

Syllabus - FINA S462 (Graduating) and FINA S561 Graduate Ceramics

Professor: Brian Harper, Associate Professor of Fine Art and Ceramics Area Head
Studio and Office: KV 036 (across the hall from the ceramics area)
Office hours: 5:00pm – 6:00pm Monday/Wednesday, or by appointment
Contact e-mail: harperba@ius.edu

our website: www.claybucket.com
also review: www.artaxis.org
SpaceLab website: www.SpaceLabProject.com

Social Media:

Facebook : facebook.com/IUSceramics
facebook.com/artaxis.org
Instagram: [@iusceramics](https://www.instagram.com/iusceramics) .. and use #IUSceramics when posting!
[@artaxis](https://www.instagram.com/artaxis)
Twitter: [@IUSceramics](https://twitter.com/IUSceramics) (twitter.com/iusceramics)

General Course Objectives:

All of the courses in the ceramics area are intended to broaden the student's understanding of clay as a viable medium for personal visual expression and extend the student's capacity for practical application for two and three dimensional design considerations. Although the ceramic discipline will provide a focal point for study, students are required to expand their range of exploration to the broader field of the visual arts, including the disciplines of sculpture, drawing, painting, printmaking, photography, installation, conceptual work, and architecture, as well as other art forms such as literature, music, theater, and dance in order to stimulate one's thinking about one's own work and the work of others.

Creative expression is one of the objectives of this class. You will be expected to:

1. create unique, personal, finished objects in clay.
2. perform a critical examination and assessment of your own work, as well as the work of others.
3. articulate how you navigated from the initial concept to the final product.

Academic Expectations:

Attend all classes, care about the work you are doing in class, see it through, visit the ceramics studio between classes to move your work along, help others in the class to succeed, keep the studio clean.

Class Attendance:

Good attendance is a minimum expectation of this course. Although you will be expected to work outside of class, any work done outside WILL NOT exempt you from regular class attendance or punctuality. Students will be permitted two absences before having their grade affected. Each absence beyond 2 will result in a grade reduction in the attendance portion of the final grade. ***THERE ARE NO EXCUSED ABSENCES – AN ABSENCE IS AN ABSENCE***

- 3 absences = a 1/3 letter grade reduction in your final grade (ex. a "B" then = "B -")
- 4 absences = a 2/3 letter grade reduction in your final grade (ex. a "B" then = "C +")
- 5 absences = a full letter grade reduction in your final grade (ex. a "B" then = "C")
- 6 absences = a 1 1/3 letter grade reduction in your final grade (ex. a "B" then = "C -")
- 7 absences = a 1 2/3 letter grade reduction in your final grade (ex. a "B" then = "D+")
- 8 absences = automatic failure of the course

** Students who arrive to class late or leave early will receive a "L" or "LE" for the class date, which equals 1/3 of an absence (3 LATES OR LEAVE EARLYS = 1 ABSENCE)

E-mail:

Your IUS e-mail address is the way I will be communicating with you outside of class. It is YOUR RESPONSIBILITY to either check that e-mail address often or make sure that those messages are being forwarded to an address you check. I will be using whatever email address is listed on Canvas.

IUS Academic Dishonesty:

The Student Code of Conduct prohibits activities and prescribes penalties for academic dishonesty. According to Indiana University Southeast Policy, adopted by the President's Cabinet and printed in the IUS Student Handbook, students found guilty of any form of academic dishonesty, including (but not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion, may receive an F on the assignment and/or an F in their course(s) from the instructor and may be suspended from the university by the administrative action.

Special Needs:

Students who have a disability that requires accommodations in the classroom should Disabilities Services; early in the semester so that their learning needs may be appropriately met. The Student will need to provide documentation of the disability and if testing is needed, recommendations can be provided from Disabilities Services in UC South Room 207, 941-2243. Additional information about the Office of Services for Students with Disabilities may be obtained at: <http://www.ius.edu/asc/disabilityservices/>

Texts to look at: [Hands in Clay](#) by Charlotte Speight (5th edition)
 [The Ceramic Spectrum](#), Robin Hopper
 [The Potter's Workbook](#), Clary Illian
 [The Craft and Art of Clay](#), Susan Peterson

** Register to Ceramic Arts Daily: <http://ceramicartsdaily.org/register/>

Clean-Up Policy:

Each student is responsible for cleaning the area in which they worked, each and every time they use that space. This includes evenings, Fridays, and weekends.

