original one, and others redefining it.

ATTENDANCE

Regarding classes:

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) **class absences**. A student shall fail the course if more than two absences are registered.
2. Three **late arrivals to class** (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.
4. On presentation of the official justification to excuse the absence, the missed assignment shall be presented on that same day in order to avoid a grade zero.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he/she/they:

1. Be disruptive in the classroom
2. Behave in a disrespectful way
3. Be under the influence of alcohol or even smells of alcohol
4. Be under the influence of any illegal drug
5. Show hygiene-related problems that may disturb other students

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

PROGRAM POLICIES

The student must comply with the provisions of Universidad Veritas LCI, CIPSS Student Policies available on the Canvas platform.

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DIGITAL RESOURCES

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CHRONOGRAM

Week	Contents	Evidence of learning
Week 1	UNIT 1. Course Introduction Practice based learning Collective creative processes Chance and creativity Sensory exploration	EXERCISES: Blind walking Drawing and sound Haptic exercises Exquisite corpse

		Drawing and writing Creative memory mapping
Week 2	Mural Tour Trip to different public art sites in San Jose	Group conversations on the context of specific projects Exercises from week one continued in the city
	Mirror Crits Public Art Terms: Site Specificity, The Performative/ Performance, Activism, Relational Aesthetics, Socially Engaged Practice, Graffiti and Urban Art... (these will continue throughout the course)	Teacher Presentation of terms Critiques of works by others
Week 3	Subject Matter vs. Form Analysis—in contemporary public art projects	Teacher Presentation Exercises

	Formal Approaches, Design Fundamentals, Perspective, Color Theory	Teacher Presentation Exercises
Week 4	Visiting Artist Workshop: Introduction to spray paint	Guest Artist Demonstration Experimentation
	PUBLIC ART TERMS Continued How does context affect art and its interpretations? What are the differences between art and politics? Design your own relational, ephemeral or performative intervention to execute next class. Individual or groups	Teacher Presentation Exercise (Possible Assignment)
Week 5	UNIT 2. Design Thinking and Research Stages of Design Thinking	Ideation Gathering Information Prototyping
	Design Thinking and Research Stages of Design Thinking	Ideation Gathering Information Prototyping

Week 6	Design Thinking and Research Stages of Design Thinking	Ideation Gathering Information Prototyping
	Design Thinking and Research Artistic Research	Formal Design Site Specific Research Conceptual Approaches
Week 7	Design Thinking and Research Artistic Research	Formal Design Site Specific Research Conceptual Approaches
	Project Design Proposals Presentations	Critique Dynamics
Week 8	Project Design Proposals Presentations	Critique Dynamics
	UNIT 3.	Interpretation and Execution of Selected Design or

Week 9	Final Project: Public Art Community Engagement Activation	Concept
Week 10		
Week 11		
Week 12	Final Project Opening / Documentation	