

## School for New Learning

### AI 121 ART AND MEMORY: Scrapbooking

December 2009

But human beings do not perceive things whole;  
we are not gods, but wounded creatures, cracked lenses,  
capable of only fractured perceptions.  
Partial beings, in all the senses of that phrase.  
Meaning is a shaky edifice we build out of scraps....  
*From Imaginary Homelands, Salman Rushdie*

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**Location:** Naperville Campus

#### Class Meeting Dates and Time:

This course consists of 2 all day sessions 9am – 4pm, 5 and 12 December 2009, plus one on line discussion via the DePaul Blackboard website.

#### Competences Offered:

NB: Students can register for one of the following competences:

A1X: Can define art and craft and understands how artists influence artistic outcomes.

1. Can define art and craft.
2. Can manipulate artistic media.
3. Can explain how creativity is influenced by productivity.

A2X: Can design and create an original work of art/craft and can describe the elements which define the medium.

1. Can define art and craft
2. Can produce a work of art and/or craft
3. Can explain the steps required in production..

A5: Can define and analyze a creative process.

1. Can define the concept of creativity
2. Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.
3. Can explain how engaging in a creative process affects one's perception of the world.

#### Course Description:

In homes all over America, dining room tables are filled with tiny metal hearts, pictures of adorable toddlers, bags of stickers, and 500 varieties of lettering. Scrapbooking is one of the nation's fastest growing leisure time activities. Millions of dollars are invested in this peculiar pastime that focuses on not only recording family events, but prettifying them as well. Most of

us do not consider ourselves artists, but give us a pair of scissors and some fancy paper and we will create a masterpiece!

Students in this experience will learn about the history of scrapbooks and will begin the process of decoding the relationship between art and craft in this pursuit that is sweeping the nation.

Topics will include the definition of scrapbooking and its development in American culture; the ways in which art and craft intersect in the scrapbook; how to get started with a scrapbook; the impact of creativity and artistic skill in scrapbooking; and the construction of meaningful works of art and craft.

Learners should expect to surf the internet for scrapbooking sources and to visit local scrapbook emporia. This course will meet on campus and online via Blackboard. For specific session dates, see course calendar below.

### **Expected Outcomes:**

Upon the successful completion of the course, learners will have:

- a general awareness of the history of the scrapbook;
- a greater appreciation for the nature of artistic endeavors;
- an understanding of the creative urge;
- an understanding of the differences between art and craft;
- an ability to create a work of art and craft and to manipulate artistic materials.

### **Learning Strategies:**

In this course, students will select individual fields of investigation from various topics concerning the definitions of art and craft and the purposes and methods of developing aesthetically pleasing scrapbooks. Readings, lecture, field trips, discussions, and art making experiences will all contribute to students' understanding of the competences they have chosen for this course.

Students will attend 2 on campus sessions, will participate in 1 on line session, and will complete one field trip throughout the December term. For a complete class schedule, see calendar below.

### **Required Learning Tools:**

Required Text:

Visual Chronicles: the No-Fear Guide to Creating Art Journals, Creative Manifestos, and Altered Books. Linda Woods and Karen Dinino

Other materials will be made available via Blackboard.

### **Evaluation Techniques and Criteria:**

In addition to assigned readings, class discussions, and field trips, students will participate in a variety of experiential and research activities. The competences and their requirements for this course are listed below. Please see the instructor for more details.

- Participation in **class discussions and activities**;
- Six page written **Journal** on competence themes;

- Individual work sessions for the **production of altered book and scrapbook pages (minimum 4 pages)**;
- Participation in one on line discussion via Blackboard;
- 1 **Individual** field trip.

Course requirements by competence:

Nb: each student must produce a written journal. In this journal, students should expect to discuss the questions listed below their chosen competence statement. Each student will also produce several scrapbook projects as listed below.

A1X: Can define art and craft and understands how artists influence artistic outcomes.

1. *Scrapbook projects*

- one altered book;
- 4 scrapbook pages ranging in style and expertise.

2. *6 Page written journal*

(2 installments of 3 pages each) in which you discuss the following questions based on review of course materials:

What are the definitions of art and craft and how do they differ?

How does the manipulation of artistic materials influence your understanding of art and craft?

What artistic decisions did you make in the production of your scrapbook?

How does creativity thinking influence art?

How did your field trip influence your understanding of this competence?

A2X: Can design and create an original work of art/craft and can describe the elements which define the medium.

1. *Scrapbook projects*

- one altered book;
- 4 scrapbook pages ranging in style and expertise.

2. *6 page written journal*

(2 installments of 3 pages each) in which you discuss the following questions based on review of course materials:

What are the definitions of art and craft and how do they differ?

What artistic choices did you make in the production of your scrapbook?

Which techniques and materials worked well for you? Which did not?

What artistic difficulties did you overcome in the production of your scrapbook?

How did your field trip influence your understanding of this competence?

A-5: Can define and analyze a creative process.

1. *Scrapbook projects*

- one altered book;

- 4 scrapbook pages ranging in style and expertise.

*6 page written journal*

(2 installments of 3 pages each) in which you discuss the following questions based on review of course materials:

What is creativity?

What are the components of creativity?

How does engaging in creative pursuits influence your perception?

What creative ideas did you pursue in your scrapbooking? How do you know these ideas were creative?