Cell Phones:

Turn all cell phones to a silent setting during ALL HOURS in the ceramic studio. Please respect the shared creative environment and talk on your phone outside. Do not use cell phones in any way during class - unless for documentation, and in that case, use the #IUSceramics hashtag!.

Evaluation Criteria:

Total = _____ (out of 50)

1. Concept / Idea Score = _____ (out of 10)

Your idea successfully fulfills the goals of the project. The physical work creatively leads the viewer to the ideas and concepts you intended.

2. Quality of Construction, Execution, and/or Finishing Detail Score = _____ (out of 10)

The work is well crafted and carefully executed. There are no perceived differences between your intentions and what the viewer sees.

3. Ambition Score = _____ (out of 10)

The project shows ambition. You have worked to push your own boundaries during every stage of the project.

4. Creativity Score = _____ (out of 10)

The work shows a high level of creativity. You have shown an effort to expand on conventional modes of thinking to execute a particular idea or concept.

5. Participation in Learning Score = _____ (out of 10)

You have incorporated suggestions made by other students and professors. During the making of this project, you have actively contributed to the learning of others in the class.

Guide:

9-10 – The objective was clearly and convincingly met.

8-9 – Most of the objective was met, however there were some small areas that were not met.

7-8 – Parts of the objective were met, but there were significant areas that needed improvement

6-7 – The objective was approximately 50% met.

5-6 – Some of the objective was met, however, most of the objective was not met.

0 – The objective was not met at all.

Sketchbook

Bring your sketchbook to all class meetings. An artist's sketchbook can be his/her most important tool. The sketchbook is where ideas are recorded and have the opportunity to grow. Write down all ideas and sketch anything you find interesting, collect images from magazines, the Internet, etc. This activity will inform the works you create and help you build an indispensable resource as well as being an integral part of the creative process. Use any medium you feel most comfortable working with – pencil, marker, charcoal, etc.

Syllabus, handouts, sketches, ideas, researched information, notes from demonstrations, slide talks, workshops, gallery visits/reports and lectures as well as written assignments are to be maintained in your sketchbook. Drawings and research will be checked off for each assignment. Your sketchbook will be graded according to the breadth of the ideas and sources collected and recorded, not your drawing ability.

Things to think about regarding your sketchbook:

Source Material

- Have you collected a large reservoir of source material (drawings, notes, sketches, writings etc.) to use a starting point for your work?
- Is there evidence in the sketchbook of outside creative or technical research (not assigned from class material?)
- Have you been creative in your collection of source material? Have you been open minded in understanding how your collection of source material helps you in your creative work?

Class Notes

- Have you kept and organized your class notes and handouts?
- Did you take notes about how your work was completed (glazes, colors, stains, post firing work, etc.)?
- Did you take notes about the conceptual development of your work?
- Did you take notes or reflect on the discussions we had during the critiques or during class? (either about your work or others)

Idea Sketches

- Have you completed all of your idea sketches BEFORE each assignment?
- Do your ideas seem complete and thought out? Or do your sketches appear haphazard and incomplete?
- Have you created a significantly larger number of idea sketches than you used?

Course Objectives: This course is the culmination of your undergraduate experience in ceramics --- so *MAKE IT COUNT!* The primary objective of this course is for you to develop a cohesive body of work reflecting your personal thought process. It is intended that you reinforce and embellish previously learned skills and aesthetic criteria while investigating new information, methods, procedures, and perspectives integral to the visual arts. At this level of your university experience, you are expected to be actively pursuing a more personalized form of expression and an increased awareness of historical and contemporary developments in the visual arts.

Course Content: The purpose of this course is to develop a cohesive body of work, therefore you will develop a creative research project which will span the entire semester. The end result of the project will be a cohesive body of work reflecting the concepts you have chosen to explore.

Students are required to approach this task with a carefully considered written plan involving specific goals and objectives of the research project. This plan will serve as a guide to the research project and will help the student maintain a clear focus on the work as it progresses throughout the semester. It should not, however, be considered a limiting factor that restricts the student from pursuing directions as they present themselves. It is, rather, a point of departure for the exploration of ideas and visual form within a specified context.

You will create a written proposal at least one typed page long and present it to me at the end of the first week of the semester. Your proposal will include information regarding the content and conceptual focus of the work you intend to create this semester, an outline of goals you intend to reach, and any other information that will help to build a foundation to your work (influences, authors you are reading, artists you are looking at, etc. etc.) At the beginning of the second week of the semester, you and I will sit down to discuss your plans for the semester and further outline some achievable goals for you and your work.

