

ART 110: Drawing as Seeing and Thinking

Online course – Fall Session A

Instructor	<p>Instructor: Daniella Napolitano, Rory MacLean</p> <p>Office Location: Zoom</p> <p>Email: daniella.napolitano@asu.edu, ramaclea@asu.edu</p> <p>Office hours: by appointment</p> <p>Preferred Contact Method: email</p> <ul style="list-style-type: none">• Please allow 24-48 hours response time from instructor, Mon-Fri. If your email has not been replied to in that timeframe, email again. Check the course lounge Q&A in the discussion forum, chances are your inquiry may have been addressed there as well.• Please include your Course Catalog Number (ART 110) in the subject line of your email! Emails without subject lines will not be answered.• I know it is convenient, but I would prefer if you did not message me over Canvas. While these messages go straight to my email inbox, it does not send a subject line with your message, and I cannot send attachments when I reply.
Course Description	<p>The purpose of this course is to bring students from a broad range of art and non-art disciplines into the practice of drawing. You will learn the fundamental techniques of drawing from observation to make objects appear as accurate as you can. You will also be experimenting with the broad definition of what drawing</p>

	<p>can be in contemporary art. We will look at the overall history of drawing in art and artists. Each exercise will build upon itself, ending with a final drawing project and discussion (critique). This course is three (3) credits.</p>
<p>Enrollment Requirements</p>	<p>Credit is allowed for only ART 110 or 194 (Drawing as Seeing and Thinking) OR Visiting University Student</p>
<p>Course Objectives</p>	<p>Drawing as Seeing and Thinking consists of lectures, demonstrations, assignments and discussions. This course will engage in visual analysis and creative problem solving through a series of drawing exercises and cumulative projects derived from the online lecture topics. Students will explore a diverse range of materials and processes on their journey to using drawing as a primary means of generating thought and creating images. The ability to draw does not affect your success, but instead students need to focus on putting in the time, effort and articulate thought and will be graded on personal growth rather than compared to other students.</p>
<p>Student Learning Outcomes</p>	<p>By the end of the course students will:</p> <ul style="list-style-type: none"> • Develop an understanding of drawing as a primary way of generating ideas and visually articulating your thoughts. • Develop an understanding that the role of drawing plays in various disciplines, including visual arts, applied arts, and the sciences. • Engage in creative problem solving through a variety of exercises and projects. • Participate in discussion groups to develop critical thinking skills through written analysis of artwork by established artists and our fellow students. • Examine the language of drawing through analysis of the fundamental visual elements including line, value, shape, pattern, and texture. • Develop knowledge of the materiality of drawing through the demonstration and application of a range of materials and processes. • Develop an appreciation of the historical and contemporary role of drawing as a primary art form.

General Studies Gold Requirements

This course fulfills the ASU **Humanities, Arts and Design** General Studies requirement. Students completing a Humanities, Arts and Design course will be able to:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Course Specifics

List of Primary and Secondary Materials Needed

Required Art Materials

You will need physical art supplies for this course and there are multiple options on how to purchase them. The supplies listed below are linked to Blick Art Supplies but if you prefer to purchase elsewhere, any art supply store, Amazon, or Walmart (even some Staples) will carry all or most of the materials listed. If you need to see what specific items look like, click the item and it will take you to the Blick listing for reference.

Paper

- [11"x14" mixed media pad](#)

Pencils

- [Graphite pencil](#)– 2h, 3b, 8b
- [Charcoal Pencil](#) – light, medium, dark (sometimes called soft, medium, hard)
- [White charcoal pencil](#)
- [Red/brown pastel pencil](#) (colored pencil could be alternative)

Pens

- [Sharpie Magnum Marker](#) (big, thick marker could be alternative)
- [Black felt tip pen](#)

- [Brush tip pen](#)

Erasers

- [Vinyl eraser](#) (Pink school eraser could be alternative)
- [Mechanical/Click Eraser](#) (pencil eraser could be alternative)
- [Kneaded eraser](#)

Charcoal

- [Compressed charcoal](#) – soft, medium, hard
- [Vine charcoal](#) – soft

Miscellaneous

- [Hobby/x-acto Knife](#)
- [12-inch ruler](#)
- [Blending stumps](#)
- [Pencil sharpener](#)

