

Capturing Greece: Color, Light and Form

DES 3133.01 · 3 credits · May Term 2024 · May 11 – June 2, 2024 · Athens and Tinos, Greece

About the Instructor



Frances (Fancy) Trice (she/hers)

Lecturer, Graphic Design

trico001@umn.edu

Mobile: 612.501.2923

GroupMe: 2024 Greece Learning Abroad

About the Course

Course Description

During this 3-week seminar, students will expand their cultural and creative horizons in Greece, the cradle of Western civilization and center for influential developments in modern life. They will explore historic and contemporary art forms, including ancient architecture and ruins, monolithic and minuscule street art, and vibrant Athens and picturesque villages through guided museum and site tours, artist talks, and self-directed immersion. They will capture memories of a lifetime through basic art and design instruction emphasizing careful observation, basic drawing techniques, color theory, and composition.

During their time in Greece, students will immerse themselves in Greek culture and traditions — first in Athens and then in Tinos (optional trips to the iconic island of Santorini or the Delphi monastery are available at additional cost). As they move from a densely populated metropolitan area to more rural locations, students will expand their ability to understand the varied perspectives of this beautiful country. They will learn from each other as well as learn from their immersion in a different culture.

Students will build trust — trust in the creative process, trust in team and teamwork, and trust in their ability to share their work as they develop rendering skills and discover a personal artistic voice as expressed through a body of creative work.

Class sessions will include exercises and assignments in:

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- Skill development through instruction and practice
- Basic color theory
- Basic composition

Our class days include classroom discussions, site visits, and studio time. Within a 7-day period, students will have 2 days to explore their surroundings on their own. These explorations are up to the student and may include personal creative practice, visits to other sites, villages or islands, etc.

Students will read at least one book of historical fiction about life in Greece. Each student will research a specific location or topic and present what they have learned to the class on site. Additionally, they will research a cultural topic during the trip and write a cultural comparison paper after the experience.

We will practice ideation without judgment. People of diverse skill levels and backgrounds will have a chance to tap into the creative process, sharpen their ability to see (the real world vs. the imagined), and communicate visually. We will practice discipline of perception, insight and being in the present.

This course fulfills LE Global Perspectives and LE Arts/Humanities requirements.

- **Global Perspectives:** During our immersive time in Greece, students will learn about and experience ancient approaches to aesthetics, as well as contemporary methods of honoring longevity in the practice of arts (architecture, drawing, painting, weaving, folk arts, etc.) Students will examine sites and history, reflecting upon questions raised in discussion. This reflection will be documented in a daily journal.
- **Arts/Humanities:** Students will understand the role of creativity, innovation, discovery, and expression in an immersive experience in Greece. They will actively (through reading, discussion and daily drawing) examine effective applications of right-brain thinking to creative exploration.

Established Course Objectives

Students will develop and hone skills to:

- Experience and synthesize through the vehicle of drawing in different media.
- Reference myth and symbol in creating a visual story.
- See nuances of color, light and form in a cultural context.
- Interpret, represent and abstract concepts
- Navigate the unfamiliar — in physical, cultural and emotional experiences.
- Translate experience into creative production.
- Establish a daily practice of "making" in a visual journal.
- Understand that exploration informs understanding of self and community.

Student Learning Outcomes

- **Problem Solving: Can identify, define, and solve problems.** Students will identify an issue related to cultural comparisons. They will investigate and report upon the issue through reading, reflection and synthesis
- **Critical Thinking: Can locate and critically evaluate information.** Students will learn an important part of the creative process: when to evaluate ideas and how to alter the evaluation based on purpose, at home and abroad.
- **Mastery of Knowledge: Have mastered a body of knowledge and a mode of inquiry.** The body of knowledge in this course includes a deeper understanding of color and light. They will explore the quality of light and color in various locations. Drawing in various media is the vehicle through which the majority of this learning is demonstrated.
- **Engaging Diversity: Understand diverse philosophies and culture within and across societies.** Students will gain understanding of philosophies and cultures within and across societies. In our immersive time in Greece, students will learn about and experience ancient approaches to aesthetics, as well as contemporary methods of honoring longevity in the practice of arts (architecture, site planning, drawing, painting, weaving, folk arts, etc.) Students will examine sites and history, reflecting upon questions raised in discussion. This reflection will be documented in a daily journal.
- **Communication: Can communicate effectively.** Students will explore multiple ways of communicating — verbally, in writing, and through drawing with various media. They will develop language skills related to the exploration of ideas. They will write, exploring an issue. They will communicate ideas and stories through visual arts.
- **Innovation and Creativity: Understand the role of creativity, innovation, discovery, and expression across disciplines.** Students will understand the role of creativity, innovation, discovery, and expression in an immersive experience in Greece. They will actively (through reading, discussion and daily drawing) examine effective applications of right-brain thinking to creative exploration.
- **Active Citizenship: Have acquired skills for effective citizenship and lifelong learning.**

