

# Quest I Drawing I 22-102-002

Fall 2023 (3 credits)

Explore Culture (XC), Intercultural Knowledge and Competence SQ, Ethnic Studies (ES)

**Time/ Location:** Tuesday/Thursday 10:20 AM - 12:30 PM AC S220

**Instructor:** Emmet Sandberg

**Email:** sandbere@uwosh.edu

**Office hours:** M T W Th 9:10 - 10:10 AM AC 328  
And by appointment

***The answers you get depend on the questions you ask.***  
**--Thomas Kuhn**

## Course Description:

**Quest I Drawing I** is a beginning studio course in drawing for Art majors and minors. Emphasis on developing basic skills, and creative expression through visual exploration and problem solving.

Humans have been engaged in Art making for thousands of years, making art to construct, cultivate, and investigate cultural practices spanning vast temporal and spatial distances. In *Quest I Drawing I*, we will investigate the nuance, fluidity, and exchange of cultural practices through an exploration of Art with a focus on Drawing. We will examine how artists, as individuals and members of cultural groups, utilize Art and Drawing to develop a visual language that enables them to augment forms of communication, bridge cultural differences, and forge new cultural connections.

**Quest I Drawing I** is a **University Studies Program Explore Culture Category** course that will focus on the **Intercultural Knowledge and Competence Signature Question-**

## ***How do people understand and bridge cultural differences?***

**Intercultural Knowledge and Competence** is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people, the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; a wide range of world views, beliefs, practices, and values. Your exploration in this course will cultivate knowledge, skills, and attitudes including cultural self-awareness, knowledge of cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity, and openness. For further explanation, see [AAC&U Value rubric on Intercultural Knowledge and Competence](#).

## **UW Oshkosh Land Acknowledgement Statement:**

We acknowledge the original inhabitants of this area, the Menominee and the Ho-Chunk nations. This land encompasses the three campuses of the University of Wisconsin-Oshkosh in the Lake Winnebago region. Please take a moment to honor these ancestral grounds and celebrate the resilience and strength that all Indigenous people have shown worldwide.

## **Course Administration:**

- Primary mode of communication for course information will be **Canvas > Announcements**, located on the course *Home* page on *Canvas*
- Course syllabus can be found in the **Canvas > Syllabus** module, located on the course *Home* (homepage) on *Canvas*
- The *Course Schedule* will be located in the **Canvas > Course Schedule** module
- Due dates will be posted in the **Canvas > Course Schedule** module
- *Discussion Posts* will be accessed through **Canvas > Discussions**
- **Technical support** information and links can be found in the **Canvas > UW Oshkosh Resources** module
- **Student support** information and links can be found in the **Canvas > UW Oshkosh Resources** module
- I will respond to emails as soon as possible or within 24 hours M-F; emails received Sat/Sun will be answered by end of day Monday or sooner

**Course/Lab Materials** (Lab Fee: \$10.00): Most materials will be covered by lab fee and provided in class.

Student supplied Tools/Materials

Required

- 18" metal ruler
- Sketchbook

Suggested

- Smock or protective covering for clothes
- Portfolio to transport work

## University Studies Program

The *University Studies Program* (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. USP is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.

(AAC&U; [http://www.aacu.org/leap/What\\_is\\_liberal\\_education.cfm](http://www.aacu.org/leap/What_is_liberal_education.cfm))

This **Quest I** course is the first in a series of courses you will take to introduce you to the campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education. For further information about the unique general education at UW Oshkosh and the other USP courses that are available, visit the [University Studies Program](#) website.

## Through University Studies Program courses, students will-

- Reflect upon what it means to be an educated person.
- Clarify the expectations that UW Oshkosh has of you and clarify your expectations of UW Oshkosh.
- Examine the role of the student and the instructor at the university, and gain exposure to different learning opportunities on campus.
- Articulate your understanding of what constitutes a liberal education, and demonstrate this understanding through a personal education plan.
- Develop and demonstrate verbal and written communication skills.
- Develop and demonstrate the ability to read texts critically and analyze college level texts.
- Cultivate a more complex understanding of human behavior.
- Explore and cultivate your role as a member of a global community and your responsibility to participate in that community in a way that takes into account sustainability.
- Demonstrate understanding of peoples and cultures that are similar to and different from your own.