Technical Requirements & Support

- You will need a standard laptop or desktop computer to access your classes. A mobile device, tablet or netbook will not provide the access and functionality necessary for ASU Online courses. A webcam and headset (with microphone) may be required for some classes.
- High-speed internet is needed as most ASU Online courses use multimedia tools that are best viewed with high-speed internet, so having the proper connection is essential.
- You should have at least two browsers on your computer. Any browser will work, though preferred browsers are Chrome and Firefox, which can be downloaded for free online.
- In general, course access and assignments do not require special software, however, certain degrees may require specific software programs (your instructors will notify you if this is the case).
- ASU students have access to Google Drive (My Drive via [MyASU](#)), where you can create and share Google documents, presentations, spreadsheets and more. You will also have access to additional software provided at no cost through My Apps at [MyASU](#).
- Be sure to take time to explore [MyASU](#). This will be critical to your success as a student.

Technical Support

Please do not contact your instructor for technical support. The ASU Help Center can assist you with technical questions and issues that may arise in this course.

The ASU Help Center is available 24 hours a day, 365 days a year.

You may reach them anytime via:

- The Help button located in the gray bar along the left edge of every page within Canvas
- The Service Center on [MyASU](#)
- 1-855-278-5080

When contacting support, please be ready to provide:

- The full name of this course (ART 110: Drawing as Seeing and Thinking)
 - The title(s) of any assignment(s) you're having trouble with
 - A brief overall description of the problem
 - Detailed, step-by-step instructions to reproduce the problem
-

Assignments

Modules containing lectures, demos, and assignments will open each week. It should take you 3-4 days to complete each module.

Quizzes:

There will be quizzes that correspond to lectures watched in each module.

Assessment Drawings:

There will be assessment drawings that correspond to demos watched in each module that will be compiled into 3 Portfolio submissions. Some assessment drawings are also required to be submitted in discussion board posts to share with the class.

Remember to utilize your entire sketch pad paper to draw an assignment. Tiny drawings will not be accepted.

Digital drawings will not be accepted. This course will utilize only traditional drawing media.

Portfolios:

The submissions for portfolio assignments will require you to complete multiple drawings. You should organize and label these drawings according to the assignment and compile them in a PDF. A template for each portfolio can be found on each assignment page. Only PDF files will be accepted.

Do not wait until the portfolio is due to complete the drawing assignments as some of them will be due earlier for discussion board submissions. You should complete each drawing exercises as you progress through the modules.

Please DO NOT submit large files, low to medium quality is fine.

Discussions:

Discussions are a place to share what you have made with the class; it is a place to share our successes and struggles. Feel free to like or comment on others posts - offering feedback, pointers, strengths/weaknesses, and overall insight. Comments should be honest, and critical but not hurtful. Remember that students come into this class with a range of abilities. All discussion boards will close after two weeks and will not be reopened.

Some discussions are due BEFORE the Portfolio submission. It is up to you to keep track of when each assignment is due and to complete the drawings for each discussion board on time.

Final Drawing Project (included in Portfolio 3):

The Final Project Assessment (Modules 11–13) is broken down into 3 stages and will be shared in discussion with group members at regular intervals. The Final Project will end with a final Critique/discussion

- Final Project Part 1 – Composition
- Final Project Part 2 – Proportions
- Final Project Part 3 – Value
- Final Project Part 4 – Reflection (Discussion)

Creating Meaning Essay

Students will choose from a list of videos about artists dealing with different issues and write a write a personal reflection on 2 artists or subjects. The format is open, students may do a compare, or include more research and do an informative paper, etc. as long as they are interjecting their own reflections in the writing.

Late Policy

No extensions will be given under any circumstances.

All discussion boards will close after two weeks and will not be reopened.