Course Prerequisites

- **Required.** A willingness to draw, regardless of skills, open mind, willingness to instigate and participate in the exploration and debate of ideas. An interest in expanding one's visual and creative acuity, willingness to explore color and light as a means toward expressing story or environment.
- **Not required.** Students need not be skilled in drawing or painting, but willing to explore concepts and processes in creativity. While highly developed drawing or sketching skills are NOT required, it is suggested that students on this adventure have a little experience in drawing. If not in a high school or college course, at least some independent practice prior to our departure. The instructor can suggest some exercises to get a creative practice started.

Required Text and Media

See separate document for required books.

Required Supplies

See separate document for required supplies.

Evaluation (out of 500 points)

See separate assignment descriptions.

50 points (10%): Assignment One: Presentation on Cultural Topic

- Research: 50 points
- Presentation: 50 points

50 points (10%): Assignment Two: Book Report

- Research: 50 points
- Written paper: 50 points

200 points (40%): Assignment Three: Visual Journals

- Effort: 100 points
- Skill development: 100 points

200 points (40%) Assignment Four: Final Project

- Final Deliverable: 150 points
- Participation and Team Evaluation: 50 points

University Grading Standards

University grading and transcript policies: policy.umn.edu/education/gradingtranscripts

- A = outstanding
- B = very good
- C = good/average - meets course requirements
- D = meets course requirements, but work below average
- F = fails to meet course requirements

Extra Credit

There are no extra credit options for this course.

Course Culture

College of Design Statement of Unity

The University of Minnesota Twin Cities is [located](#) on traditional, ancestral, and contemporary lands of the Dakota People ceded in the Treaties of 1837 and 1851. We are committed to recognizing the complex history of this land by honoring the truth of violence, displacement, migration, and settlement that bring us together. We acknowledge the need to end the violence against missing and murdered Indigenous women— a local and national epidemic which can be traced back to the arrival of European colonizers across Turtle Island. We acknowledge and fight against the legacy of white supremacy and culture of anti-Black racism, which has led to the murders of Jamar Clark, Philando Castile, George Floyd, Daunte Wright, Winston Smith, Amir Locke, and countless other Black Americans across this nation. Black lives matter. We stand with our Hmong, Asian, Asian-American, and Pacific Islander communities against the rise of xenophobic violence since the start of the COVID-19 pandemic. We recognize that words are not enough and we remain committed to the work of eradicating the injustices against all Black, Indigenous, and people of color caused by systemic racism. More at [Design Justice](#).

Names & Pronouns

Everyone has the right to be addressed in accordance with their personal identity. Your preferred name can be entered into your student account. I will gladly honor your request at any point throughout the semester to address you by your correct name, gender pronoun, or any other manner you would like to be referred to. I will also instruct class members to do the same and I expect the same.

Inclusivity & Equity

My hope is that students from all backgrounds and perspectives will be well served by this course, that students' learning needs to be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to present materials and activities that are inclusive of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students.

Workload

This three-credit course is equal to 135 hours of academic work over our 3-1/2 weeks together. This includes all the activities listed in the itinerary, including discussions, work in and out of class, site visits, tours, etc. Find out more at policy.umn.edu/education/studentwork.

Classroom Presence

Students should plan to be fully present during the entire class period. Students may not intentionally participate in any other class disturbance during the class period and will be asked to leave if necessary. When encountering any difficulty or problem during an in-class assignment, ask the instructor for help. More on electronic devices in the classroom at policy.umn.edu/education/studentresp. Students are expected to attend class, bring tools/work

to class, take appropriate notes, keep all handouts and course information, utilize class time for questions and discussion, and refer to recommended texts for further clarification of information. If a student is still having difficulties, then an appointment should be made during the instructor's office hours to discuss the matter.