In addition to the objects created, you will develop and submit a written artist's statement. The statement will serve as a way to further articulate your purpose in this particular body of work. You and I will review your rough draft approximately halfway through the semester and although I will assist you with writing your statement, you are expected to be an active participant in the dialogue your statement and your work create.

Presentation – As a component of this course, you will give a 5-10 minute presentation regarding your influences (ceramics or otherwise). Use this time to work through and learn to articulate where your inherited lineage is considering the field of ceramic art. Include images of your work to enforce some of the points you are making. This presentation will be created in Powerpoint and presented to the class at a designated time during the semester.

Assistance in the Ceramics Studio – Your status as an advanced student in this department should be taken seriously and you are therefore expected to set a model for others through your studio practices, work ethic, and attitude towards others in the studio. With your accumulating knowledge base in the ceramic arts, you have an opportunity and a responsibility to help others along in the studio. This is a shared community environment and all people (including you) will benefit from the knowledge you share.

Weekly Schedule:

Week 1:

Mon. 8/22 - Review syllabus, get lockers, introduce first project, etc, begin making objects, sketching, working on proposal

Wed. 8/24 - Group discussion between the 4 of you about your plans and goals.

Fri. 8/26 - Email me your one page proposal. Schedule meeting with your Fearless Leader in Clay to discuss your proposal and identify goals.

Week 2:

Mon 8/29 - Work. Make stuff.

Wed 8/31 - Work. Make stuff.

Week 3:

Mon 9/5 - Labor Day, no classes

Wed 9/7 - Work. Make stuff.

Week 4:

Mon 9/12 - Work. Make stuff. Check in crit / in progress discussion. Website lecture at 4:25pm.

Wed 9/14 - **MARTHA GROVER workshop all day in the Ceramics studio**

Week 5:

Mon 9/19 - Work. Make stuff. Discussion on grad schools. Thoughts on Martha's visit.

Wed 9/21 - Work. Make stuff. Discussion on website plans.

Week 6:

Mon 9/26 - **MALCOLM MOBUTU SMITH workshop all day in the Ceramics studio**

Wed 9/28 - Work. Make stuff. Thoughts about Malcolm's visit.

Week 7:

Mon 10/3 - Work. Make stuff. Check in crit / in progress discussion.

Wed 10/5 - Work. Make stuff.

Week 8:

Mon 10/10 - Work. Make stuff.

Wed 10/12 - Work. Make stuff.

Week 9:

Mon 10/17 - Work. Make stuff. Check in crit / in progress discussion.

Wed 10/19 - Your Fearless Leader is gone. Work. Make stuff.

Week 10:

Mon 10/24 - Your Fearless Leader is gone. Work. Make stuff.

Wed 10/26 - Your Fearless Leader is gone. Work. Make stuff.

Week 11:

Mon 10/31 - TBA

Wed 11/2: - TBA

Week 12:

Mon 11/7: - Abby and Star install installation project, review plans. Review their work with them

Wed 11/9 - WET WARE CUTOFF!!! Abby and Star installation project opens.

Week 13:

Mon 11/14 - Samuel and Jennifer install installation project, review plans. Review their work with them. Finishing, trimming, fine-tuning, etc.

Wed 11/16 - Samuel and Jennifer installation project opens. Loading kilns, glazing, firing, etc

Week 14:

Mon 11/21 - Loading kilns, glazing, firing, etc

Wed 11/23 - Thanksgiving Break, no classes

Week 15:

Mon 11/28 - Loading kilns, glazing, firing, etc

Wed 11/30 - Mandatory Class Cleanup!

Week 16 (Exam Week)

Mon - Final Crit, 6-9pm

Standards of Excellence for IUS Fine Arts Students:

- Students actively contribute to critiques and class discussions by offering thoughtful perspectives and constructive criticism.
- Students demonstrate curiosity and enthusiasm for the discipline and subject matter of study.
- Students are willing and active learners and researchers, who seek information for building context and content for artistic practice, and engage in scholarly discourse relating to the discipline.
- Students are committed to continuous self-evaluation and personal improvement.
- Students respond analytically and proactively to assessments given by faculty, advisors, or others by making changes to address legitimate concerns.
- Students actively solicit feedback for purposes of making quality improvements to work and practice.

The IU Southeast Fine Arts Program has determined that a student's demonstration of professional disposition and his/her adherence to specified minimum standards of conduct are essential to the successful participation in and completion of the program. The attached IU Southeast FINE ARTS STUDENT DISPOSITION CODE ("FASDC") is a program-level set of minimum standards that complement but do not supersede the broader IU Code of Students Rights, Responsibilities and Conduct. The FASDC sets forth the program's minimum standards for student conduct. The FASDC will be included in the syllabus for all Fine Arts courses and will be presented to all students on the first day of class.