	<p>If you do not submit an assignment on time, please submit it as soon as possible. You will lose 1/3 of your earned points for each day that any given assignment is turned in late. Many assignments are worth 10 points so if you submit the assignment 2 or more days late you may not receive any credit. Please remember this is an accelerated online course, you need to do your best to have assignments done on time to receive full credit and to do well in this course.</p>
Grading	<p>All grades are assessed on a case-by-case basis in terms of drawing, due to the subjective nature, student's technical abilities, and overall growth. Any questions you have that pertain to your earned score should be addressed directly with the instructor.</p> <p>Assignment Grading Breakdown:</p> <ul style="list-style-type: none"> • Lecture quizzes - 70 points <ul style="list-style-type: none"> ○ Multiple choice and short answer responses to lecture video • Discussions – 100 points <ul style="list-style-type: none"> ○ Sharing artwork created with class and writing reflections • Portfolio 1 – 30 points <ul style="list-style-type: none"> ○ Demonstration (Assessment) drawings for Modules 1–4 • Portfolio 2 – 80 points <ul style="list-style-type: none"> ○ Demonstration (Assessment) drawings for Modules 5–9 • Portfolio 3 – 80 points <ul style="list-style-type: none"> ○ Demonstration (Assessment) drawings for Module 10 ○ Final Drawing Project: Cumulative drawing showcasing most, if not all, skills learned. • Creating Meaning Essay – 40 points <p>TOTAL 400 points possible</p> <p>This course is graded to the tenths decimal and there will be no rounding up or down. Additionally, there is NO EXTRA CREDIT in this course—just do the work that is required.</p> <p>Y GRADE: Y grades are not an option in this course</p>
Grade Scale	<p>Total possible points = 400 pts –</p>

This scale will be used to calculate final grades:

372 – 400 = A

360 – 371.9 = A-

348 – 359.9 = B+

332 – 347.9 = B

320 – 331.9 = B-

308 – 319.9 = C+

280 – 307.9 = C

240 – 279.9 = D

0 – 239.9 = E

Course Schedule

The instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Course Itinerary

For each Module you will complete a discussion and/or quiz. Within each module there will also be assessment drawings for you to complete for discussion threads and portfolio submissions. Do not wait until the portfolios are due to complete the assessment drawings as many are required for the weekly discussion boards.

Module 1: Introduction

- Welcome Video
- Lecture: Introduction
- Demo: Materials
- Demo: Documenting work
- Quiz: Syllabus Quiz: 10 points – Due August 24
- Discussion: Introduction: 10 points – Due August 24

Module 2: Gesture

- Lecture: Process vs Product
- Quiz: Process vs. Product Quiz: 10 points – Due August 24
- Demo: Gesture
- Assessment: Gesture Drawing: **Portfolio 1 (due Sept 4)**

Module 3: Line

- Lecture: The Drawn Line
- Assessment: Line: Types of Line: 20 points **Portfolio 1 (due Sept 4)**
- Discussion: Line: 10 points – Due August 31

Module 4: Composition

- Lecture: Communicating what we see
- Quiz: Communicating what we see quiz: 10 points – Due August 31
- Assessment: Composition: **Portfolio 1 (due Sept 4)**
- Discussion: Composition: 10 points – Due September 7

Portfolio 1 – 40 points – Due September 4

- Assessment: Gesture Drawing: 10 points
- Assessment: Line: Types of Line: 10 points
- Assessment: Composition: 10 points

Module 5: Positive & Negative Space

- Lecture: Defining Space
- Assessment: Positive / Negative Space: **Portfolio 2 (due Sept 18)**
- Discussion: Positive/Negative Space: 10 points – Due September 14

Module 6: History of Mark Making

- Lecture: History of Mark Making
- Quiz: History of Mark Making Quiz: 20 points – Due September 7

Module 7: Sighting and Proportions

- Lecture: Organizing what we see
- Demo: Sighting and Proportions
- Quiz: Organizing What We See Quiz: 10 points – Due September 14
- Assessment: Organizing Line/Sighting: **Portfolio 2 (due Sept 18)**

Module 8: Planar Analysis and Value

- Lecture: Revealing the Form
- Lecture: Light Defining the Form
- Assessment: Value: Gradients: **Portfolio 2 (due Sept 18)**

Module 9: Value

- Lecture: Strategies to Render Value
- Demo: Categories of Light.
- Assessment: Value: Additive and Subtractive: **Portfolio 2 (due Sept 18)**
- Discussion: Value: 10 points – Due September 25

