

IDEA 410. Interdisciplinary Capstone for IDEA Majors. 4 hours.

CRN: 45336

Fall 2021

Instructor: Tiffany Funk

Time: Tuesdays, 12-2:40p (HYBRID, in-person and via Zoom)

Contact/Office: tfunk4@uic.edu / Henry Hall 208C

Office Hours: Mondays, 10-11:30p

Course web page: <http://idea410.digital.uic.edu>



Suzanne Lacy, still from *No Blood No Foul*, 1995-1996

No Blood No Foul consisted of a basketball game as a performance between local youth and police officers in which the rules were changed every quarter. It included pre-recorded and live video interviews by youth reporters with local residents. During earlier phases of the project, the artists and her collaborators worked to propose a Youth Policy Initiative to be discussed during the performance through a series of telephones in the lobby that was connected to a hotline for audience response to the policy. The project is one of eight major works that comprise 'The Oakland Projects', a series of installations, performances and political activism created by the artist in collaboration with multiple artists, high school students, youth activist, educators, law enforcement agencies and government officials in Oakland, California.

COURSE DESCRIPTION:

This course is a sustained practicum in the production, discussion and theorization of work produced by seniors (in the last two semesters) of IDEA coursework. Course Information: May be repeated to a maximum of 8 hours. Field work required.

WHY A CAPSTONE?

The IDEAS Capstone Project is typically pursued in the final two semesters at UIC, building upon the knowledge and skills acquired throughout the undergraduate years. To this end, all IDEAS majors enroll in a two-semester, sustained practicum that focuses on the production, discussion and theorization of subjects encountered throughout coursework in the College of Art, Design and Architecture (CADA) and the larger community of UIC.

The Capstone may focus on a scholarly research or theory, creative visual or audio work, or design innovation or application. All projects develop professional skills, whether through rigorous inquiry, writing, crafting, or public presentation.

IDEAS Capstone Projects challenge students to work independently or as a member of a team, develop critical and analytical skills, take risks, and see themselves as part of a global network of creatives, makers, activists, and thinkers.

Required Readings and Materials:

- *do it (home)* version: 5.7.2020, curated by Hans Ulrich Obrist
- *Uncreative Writing*, Kenneth Goldsmith
- other PDFs online, TBD

Coursework: (100 points total)

Warm-up projects:	10 pts
Capstone Proposal:	30 pts
Capstone Progress Check-ins:	20 pts
Capstone Website:	30 pts
Attendance:	10 pts

Course Format, Zoom Meeting Details:

IDEA 410 is a hybrid class with once weekly discussions on Tuesdays from 12pm to 2pm. We will be meeting in-person once a week, although this may be adjusted depending on COVID response and the structure of the projects.

Extensive computer and internet use is required. If you do not have access to a laptop, you may request to borrow one from the university.

Current Zoom meeting info is in our Blackboard course under 'Announcements'.

Attendance, Participation, and Zoom Expectations:

This is a four-hour course, with one contact hour per week in the form of Tuesday discussions. You should expect to read, watch, or listen to around 3 hours of required course materials per week, in addition to the time it will take to complete assignments. Attendance, whether in person or via Zoom, will be a very important component to our class, so it is mandatory. This is how we will check-in to get started with thinking through project management, workshop ideas, and eventually discuss our progress. Part of attendance will also count occasional one-on-one meetings (again, in person or via

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Zoom) that will take place throughout the semester. If for any reason you cannot attend—technical issues, health (both physical and mental), etc.—please let me know (tfunk4@uic.edu).

- Maximum: two unexcused absences for the semester.
- Three unexcused absences = your grade will drop by one letter grade.
- One letter grade will be dropped for each additional unexcused absence. • Five or more unexcused absences = automatic failure of the course.
- Missing class on scheduled presentation / critique days is equivalent to missing (i.e., failing an exam).
- Three late arrivals or early departures will count as one absence.

Be aware that the “resources” page on the course website includes helpful information regarding laptop borrowing and hotspot checkout via ACCC.

While a Zoom call doesn't look like a typical classroom, the same basic classroom courtesies apply.

- **Keep your video** on (see next section for allowed exceptions). Turning off your video is the same as leaving early, or not showing up.
- As much as you're able to, please keep your audio unmuted. Ensure you're in a quiet space where you can focus and be present in our discussions. If classmates are distracted by your background noise, you probably are, too.
- Don't meet with us from your bed, and please do not lay down during our discussions.
- Within reason, get up and move around to pace, stretch, and reenergize yourself if you want or need to. Don't feel like you have to stare into the camera the entire time.
- Consider hiding your own video from yourself to minimize Zoom fatigue.
- Do complete all readings and be prepared to participate in discussions. This is a significant portion of your grade.