Creating Space

We will verbally acknowledge at the beginning of the course that everyone is learning new concepts and language and ask students to be open to change and to be flexible when new knowledge is gained. Marta Elena Esquilin from Bryant University and Mike Funk from New York University, write on the importance of community building and the value of engagement agreements¹. They provide over twenty "classroom and meeting guidelines" in order to create an intentional space to have conversations focused on diversity, equity, and inclusion. As a course we will work together on the development of a community agreement. We will determine a community agreement for the semester developed from the link and image below and it will ultimately be posted to the syllabus here.

1. Engage in Conversations in Ways that Honor Each Other

a. To be decided by students.

2. Speak from Your Own Lived Experience

a. To be decided by students.

3. Think Beyond Binaries

a. To be decided by students.

4. Foster a Space for Vulnerability and Humility

a. To be decided by students.

5. Acknowledge, Validate, and Repair Harm

a. To be decided by students.

6. Other/Additional

a. To be decided by students.

¹ Esquilin, Marta Elena. Funk, Mike. "Campus Bias Incidents: What could faculty do? Navigating Discussions in the Classroom." Bryant University. November 13, 2019.

Course Policies

Breaks

Please take care of yourself. Use the restroom, get water, and stand up/stretch when needed.

Projects

Projects must be turned into the instructor at the agreed upon due date and time. No late work will be accepted unless excused. Excused attendance and late work must be accompanied by a written (or emailed) excuse. See more on turning in late assignments at policy.umn.edu/education/makeupwork. Be sure to use the format (.psd, .ai, .indd zipped, .jpg, .png, or .pdf) specified by the instructor and name the file correctly. Projects need to be saved to your google drive folder and be automatically synced from your computer. Keep your work and files organized. Assignments will not be returned to students.

Final Grades

The professor of record determines all final grades. Your final grades are based on a sum of your project grades and overall progress of learning. Grades will be assigned two-three weeks after the final assignment has been turned in.

Attendance and Daily Progress

Good attendance and participation are expected for this course and will affect your learning experience. Your daily progress will be evaluated towards the beginning of class. It will be noted if you do not have all of your work, you arrive considerably late, or you don't participate in class. If you need to leave early or if you arrive late, let the instructor know via email. Excused absences include all those within the University policy; subpoenas, jury duty, military duty, religious observances, bereavement, sickness (flu and/or COVID), and anything approved between you and the instructor. In addition to excused absences, you have two personal days. Please use these however you would like including family vacation, personal emergency, work, etc. You must inform your instructor before class begins to use a personal day. If you are absent, you are responsible for contacting a class member in order to get any information or assignments that were given in class. The instructor will not use any class time to repeat missed lectures or assignments.

Email

Emailing the instructor for missed class assignments and course grades is prohibited. Instructor email is not to be utilized as your private tutoring tool. Instead of email, try your best to ask questions in class as this will benefit others and will allow for further elaboration.

Google Suite

As a University student, you are assigned a UMN email address hosted by Google. It is imperative you check this email (or have it forwarded to the email that you do check). You are also to set up and use your Google calendar to plan work time, class time, and set office hour appointments with your instructor. You should also use your Google drive to save and sync your work so that if

you have technical issues, your work is saved to the cloud and can be worked on with another device.

Problem, Issue, or Dispute Elevation

Problems and/or issues may arise in this course and it might be intimidating to confront these concerns. In some cases, students may be experiencing the same issues, so we want to make sure you have what you need to ensure your learning experience is not hindered by negative class environment experiences. While we would hope that the classroom culture provides opportunities to informally address any issues you are having, we recognize you may not always feel comfortable or safe to handle issues through informal conversation. The College of Design asks that the following chain of elevation be followed for any and all formal disputes: the Teaching Assistant (if applicable), the Instructor, the Lead Instructor, the Program Director or Director of Graduate Studies, the Associate Department Head, the Department, the Associate Dean of Academic Affairs, and the Vice President of Undergraduate Education. Please note that you should go to whoever's position sits after the person(s) with whom you have an issue.

"Student academic complaints are brought by students regarding the University's provision of education and academic services affecting their role as students and must be based on a claimed violation of a University rule, policy, or established practice. Student academic complaints do not include student complaints regarding: their University employment, disciplinary action under Board of Regents Policy: Student Conduct Code, grades, University admission decisions." View the University's policy at [Addressing Student Academic Complaints](#).

