University of Oregon
Arts and Administration Program
AAD 251 Online: Art and Visual Literacy

Instructor:
Dr. Gregory Gurley

Office:
Cyberspace  ggurley@uoregon.edu
Virtual office contact time occurs via email. Messages will receive a reply within 24 hours of receipt. Please note that all email correspondence must have “AAD 251” or “Arts and Visual Literacy” in the subject listing and be signed with the name you used for registration.

Classroom:
Cyberspace  http://blackboard.uoregon.edu – AAD 251 Art and Visual Literacy
Use your login and password information for your University email account. You can then visit the Blackboard site for AAD 251 Art and Visual Literacy. Remember to look for instructor G. Gurley. (For more information about this and other courses offered by the UO Distance Education, go to http://de.uoregon.edu).

Phone:
Department: 346.3639

Course Description:
This course is an introduction into visual culture and visual analysis. In this class we explore ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within socio-cultural contexts. The visual world is filled with structure and meanings. This course is an introduction to the many facets involved in human experience of the visual world, from cars and sunsets to the “Mona Lisa.” Visual experience involves the qualities of what is seen (materials, colors, arrangements—all the aspects of design), everything that the individual brings to the experience (body, senses, emotions, beliefs, knowledge, biases—the many aspects of being human), and the context in which experience takes place (influences of other people, histories, environments, institutions—the many aspects of our physical and cultural world). In this course students will explore the interactions of these elements of experience, and how they come together in creating interpretations and forming judgments about the visual world.

From the time we are newborns to the last moment we look out on the world, we are involved in rich and ever-evolving relationships with everything we see. This course draws upon the cultural matrix of ideas and practices associated with the arts to develop a broader understanding of the visual world and our interactions with the innumerable things we see.
Course Objectives:

1. To become acquainted with the ways that we use and understand images
2. To understand how we make meaning through arts
3. To use arts to understand the relationship of image, power, and knowledge

Text:

Class Requirements:
This class requires: graded written work; evaluation of your own and other’s work; online presentation of projects; reflective work and discussions, as well as assigned reading.

Evaluation and Grading:
This course uses a cumulative point system; all assignments and projects have a point value that is totaled for your final course grade. You will be graded on your written analyses and your reflective questioning of art. You will be graded upon your participation and your willingness to complete the assigned tasks on time. Time management is essential for your success. If you miss the deadline for posting, you will not receive full credit for that assignment.

Academic Honesty
Plagiarism is a serious offense. The consequences for using the words of another without quotation marks or citation, or of using the ideas and conclusions of another without citation, are severe. In this course, such academic dishonesty will not be tolerated. For further information regarding academic dishonesty, see http://libweb.uoregon.edu/guides/plagiarism/students/ . Be aware that if I find evidence of plagiarism, cheating, or other incidents of academic dishonesty the offense will be dealt with as per the Student Conduct Code rules, which can be found at: http://studentlife.uoregon.edu/programs/student_judi_affairs/conduct-code.htm.

Why you should cite sources (list compiled by L. Ettinger, 2003):
- To demonstrate your knowledge of the work of others;
- To build upon the ideas of others, thus extending knowledge;
- To allow others to analyze your work in relation to a larger body of material;
- To document your theoretical and practical perspectives;
- To define your context and terms;
- To join a learning community;
- I’m sure you and others can add to this list.
Use of Images:

Images posted are available for use in this format under an educational fair use policy. This policy requires that they be used for educational purposes only. Therefore, to protect images from copyright infringement, students should not alter images in any way.

Arts and Administration Program Description:

Arts management is a multidisciplinary field, focused on promoting the arts and culture for individuals and societies. Knowledge and expertise from the arts is combined with social, cultural, managerial, and educational perspectives for the purpose of creating, implementing, and administering cultural programs in non-profit, for-profit, and unincorporated organizations and institutions. Constituents served by the Arts and Administration Program (AAD) include graduate students in arts management, undergraduate community arts minors, undergraduates fulfilling arts and letters and/or multicultural requirements, and arts professionals. Arts management at the UO is characterized by a commitment to a multicultural and socio-political orientation to art and culture; a strong belief in electronic communication and opportunities afforded by the Internet; a focus on contemporary and future trends, and a belief in the importance of research to the profession.

School of Architecture and Allied Arts description:

The School of Architecture and Allied Arts is dedicated to advancing the understanding, value, and quality of visual culture and the built, natural, and social environments through excellent and distinctive teaching, research, and creative endeavors. Grounded in a unique multi-disciplinary structure, AAA is a diverse, collegial learning community of faculty, students, and staff. We seek to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry, rooted in the inter-relatedness of theory, history, and practice. In support of this mission, AAA affirms the following values:

- **Excellence** -- supporting and celebrating a culture that promotes rigor, encourages risk-taking, and challenges standards in creating, composing, and presenting ideas.
- **Open discourse** -- Fostering the open exchange and critique of ideas in an environment that welcomes a diversity of views.
- **Inclusiveness** -- Actively encouraging the presence and participation in the School of individuals with differing backgrounds, experience, and world-views.
- **Cooperation** -- Working together in shared efforts to teach, learn, understand, and create.
- **Inter-disciplinary Experience** -- Engaging multiple disciplines to expand our perspective and enrich our teaching, research, and creative practice.
- **Responsibility** -- Recognizing our accountability for the impact of our actions on environmental, social, and cultural
Assignments for AAD 251 Online Fall 2011