## Quest Courses

Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education program at UW Oshkosh, visit the [University Studies Program](#) website.

## **Signature Questions**

In these courses, you'll be exposed to three "Signature Questions" that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

## **Intercultural Knowledge and Competence-** How do people understand and bridge cultural differences?

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

## **Civic Learning-** How do people understand and engage in community life?

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

## **Sustainability-** How do people understand and create a more sustainable world?

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being. Sustainability is about working towards a future in which all human beings can enjoy decent quality of life— good health, economic security, membership in strong and inclusive communities, the list goes on— while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems— problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions.

## **Learning Community:**

Your Quest I first-year experience includes a learning community formed by two courses for first-semester students: this Quest I course and an information literacy course on either writing or speaking. These

courses are said to be “paired” since you and your classmates are enrolled in both classes simultaneously. Your professors and a peer mentor collaboratively support an environment favorable to learning within the community. These paired courses investigate the same socially relevant signature question from the point of view of different disciplines. With your learning community’s help, you will learn about university resources, engage in campus activities, and gradually become accustomed to college life and to this university. The first-year experience will be continued in you Quest II course spring semester.

### **Peer Mentor:**

As a part of this course you will have access to a returning student to help guide you on your Quest. The peer mentor will attend campus events with us, answer questions you have about UW Oshkosh, and visit our classes with timely information. Our Peer Mentor is **Emma Nottestad** [nottestaem30@uwosh.edu]

### **Course specific Learning Outcomes and Critical Skills:**

Students will-

- Demonstrate conceptual and technical skills necessary to engage in the discipline of *Drawing*
- Recognize and Describe the components (Form, Subject, Content) of a work of art
- Analyze and Describe how they interpret the components (Form, Subject, Content) to experience a work of art
- Define visual literacy
- Develop and Demonstrate a procedure for experiencing art
- Analyze and describe artists’ creative expression and decision-making process
- Recognize strategies artists employ to bridge cultural differences

### **UWO Essential Learning Outcomes:**

[UW Oshkosh Essential Learning Outcomes](#) underpin general education on this campus. They are what every UW Oshkosh graduate will have competency in for life.

#### **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in fine and performing arts, humanities, mathematics and science, and social science focused by engagement with big questions, both contemporary and enduring

#### **Skills, Both Intellectual and Practical**

- Identification and objective evaluation of theories and assumptions
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Technology and information literacy
- Teamwork, leadership and problem solving practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards for performance

#### **Responsibility, as Individuals and Members of Communities**

- Knowledge of Sustainability and Its Applications
- Civic Learning—local and global
- Intercultural Knowledge and Competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities

#### **Learning: Integrated, Synthesized and Advanced**

- Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems

### **Ethnic Studies**

**Definition** (UWO Ethnic Studies Working Group, 2020)

Ethnic studies courses are meant to highlight people in the US who have historically been overlooked. Experiences that have been devalued in the formal educational structures of the US are reflective of those who have been perpetually marginalized and/or oppressed. Therefore, Ethnic studies courses need to address these populations who are categorized in the US based on their race or ethnicity such as but not limited to: African and Black Americans; Asian Americans, Hmong, and Pacific Islanders; Indigenous Peoples; Hispanic/Latina/o/x; and Middle Eastern peoples. Ethnic studies courses should also address how these histories are interwoven into the fabric of contemporary society through issues such as social change, current experiences, social justice, current situations, structural inequality, culture, and intercultural realities, and perhaps reflection on diasporic change.

## **Purpose**

Ethnic Studies has three key purposes-

### **1. Diverse Experiences, Perspectives, and Voices**

The first is to center teaching and scholarship on the groups outlined in the definition above. These explorations should be interdisciplinary, intersectional, and model respect for multiple ways of knowing. Ethnic Studies supports advancing and emphasizing critical scholarship and the voices and experiences of historically marginalized groups.