Portfolio 2 – 80 points – Due September 18

- Assessment: Positive / Negative Space: 10 points
- Assessment: Line: Organizing Line/Sighting: 30 points
- Assessment: Value: Gradients: 10 points
- Assessment: Value: Additive and Subtractive: 30 points

Module 10: Perspective

- Lecture: Perception and Perspective: Introduction
- Lecture Construction Methods
- Quiz: Construction Methods Quiz: 10 points – Due September 21
- Demo: 1-Point Perspective
- Demo: 2-Point Perspective
- Assessment: Documenting Perspective and Drawing a Building:
Portfolio 3 (due Oct 2)

Module 11: Final Project

- Demo: Assessment: Final Project – Part 1
- Assessment: Final Project – Part 1: **Portfolio 3 (due Oct 2)**
- Assessment: Final Project - Part 2: **Portfolio 3 (due Oct 2)**
- Assessment: Final Project - Part 3: **Portfolio 3 (due Oct 2)**
- Discussion: Final Reflection: 30 points – Due October 2
- Bonus: Critique Etiquette - Things to consider if taking future art courses

Portfolio 3 – 80 points – Due October 2

- Assessment: Documenting Perspective and Drawing a Building: 30 points
- Assessment: Final Project – Part 1: 10 points
- Assessment: Final Project - Part 2: 20 points
- Assessment: Final Project - Part 3: 20 points

Module 12 Creating Meaning Essay – 40 points – Due October 5

- Lectures: Artists dealing with different issues (student choices topics of interest)
- Essay: Art21: Creating Meaning: 40 points

Module 13: Course Evaluation

- Course evaluation reminder

Policies and Procedures

Attendance Policy

As an online course participant your attendance and absences are based on active participation in course discussion forums and timely submission of assignments. **All due dates and times are in accordance with Arizona time.**

Time Management

Online classes provide the flexibility of “attending” class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding.

- For 5.5-week sessions, you should plan for 24.5 hours of coursework per week for every 3 credits.
- For 7.5-week sessions, you should plan for 17 hours of coursework per week for every 3 credits.
- For 15-week sessions, you should plan for 9 hours of coursework per week for every 3 credits.

Online Course Expectations

IMPORTANT: This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you're willing and able to assume the added personal responsibility of completing an online course.

- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.
- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet

service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.

- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

Excused absences related to religious observances/practices in accord with ACD 304–04, “Accommodation for Religious Practices.”

Students may be excused for the observance of religious holidays outlined at: <https://eoss.asu.edu/cora/holidays>. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with ACD 304–02, “Missed Classes Due to University-Sanctioned Activities.”

Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy: A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with SSM 201-18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the

	<p>Pat Tillman Veterans Center of their activation and then the instructor to discuss options.</p>
Instructor Absence Policy	<p>Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.</p>
Academic Integrity and Student Honor Code	<p>The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. Every student is expected to produce their original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity).</p> <p>Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link or review: https://tutorials.lib.asu.edu/tutorials/rise/academic-integrity/index.html#. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.</p>

Student Learning
Community
Conduct and HIDA
Professionalism
Standard

ASU's Student Code of Conduct emphasizes the importance of intellectual, personal, social, and ethical development. It promotes a respectful and open environment for discourse, encouraging self-discipline and respect for others. Students are expected to treat instructors and peers with kindness and respect differing viewpoints in all communications, avoiding criticism or ridicule. Given the lack of nonverbal cues in electronic communication, students should also be mindful of how humor may be interpreted. Additionally, students must be aware of their Rights and Responsibilities at ASU.

Further, Herberger Institute students are expected to adhere to the Herberger Institute Professionalism standards. Professionalism entails a set of skills critical for workplace and creative successes, and professional behavior creates an atmosphere promoting safe and high-quality spaces for constructive learning as well as individual and community well-being. The institute expects students to show professional behavior with clients, members of the community, and others in the university environment (e.g., classrooms, clinics, labs, studios) including members of the faculty and administration, other students and staff. Students are expected to conduct themselves in a professional manner, including arriving on time with an open attitude to learning, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding partnership information confidential, and using prudence in written and verbal communications. Professionalism includes: self-control, respectful communication, following all university and studio safety protocols and behavioral expectations, attendance and punctuality, honesty and integrity.