Each assignment carries a designated point value:

**Discussion Board Assignments** 55 points  
**Mid-Term Project** 10 points  
**Semester Project** 20 points  
**Final Exam** 15 points  
**Total** 100 points

Point breakdown:  
*A* = 100-90; *B* = 89-80; *C* = 79-70; *D* = 69-60; *F* = <60

**Assignment Descriptions**

**Chapter Assignments** (55 points):

Students may be tested in the form of quizzes, creating art, the use of art as a form of inquiry, and/or written analyses of works of art. The goal is to gain an understanding and application of the main points and concepts presented within each chapter of the text.

If you miss the posting deadline, which is Friday at 5pm of each week, then you will not receive full credit for that assignment.

Each assignment is due at a specific time as indicated in the Schedule of Assignments, which is posted in Course Information. Make a copy and look at this schedule often.

Each Chapter Assignment will be posted by you on the Discussion Board, as will the Midterm, the Semester Project, and the Final Exam.

**Mid-Term Project** (10 points):  
*Design, Analyze, and Create an Advertisement*

**PURPOSE:**  
Many artists explore issues related to consumer culture in their artwork. This is an opportunity for you to create an advertisement that explores any issue. This could be a personal exploration of an idea or a product. This product might exist or you might create an original product. The possibilities for this topic are wide and varied.

**FORMAT AND CONTENT:**  
This is up to you and the type of medium with which you choose to work. The final product should be in the form of a poster or advertisement. You may download a photograph or scan the image of the final product. It may be created through collage,
painting, or drawing, or you may create the work digitally.

IMPORTANT:
Whatever you choose to focus on, the relationship of visual image and concept should be the underlying issue that is addressed in the content of your work.

HOW TO PRESENT YOUR OBJECT:
Create an HTML, PDF, and JPG, GIF or other appropriate file that includes text and images and post it in the Discussion Board.
Include an overall view of the artwork as well, and if necessary, one or two close-up details. If there is text included in the work of art, make sure you include what the text says if we will not be able to read it in a photograph.

ARTIST’S STATEMENT:
Along with the work of art you will post a 4 page (double spaced, typed) artist’s statement explaining:

• The purpose,
• The work itself and how it relates to politics,
• The anticipated audience,
• Your anticipated impact on an audience.

You should refer to course content and a minimum of three references to the text or blackboard posts that support/explain your intent behind your work of art.

This project will be posted on the Discussion Board and is due on Friday, October 28 by 5 p.m.

Semester Project (20 points):

Television Research Project

This is an exercise in decoding advertisements. It is a variation of a project found in Visual Messages: Integrating Imagery into Instruction, by David M. Considine and Gail E. Haley, Libraries Unlimited, 1992, pages 106-107.

Each person will watch 2 hours of television and record the following information concerning the commercial advertisements:
Product; Gender; Occupation; Setting; Time; and Network

Each person will gather data, compile the information, and present your findings in the form of a five page analysis. You may use your textbook for reference and citations as needed.

This project may be done at your leisure, randomly selecting programs, or you may choose a specific time and program to gather your information.
Each person will submit, along with their analysis, their Television Project Sampling Sheet, and post both of these under the Semester Project category on the Discussion Board by Friday, November 25 at 5pm.

This decoding of advertisements is a process, with the following stages:

1. Image: The initially constructed picture.

2. Identification: The simple process of recognizing the various objects used in constructing the composition, such as two people, a bottle of wine, a sports car, and a highway. This process is restricted to recognizing the integral elements of the frame.

3. Interpretation: In this process, we move from isolating the individual elements and their literal meaning to a consideration of their cumulative statement and their cultural context. This includes the symbolic, metaphorical, and mythical meanings of any ad. In this step we move from recognizing to reading and comprehending. It includes reading the relationships among figures and objects in the frame as well as reading their external, social, and cultural references.

4. Influence: Our ability to recognize and read the process by which advertisements and other visuals are constructed potentially empowers us. It helps to demystify the media and reveal ideological messages imbedded in advertisements. It helps us recognize the concealed and cumulative nature of these messages and their potential social impact. Finally, we have the opportunity to utilize such visual techniques in our own creations and communications.

In your analysis, note the following:

*Posture*: Gestures, facial expressions, and posture often convey much about moods, feelings, and attitudes

*Point of View*: The placement of the camera; the eye of the audience. The angle of the camera creates images of power such as tilting up for strength and forcefulness; and tilt-downs may convey weakness or fear or vulnerability

*Position*: The location of an object or person in the frame often contributes to the meaning

*Prop*: The physical object has a symbolic or metaphysical meaning.
Television Project Sampling Sheet Example

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analysis requirements. It is common that you may record from 50 to 70+ commercials in this time period. Make note of the patterns of replay/repetition of the same commercials and patterns of presentation and social and cultural demographics that emerge from your data.

**Final Exam Analysis** (15 points)

The Final Exam will be posted on Friday of the final week of class. Please post your final document onto the Discussion Board. The final will be due 5:00 pm on Friday Dec 2.