### **2. Knowledge and Critical Thinking**

The second purpose of Ethnic Studies is to broaden the perspective of the individual, develop their intercultural knowledge, and critically investigate relationships of power and inequality. Ethnic Studies should encourage each person to uncover their own unconscious biases, investigate their identity, and interrogate their place within contemporary US culture. Ethnic Studies should enhance a person's curiosity about the world, and prepare a person to live, contribute to, and think critically about a multi-cultural society.

### **3. Social Responsibility and Civic Engagement**

The third purpose of Ethnic Studies is to develop social responsibility and empathy. This field of study supports social justice, helps create a more equitable and just community, enhances cultural diversity and expression, embraces civic engagement, encourages social responsibility, and works for sustainability.

## **Learning Outcomes**

Courses in Ethnic Studies should demonstrate-

### **Knowledge of Diverse Experiences, Perspectives, and Voices**

Students will be able to

- Demonstrate knowledge of one or more of the key groups outlined in the definition.
- Communicate their awareness and understanding of ethnic, cultural, intercultural, and social diversity in the United States.
- Explain the intersectionality of social factors such as ethnicity, gender, and class in shaping people's lives and experiences of power, privilege, and oppression.

### **Knowledge and Critical Thinking**

Students will be able to

- Critically evaluate historical and current relationships of power and inequality.
- Apply their knowledge of diversity to analyze their own identity and place in U.S. culture.

### **Social Responsibility and Civic Engagement**

Students will be able to

- Develop their understanding of Social Responsibility and Civic Engagement.
- Evaluate the goals and methods of social movements and activism, their advantages, and disadvantages, and their short-term and/or long-term ability to effect positive social change.
- Apply their understanding of diversity to bridge intercultural differences.

## **Grading Criteria**

- Outcome: Achievement of goal, solution to "problem", evidence of risk and exploration.
- Conceptual Engagement: Demonstrated awareness of decision-making process.
- Craft: Presentation, Evidence of controlled application of technology/tools.

- Aesthetic Integrity: Successful use of design elements and concepts.
- Technical Objectives: Evidence of skill acquisition, advancement, and application
- Timeliness: On time completion and effective time management.

### Grade components:

Grade Item	Due	% Final Grade
Activities Portfolio 1	10/19	10 +
Activities Portfolio 2	11/23	10 +
Visual Journal 1	10/10	6 +
Visual Journal 2	11/8	7 +
Visual Journal 3	12/7	7 +
Project 1	9/28	10
Project 2	11/2	12
Project 3	12/14	12
Artist Responses (8 at 3 points)	Fridays, 9/29 - 11/17	24 +
Written Response	12/14	5
Co-Curricular 1	-	+2
Co-Curricular 2	-	+2
Total Possible Points-		107 Points

### Grading Scale:

A 93 - 100	A- 90 - < 93	B+ 87 - < 90
B 83 - < 87	B- 80 - < 83	C+ 77 - < 80
C 73 - < 77	C- 70 - < 73	D+ 67 - < 70
D 63 - < 67	D- 60 - < 63	F < 60

### Activities Portfolios

*Activities* will be completed in preparation for *Projects* and will emphasize the examination of the drawing process. They will consist of in-class *Basic Drawing Exercises* and reflect exploration of skills and concepts presented in demonstrations and lectures. Completion of additional *Basic Drawing Exercises* may result in additional points. Pushing your limitations may result in failure; failure has its own rewards...

### Visual Journal

Your *Visual Journal*, or sketchbook, will be used for a variety of purposes:

- A means to explore/solve formal problems presented in the text book and lectures
- A forum for experimentation and self-instruction
- To record verbal and visual exploration of thoughts and ideas
- A means of self-exploration, cultivation of creativity, and documentation of experience

### Projects

*Projects* will synthesize knowledge discovered and cultivated through *Basic Drawing Exercises*, *Visual Journal* assignments, and lectures. *Projects* will be critiqued/discussed as a group and submitted for evaluation on due dates.