FINE ARTS STUDENT DISPOSITION CODE

COMMUNICATION:

- Students actively listen and respond thoughtfully and appropriately to others during critiques, class discussions, and in the studio.
- Students are receptive to ideas, suggestions, and constructive criticism from others.

RESPECT:

- Students will be respectful when using shared materials and shared studio space. Students will understand that they are personally accountable for proper use and maintenance of shared materials and studio space.
- Students will respect the work, space, and materials of others. Students will not touch another person's work, use another person's materials, or enter in to another person's personal space without first receiving permission.

RESPONSIBILITY:

- Students help to ensure that IUS is a safe, respectful, creative work environment by refraining from actions or behaviors that might threaten or endanger themselves, others, or the academic process.
- Students will be conscientious and respectful of the needs of others when working in proximal or shared spaces.

FASDC ENFORCEMENT STRATEGY:

In the event that an instructor concludes that a student has failed to achieve and/or adhere to the minimum acceptable levels of the FASDC, and these behaviors or attitudes are adversely affecting the educational experience of other class members or faculty during the course of any program of study, the instructor will seek the following measures to address these issues and correct any violations of the FASDC.

1. The instructor complaining of the violation of the FASDC will prepare a standard Corrective Action Report ("CAR") providing:

- a. The section(s) of the FASDC that is not being achieved or adhered to by the Involved Student.
- b. A description of the incident(s)/circumstance(s) in which the Involved Student violated FASDC behaviors or attitudes.

An instructor's preparation of a CAR is a serious matter and will be evaluated by the FASDC Committee, who will respond by preparing a Corrective Action Plan.

2. The FASDC Committee includes the Fine Arts Program Coordinator, the Academic Advisor of the School of Arts and Letters, and the Dean of the School of Arts and Letters. In the event that the instructor who prepared the CAR is the Fine Arts Program Coordinator, the Dean of Arts and Letters will select an alternate fulltime Fine Arts faculty member to serve on the FASDC Committee.

The FASDC Committee will meet with the Involved Student to discuss the CAR. Following this meeting, the FASDC Committee will prepare a written Corrective Action Plan (CAP). The CAP will include observable performance requirements that the Involved Student must achieve within designated timelines. Fulfilling these requirements will allow the Involved Student's completion of the CAP.

When the CAP has been prepared, the CAP requirements will be presented in a second meeting with the Involved Student and the FASDC Committee.

Three potential outcomes for this second meeting are anticipated:

- The Involved Student may agree to the CAP (by signing the CAP form), in which case the process moves to point 3 below. The Involved Student may determine that CAP is not agreeable and will be allowed to withdraw from the involved course, or

- The Involved Student may propose alternatives to some or all of the CAP provisions and will be given five (5) days to present written alternatives to the Committee. If some or all of the alternatives are acceptable to the FASDC Committee, the CAP will be revised to reflect the acceptable alternatives. If the Involved Student agrees to the revisions of the CAP, the process will move to number 3 below.

- If an Involved Student does not agree to a CAP (whether the original or as revised by the FASDC Committee), the process moves immediately to review by Office of Student Affairs.

3. In order to continue in the fine arts course, the Involved Student must agree to comply with the FASDC and the terms of the CAP by signing the final page of the CAP document. At this meeting the Involved Student will be given the opportunity to appeal or agree to the full terms of the CAP.

4. Student performance (in accordance with the CAP) will be approved by all members of the FASDC Committee. The Involved Student and FASDC committee members will sign the final page of the CAP on or before the target date.

5. Failure to comply with the CAP may result in one or more of the following consequences at the discretion of the FASDC Committee:

A. Academic probation within the program. The Involved Student will be evaluated weekly for the rest of the semester using the standards set up in the CAP.

B. Denial of Future Enrollment in IUS Fine Arts courses. The Involved Student is permanently barred from enrollment in any Fine Arts course.

C. Additional Consequences. The CAR and CAP, documenting the incident and the Involved Student's failure to fulfill the agreed-upon CAP, will be sent to the IUS Office of Student Affairs. The Office of Student Affairs will evaluate the CAR and failed CAP through IUS Student Conduct Officers with regard to the IU Code of Student Rights and Responsibilities. This may lead to further disciplinary action by the University.

These outcomes do not limit the actions a particular professor with regard to his/her course.