Contact / Credit Hour Policy:

- Excerpt from UIC's Contact / Credit hour policy: “a typical 3-hour undergraduate lecture/discussion course at UIC would meet for three 50-minute periods (150 minutes) each week for 15 weeks and would require a total of six 50-minute periods (300 minutes) of out-of-class student work per week over the course of the semester, for a course total of 6,750 minutes.”
- This class is a 4-hour credit course—one more than in the example above. During the average week, you will be expected to spend approximately **400 minutes (or 6.7 hours) on schoolwork**. Schoolwork primarily will consist of assignment completions, project development, project documentation, and written assignments.
- In class time is for instruction. When possible, instructors will make time for students to work independently on projects during class. *Unless special permission is granted by the instructor, students are required to remain in class during independent work time.*

Grading Key

A = outstanding accomplishment in all assignments (technically and conceptually), excellent engagement with ideas and materials, excellent participation in classroom community (vocal, inquisitive, and ALWAYS thoughtful), full attendance, exceptional progress in artistic process

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B = above average accomplishment in all assignments, strong engagement with ideas and materials, work falls short of fully embodying the initial conceptual or formal impetus. during class, you are invested when you choose, but lack the rigor to ALWAYS be present in class. full attendance and above average progress

C = average accomplishment of all assignments, work submitted on time, some engagement with ideas and materials, some participation in classroom community, full attendance, average progress, Student shows lack of motivation and interest in thoroughly developing their skills as an artist, student, and citizen.

D = the work does not meet the assignments criteria, some assignments not completed or completed in a perfunctory manner, little engagement with ideas and materials, irregular or damaging participation in classroom community, irregular attendance, minimal progress

F = a number of assignments not completed or completed in a perfunctory manner, little or no evidence of engagement with ideas and materials, lack of participation in classroom community, failure to arrive prepared for class routinely, irregular attendance, little or no evidence of progress

NOTE: Merely turning in all assignments is not a guarantee of a C or above.

Zoom meetings and recording issues:

There is a possibility that we will be recording the class sessions, or portions of the class, for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session through Zoom, Blackboard Collaborate, Webex, or Echo360. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

I will inform you prior to class if the Zoom meeting will be recorded.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to “everyone”), or you may contact me by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

These guidelines do not restrict a student’s right to record lectures or download content pursuant to accommodation suggested by the UIC Disability Resource Center.

It is also important to maintain a learning environment where everyone feels comfortable participating. To protect these interests, students and other participants may not copy, record, reproduce, screenshot, photograph, or distribute the following content:

- Live discussions or meetings
- Discussion boards
- Rehearsals, Critiques and other creative activity
- Images of students, faculty, or other participants

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Any attempt to disrupt an online course or event (e.g., “Zoombombing”) or to use the College’s online platforms to introduce malware or gain unpermitted access to files or networks is prohibited and may violate other University policies depending on the nature of manner of the conduct. Students who violate this policy may be subject to disciplinary action under the UIC Student Disciplinary Policy.

Disability Accommodation:

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

Religious Holiday Observance Policy:

In accordance with Illinois state laws and with respect for cultural diversity, we will make every effort to avoid scheduling examinations or requiring student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays must notify the instructor by the tenth day of the term that they will be absent unless their religious holiday is observed on or before the tenth day, in such case students must notify instructor at least five days in advance of the date when he or she will be absent.

Safe Space:

The UIC School of Art & Art History is committed to creating a safe space in our classrooms that is a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students.

Cheating:

In accordance with UIC policies, any student caught plagiarizing a paper, any visual material without giving appropriate credit or copying homework will 1) Fail the assignment 2) Be subject to removal from and failure of the course 3) Be reported to the Dean of Students for possible removal from the University.

Student Disciplinary Policy:

The Student Disciplinary Policy is the University's process to handle allegations of misconduct by UIC Students. The Student Disciplinary Policy addresses both academic misconduct (such as plagiarism, cheating, or grade tampering) and behavioral misconduct (such as theft, assault, under-age drinking, and drug-use.) The main purpose of the Student Disciplinary Policy is to ensure that students receive due process—which means that every student should have a fair opportunity to express their side of the story before any decisions are made about their disciplinary case. The Student Disciplinary Policy was designed to be educational in nature.