### Artist Responses

*Artist Responses* will be short written responses to artist videos and lectures/discussions. *Artist Response* worksheets will be posted to Canvas and will be submitted to Canvas (see schedule) on Fridays at 4:00 PM. We will discuss the artists each week in preparation for completion of *Artist Response* worksheets. Each *Artist Response* is worth 2 points but you will have the opportunity to earn an additional point for responses that provide an extended and comprehensive exploration of material presented.

### Written Response

Your *Written Response* will synthesize your exploration of *Artist Responses* and the course Signature Question. You may reference course content such as lectures, class discussions, featured artists, course readings, and/or co-curricular activities. You will be provided with a writing prompt and submit your *Written Response* to Canvas.

### Curricular Engagement

Attendance is necessary for acquisition of knowledge and skills available through successful completion of this course. *Curricular Engagement* will be evaluated based on your attendance and engagement in class activities. Unexcused absences, excessive tardiness, or excessive disengagement\* will result in a reduction of grade points (.5 per infraction) to the *Grade Item* (i.e. *Activities Portfolio, Projects*) being worked on during the affected class period. If you miss a class, it is your responsibility to provide documentation in order for the absence to be excused. It is also your responsibility to contact a classmate in order to find out what was presented in class and come prepared to the next meeting.

\* Extended disappearance from studio, excessive texting, and general lack of enthusiasm...

### **Class Conduct:**

We will be creating an atmosphere of mutual respect for effective learning. Arrive on time, be prepared to work, and make the decision to be engaged both mentally and physically. If you miss a class, it is your responsibility to contact another student in order to find out what was presented in class and come prepared to the next meeting. If you must use your cell phone for calling or texting, please excuse yourself from the classroom.

### **Co-Curricular Engagement**

Required 2 times. *Co-Curricular Engagement* may include Art Exhibitions, Artists presentations, University Speakers Series events, performances, and panel discussions. We will examine how *Co-Curricular* experiences contribute to the exploration of *Drawing I* outcomes. Potential *Co-Curricular* Activities will be announced in-class and posted.

### **Instructor Meetings**

Students will be required to meet individually with instructor. These online and face to face meetings will provide the opportunity for us to discuss questions and concerns you may have regarding *Drawing I*, process exploration and synthesis, and augment community.

### **Academic Honesty**

Please follow the standards stated in the UWO student handbook. ANY instance of academic dishonesty will be reported to appropriate university officials and will result in an F for the course.

### **Late submissions**

Late work will be accepted with unexcused late submissions receiving a penalty of .5 points for each class period past submission date.

### **Revising submissions**

You will have the opportunity to revise *Visual Journal 1& 2* assignments and *Artist Responses* for reassessment based on instructor feedback. You will have two weeks from return of assignment to revise and resubmit for reassessment.

### **Substitution submissions**

You will have the opportunity to substitute co-curricular events for artist responses or sketchbook activities. Substitution opportunities and guidelines will be announced in class.

### **Early Alert:**

*Early Alert* is a program that provides you with an *Early Grade Report* from faculty. *Early Grade Reports* will indicate if you have academic performance or attendance issues and specific steps you can take and resources available to help you improve. You will receive an email during the 5th week of classes. *Grade Items* used for Early Alert are designated in the *Course Schedule*.

### **Diversity, Equity & Inclusion:**

I share the sentiments of the following statement written by UW Oshkosh Professor Dr. Jordan Landry:

Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment

of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

Building relationships and community is one of the most important goals of the course. The only way to build community in this course, given the focus, is to honor each person in terms of their identity. Each student in the course will conceive of their identity in different ways; aspects of identity important to students in the course may include ethnicity, ability, sex, sexuality, gender, gender expression, gender identity, religious beliefs, political affiliations, and/or class, to name just a few. Thus, each of us, myself included, must honor each students' identity in all its complexity. We need to work each class period on listening to others, taking up perspectives unlike our own, challenging our assumptions and finding a route toward understanding the similarities and differences between ourselves and others.