University Policies

Use of Class Video and Audio

This course may include video and audio recordings of class lectures and classroom activities. These recordings will be used for educational purposes and the instructor will make these available to students currently enrolled in this course. Students must seek instructor permission in order to share either course recordings or course content/materials. Similarly, instructors who wish to share Zoom recordings with other sections or classes must seek and document permission from students whose image or voice are in these recordings.

Academic Integrity

As defined by [The Office of Community Standards](#), plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Plagiarism is a serious offense in academia and is not tolerated by the College of Design. It is the responsibility of students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and Internet use. The College of Design holds students accountable to the standards set forth in the [Student Conduct Code](#) regarding plagiarism. Students are encouraged to seek out information about reference methods from instructors and other resources and to apply this to all submissions of academic work.

Statement on Climate of Inclusivity

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help. Download the policy at [Equity and Diversity](#).

Disability and Mental Health Accommodation

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course. If you are registered with the DRC and have questions or concerns about your accommodations, please contact your access consultant. Additional information is available on the DRC website: diversity.umn.edu/disability/ or email: drc@umn.edu.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

University's COVID-19 Response

"The University recommends following all public health guidance and recommended practices, including staying up-to-date on vaccinations, staying home when ill, and taking other precautions such as washing hands thoroughly." More at [COVID-19 Response | Safe Campus](#).

University Links

[Scholastic Dishonesty and Student Conduct Code](#)

[Sexual Harassment, Sexual Assault, Stalking and Relationship Violence Policy](#)

[Academic Freedom and Responsibility Policy](#)

[Student Counseling Services](#)

[Student Writing Support](#)

[Student Academic Success Service](#)

Acknowledgment Form

I _____ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading, and attendance policies. I hereby agree to abide by the syllabus and its provisions.

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Semester, Course Number and Section

Student Phone Number

Student Email Address

Student Signature and Date

Faculty Name _____ **May 11, 2024**

Faculty Name, Signature, and Date

Permission to Use Work

It is important that I be able to share the work you create in this course as it will be a value to our university and broader educational communities. At the same time, this is your intellectual property and if you do not agree to the terms below, please schedule an appointment to discuss options, consent, and boundaries for course participation.

Grant of Permission

I, the undersigned, am a student at the University of Minnesota and I am enrolled in **DES 3133: Capturing Greece: Color, Light and Form**. By my signature below I hereby grant permission to the University to use, copy, reproduce, publish, distribute, or display any and all works created to comply with the requirements of this course in accordance with the terms set forth below. Additionally, I consent to the disclosure of the work created in this class as may be accompanied by my name and other personally identifiable information for purposes as set forth below.

Scope of Permission

This permission extends to the use of the described work and images of such work: (1) for academic purposes in order to demonstrate examples of student work to current and future university students; (2) for public display in the galleries or on the campus of the university or on the university website; (3) for promotional materials created by the university in all forms of media now known or later developed, including but not limited to exhibition catalogs, direct mail, websites, advertising and classroom presentations; (4) for the instructor of record to use my work to represent their skills as an instructor in a teaching portfolio (online or in print). My permission is ongoing.

Certificate of Ownership

I am the owner of all work submitted in accordance with the requirements of the named course and the work is not subject to any grant or restriction that would prevent its use consistent with this permission. All aspects of the work are original to me and have not been copied. I understand that as the owner of the work I have the right to control all reproduction, copying, and use of the work in accordance with U.S. copyright laws.

Privacy Release

I hereby authorize and consent to the release, maintenance, and display of my name if necessary and any other personally identifiable information that I have provided in connection with the work and its use in accordance with the terms of this Agreement.

Signature

By signing below I hereby grant the permissions indicated above. I understand that this grant of permission relates only to the use of the described work. This is not an exclusive right and I may sell, give or otherwise transfer the rights to such work to others on a non-exclusive or exclusive basis. However, in the event that I do sell, give or otherwise transfer ownership or the exclusive right to use my work to another party, I will notify the university immediately in writing through the professor of record for this course.

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Semester, Course Number and Section

Student Email Address, Student Signature, and Date

Faculty Name

May 11, 2024

Faculty Name, Signature, and Date