Digital Privacy Policy:

[Policy for Preserving Privacy within CADA Online Courses \(linked\)](#)

UIC Resources:

- UIC's Hotspot and Laptop Lending program for students (and instructors). Request Form Here
- For remote access to virtual computers + labs with specialized software, visit: Virtual Computer Lab
- UIC Counseling Center: 312-996-3490
- Disability Resource Center: 312-413-2183
- UIC Gender + Sexuality Center: 312-413-8619 • UIC Wellness Center: 312-413-2120
- UIC Police Station: emergency: 312-335-5555 non-emergency: 312-996-2830
- For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact the Office for Access and Equity.

COVID-19 Safety Protocols and Policies:

For those attending in person classes:

Face Masks: Masks must be worn at all times by all students, faculty, and staff while on campus, whether in or out of class, in all offices, on all pathways, and inside and outside of all buildings, in accordance with University policies. If you do not wear a mask, you will be asked to leave the classroom and will not be allowed back in class unless or until you wear a mask. Eating and drinking is not allowed in classrooms.

Social Distancing: We all must maintain appropriate social distancing at all times, whether in or out of class, in all offices, on all pathways, and inside and outside of all buildings. On-campus classes are being held in classrooms that are large enough to maintain a minimum physical distance of 6 feet (or two arm's length) between people; we will implement assigned seating to ensure social distancing is observed and also to make contact tracing easier if there is an incident of COVID-19 infection in our class.

Hand Washing, Sanitizing: Everyone is expected to wash or sanitize their hands before class, either by using personal sanitizer or by using one of the sanitizer dispensers located on campus. Please remember to wash your hands with soap for 20 seconds or more. If using hand sanitizer, please remember it should be at least 60% alcohol and you should rub your hands together until dry.

SCHEDULE

Week 1 (08.24.21): DO IT!

Get a UIC website: <https://digital.uic.edu/> (more information and instructions for digital UIC, including Terms of Use: <https://researchguides.uic.edu/digital-uic>). More info on the class website.

Week 2 (08/31/21): Introduction to the Digital Humanities

Read: What is Digital Humanities? <https://whatisdigitalhumanities.com/>
https://digitalhumanities.uchicago.edu/guides/what_is_dh

Week 3 (09/07/21): Appropriation, Remix, and “COPY-IT-RIGHT”

Read: Introduction, Chapter 1, and Chapter 2 (pgs. 1-62), Uncreative Writing, Kenneth Goldsmith
IDEAS Student Handbook; IDEAS Capstone Proposal Format Guide

Week 4 (09/14/21): Research and Proposals for Creative Projects

Read: Writing a Compelling Proposal in the Arts or Humanities:
<http://curartsandhumanities.org/writing-a-compelling-proposal/>

Week 5 (09/20/21): Progress Journals/Blogs for Creative Projects

Read: Progress Journal sample, with instructions on how to make use of the WordPress “blocks” structure: <http://idea410.digital.uic.edu/blog/>

Week 6 (09/28/21): Documentation

List of to-do items to begin your capstone (more detail on course website):

- Literature review and bibliography
- Proposal and Objectives
- Timeline
- Progress Journal (on website)

Week 7 (10/05/21): Methodology/Actions: “Best Laid Plans...”

Read: Proposal Writing: Approaching the Approach, JEFFREY M. SEISLER, IEEE TRANSACTIONS ON PROFESSIONAL COMMUNICATION, VOL. PC-26, NO. 2, JUNE 1983

Week 8 (10/12/21): The 5-minute Elevator Pitch

Week 9 (10/19/21): Midterm Progress Report

Due: 5-minute presentation on your proposed capstone project.

Week 10 (10/26/21): Bumps in the Road: How to Work out Technical, Conceptual, or Existential Problems

Week 11 (11/02/21): TBA

Week 12 (11/09/21): TBA

Week 13 (11/16/21): Social Practice Spotlight

Suzanne Lacy: Interdisciplinary Artist: <https://www.suzannelacy.com/>

Week 14 (11/23/21): NO CLASS—ONE-ON-ONE MEETINGS

Overview of Important Due Dates:

December 30st, Final Progress Presentation

December 7th, Deliverables Due:

website with all documentation easily accessible, including:

proposal

bib/lit review

timeline

methodology

recorded 5-minute final progress presentation

up-to-date progress journal

Week 15 (11/30/21): FINAL PROGRESS PRESENTATION

*****Due 12/07/21: Updated website with all capstone documentation** (proposal, timeline, methodology, lit review/bibliography) and up-to-date progress journal. Send a link via email with project video.