I want you to know that I created this course to be inclusive of all students. When striving for inclusion, I find it important to recognize that some communities have been historically marginalized from education. Thus, I want to affirm that I identify as an ally to LGBTQ+ students; Native, Latinx and Hispanic, Asian, Black, and African American students; first generation college students; students with disabilities; women students; students of diverse religious backgrounds; and students facing financial challenges in affording college.

I am committed to creating an anti-discriminatory classroom climate in which all students feel safe, supported, and affirmed. I ask that everyone in the class join me in committing to the creation of a welcoming space free of discrimination, bullying, and harassment in which each student can find a sense of belonging.

I value all my students and want to assist you in finding the support and guidance that you need. So, if any of you face challenges this semester, whether academic or outside of academics, I can help connect you with resources on campus to assist you in addressing these challenges. My goal is to help you to be successful and to ensure that both our classroom and our campus are safe and equitable.

### **Title IX:**

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex (gender and gender identity) in educational programs including recruitment, admissions, financial aid, classroom instruction, on campus housing, employment, and other areas. Title IX also protects pregnant and parenting students, and prohibits sexual harassment including sexual violence. To report complaints of sexual harassment or discrimination based on gender, contact the Office of Equal Opportunity and Access at (920) 424-1166 or (920) 424-2021. To report complaints of sexual assault, students can also contact the Dean of Students Office at 424-3100 or University Police at 424-1212.

### **Pronouns/Names:**

My personal pronouns are he/him/his. If you feel comfortable, please feel free (but not required), to disclose to me your personal pronouns. I will do my best to use them. Also, please note that in all the courses I teach you can always submit written work using gender-neutral pronouns (they, them, theirs, ze, hir, hirs, etc.). Please respect your peers' personal pronouns in our discussions.

### **Bias Incident Reports:**

The campus community is committed to fostering an inclusive environment where every member of our community is respected and valued. If you witness or experience an incident of bias, you are invited to file a bias incident report so that the situation can be addressed. If you choose to share your name, a UW Oshkosh staff member will follow up with you within one business day. Bias incident reports can be filed here: <https://uwosh.edu/police/bias-incident-report/>

### **Technology Resources:**

[Information Technology- Getting Started for Students](#)

[Ask for IT Help](#) For IT support, email [helpdesk@uwosh.edu](mailto:helpdesk@uwosh.edu)

[Google Chrome](#) The browser most suitable for Collaborate Ultra, the meeting software we will use.

[Quick guide to Collaborate Ultra](#) Videoconferencing software for live meetings and office hours.

[Adobe Acrobat Reader DC](#) May be helpful with some materials used in this course.

[UWO Canvas Student Introduction](#) Canvas course basics by UWO Canvas experts.

For **24/7 Canvas help**, click the "Help" icon at the bottom of the global navigation menu on the left-hand side and select "Chat with Canvas Support (Student)."

### **Accessibility Accommodations:**

It is the policy and practice of UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact the Accessibility Center at (920) 424-3100 or [accessibilitycenter@uwosh.edu](mailto:accessibilitycenter@uwosh.edu). For more information, visit the [Accessibility Center](#) website.

### [UWO One Stop](#)

Welcome home! At UW Oshkosh we're here to help you find the services and support you need to learn, grow and connect, and achieve your goals.

Additional links to Resources

- [UW Oshkosh Resources](#)
- [Titan Care Resources for Students](#)
- [Polk Library](#)
- [Undergraduate Advising Resource Center](#)
- [The Center for Academic Resources \(CAR\)](#)
- [Writing Center](#)
- [Reading and Study Skills Center](#)
- [The Accessibility Center](#)
- [Counseling Center](#)
- [Just Beneath the Surface](#)
- [Health Promotion and Wellness \(Campus Victim Advocate\)](#)
- [Student Health Center](#)
- [The Cabinet \(Food Pantry\)](#)
- [Academic Support of Inclusive Excellence](#)
- [LGBTQ+ Resource Center](#)
- [Indigenous Student Support and Wellness](#)
- [Veterans Resource Center](#)
- [Women's Center](#)
- [Title IX](#)

More detailed information regarding these UW Oshkosh resources can be found in the *Resources* module on Canvas.

*Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>*