Disruptive,
Threatening, or
Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section

	<p>104-02 of the Student Services Manual, available at https://public.powerdms.com/ASU/documents/1560490</p>
Withdrawal	<p>If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit https://students.asu.edu/drop-add</p>
Incomplete Policy	<p>An incomplete is a limited academic exception—not a routine option—granted only when a student who is passing the course faces unexpected, serious circumstances beyond their control that prevent timely completion. It requires multiple stages of approval from academic leadership and is granted only for the minimum time needed to finish remaining work.</p>
Special Accommodations	<p>Your instructor is committed to making appropriate adjustments for any limitations caused by disabilities that have been documented with the Student Accessibility and Inclusive Learning Services (SAILS: https://eoss.asu.edu/drc). It is important to reach out to your instructor during office hours or by scheduling an appointment within the first week of class to discuss your accommodations and establish expectations. Please note that retroactive accommodations are seldom granted.</p>
Title IX and Mandated Reporter Policy	<p>Title IX is the federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. Anyone who believes they</p>

	<p>have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.</p> <p>As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.</p> <p>Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.</p>
Copyright	<p>Students may not upload or share any content that isn't their original work without complying with copyright laws. Faculty may remove content suspected of infringement.</p> <p>Additionally, all course materials—including lectures, handouts, and notes—are copyrighted and may not be shared, uploaded, sold, or distributed. See ACD 304–06 for more on “Commercial Note Taking Services.”</p>
Artificial Intelligence Code of Conduct	<p>No Generative AI Use Permitted</p> <p>In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the ASU Academic</p>

	<p>Integrity Policy, and students may be sanctioned for confirmed, non-allowable use in this course.</p>
<p>Inclusive Excellence Statement</p>	<p>The Herberger Institute for Design and the Arts at Arizona State University upholds, values, and cherishes diversity among students and faculty—regardless of circumstance. As members of the ASU community, we have a profound responsibility to challenge injustice and inequity through education. These values are fundamental to our identity as an institution and should be upheld by all members of the ASU community, including—but not limited to—Herberger Institute students, faculty, and staff.</p> <p>At ASU, the call is clear: each member of our community must contribute to fostering a culture of Inclusive Excellence that meaningfully advances equity for all and honors everyone’s human and civic rights. For students, staff, and faculty alike, this culture cultivates role models, broadens perspectives, challenges negative stereotypes, and enables artists, designers, and makers of the 21st century to think creatively, critically, and—above all—compassionately about our collective impact on the world.</p> <p>This course welcomes all students, regardless of race/ethnicity, gender identity, gender expression, sexual orientation, socioeconomic status, age, disability, religion, regional background, veteran status, citizenship status, nationality, politics or other aspects of identity that each person brings to class. We all carry perspectives shaped by our experiences and identities, and each of us contributes to our shared culture of Inclusive Excellence and community belonging.</p> <p>As your instructor, I expect all students to honor the following community agreements:</p> <ul style="list-style-type: none"> • Bring a willingness to reflect deeply on your own assumptions, identifying areas where you may need to unlearn bias and exclusionary behaviors. • Help others learn by respectfully voicing your thoughts and reactions, acknowledging that your perspective is shaped by your unique way of understanding the world. You can find

further free speech resources at

<https://eooss.asu.edu/resources/free-speech>.

- Engage with active listening, curiosity and openness when learning how others perceive and experience the world.

Diverse experiences, backgrounds, and viewpoints are essential to cultivating a rich academic and democratic environment. This diversity strengthens our ability to be ethical, empathetic, and imaginative thinkers. I aim for this course to serve students from all backgrounds equitably and to view the diversity you bring as a valuable resource and strength. Course materials—including readings and assignments—will reflect a commitment to diverse and inclusive knowledge.

If you feel that there is a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, I encourage you to speak with me directly or to the Director of the School of Art. We welcome the opportunity to support your learning and to enhance the effectiveness of this course for all student groups.

Authored by HIDA student leaders in AY 2019/2020 and review and updated by student leaders in AY 24/25