How did your field trip influence your understanding of this competence?

Descriptions of course activities:

### **Class discussions and activities**

Art and Memory provides a great deal of information to discuss and debate. One third of each class session will be devoted to small group deliberations related to the nature of visual communication, its history, and contributions to technology and the arts.

Consistent participation in these activities is required, including regular discussion of course readings.

### **Scrapbook Projects**

Each of our competences includes an altered book project and a minimum of 4 scrapbook pages to be produced in the workshop. Materials and processes will be presented in class. Final products will not be assessed on artistic skill, but rather on understanding of the process, ability to use a range of techniques and styles, and ability to express artistic motivation;

### **Journals**

Content questions related to the journals are described above by competence. Journals are intended to capture your thoughts as they evolve over our course. Journals need not include citations or bibliographies, but should focus on what you, as an individual, have learned about your chosen competence throughout the experience. In your journal, write about what surprises you about the material, what you find particularly interesting, what you tried in your artwork and papermaking, what you didn't try, why, why not, etc. Use this document as a forum for discussion of your particular competence themes as they are described above. Journals must be typed, double-spaced, and submitted according to the calendar in the Topic Outline section below. **Written journals are to be submitted by email, to [blosardo@depaul.edu](mailto:blosardo@depaul.edu). See course calendar for due dates.**

### **Independent Field Trips**

Students will complete an independent field trip to local scrapbooking resource centers. Commentary on this field trip will be included in the course journal requirement.

## **Tentative Course Calendar**

A note on the readings: Assignments listed below are for convenience only. Class topics might vary from the schedule listed below. All reading assignments, including class handouts, must be completed in a timely fashion. Except for the required text listed above, all reading assignments are available on the Blackboard site.

Session One: Saturday 5 December 2009

AM

Course Introduction

What is a scrapbook: scraps in history

What is a modern scrapbook?

Class Exercises:       Creative Juice Exercise  
                              Choosing and Assessing Photographs

Session Two: Saturday 5 December 2009

PM

Understanding visual images

Composition in Scrapbooking

Class Exercises:       Identifying colors  
                              Reacting to images  
                              Plotting your scrapbook pages.

Homework: Complete first two pages of journal (Due via email by 9 May 2009)

Read for next sessions: Visual Chronicles

Session Three: 6 – 11 December

Blackboard discussion: What is non traditional art?

Field Trip Report: How to find web and on ground resources for scrapbooking

Session Four: Saturday 12 December 2009

AM

Art,

Color

Creativity

Class Exercises:       Creativity Games

Session Five: Saturday 12 December 2009

PM

Putting it all together

Complete second two pages of journal (Due via email by 14 December 2009)

**Final Journal Entries and Scrapbook Pages (any not completed in class)**  
**due by 14 December 2009**

You can send via email ([blosardo@depaul.edu](mailto:blosardo@depaul.edu)) or drop your materials (to Betta's attention) at the Oak Forest campus, or ask the Loop SNL front desk staff to send it to Betta at Oak Forest via interoffice mail.

**MATERIALS SUBMITTED AFTER DUE DATES WILL BE ASSESSED ON A PASS/FAIL BASIS ONLY.**

**INCOMPLETE GRADES MUST BE NEGOTIATED WITH FACULTY.**

**Bibliography**

Selected readings from the sources listed below, and others, can be located on the course Blackboard website: Books such as the papermaking guides listed below can be purchased at any large bookstore or on line from Amazon.com, from bn.com (Barnes and Noble), or from other on line services

Books:

Art and Illusion: A Study in the Psychology of Pictorial Representation, Ernst Gombrich

The Art of the Scrapbook: A Guide to Handbinding and Decorating Memory Books, Albums and Art Journals, Diane Maurer-Mathison

Bright Earth: Art and the Invention of Color. Philip Ball

But is it Art? Cynthia Freeland

Color: A Natural History of the Palette. Victoria Finlay

Color and Culture. John Gage

Finding Flow: The Psychology of Engagement with Everyday Life. Mihaly Csikszentmihalyi. Basic Books, New York, 1997.

Papercrafts and Origami. Lucy Painter, ed. Hermes House, Anness Publishing, New York, 2002.

The Scrapbook in American Life. Susan Tucker, Katherine Ott, Patricia Buckler

Scrapbooks: An American History, Jessica Helfand

The Story of Art. Ernst Gombrich. Phaidon, New York, 2001.

Online sources:

Two Peas In A Bucket <http://www.twopeasinabucket.com/>

Scrapbook.com <http://www.scrapbook.com/>

SISiv <http://www.scrapinstyletv.com/>

Scrapbooker's ClubHouse <http://www.scrapbookersclubhouse.com/home.htm>

<http://www.scrapbooksetc.com/>

Addenda to Syllabus: Art and Memory: Scrapbooking

#### *Attendance Policy*

Attendance is mandatory in SNL courses. Students and faculty are expected to arrive on time, and to participate in every scheduled class session. For online sessions, students are expected to complete assignments and post them within the specified dates. Specific course policies can be listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in that document.

Missing class makes assessment a difficult process, and all students who miss any classwork are subject to grade reduction by the faculty. Students who miss more than 10% of any given course are subject to failure.

#### *DePaul University Academic Integrity Policy*

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations

include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

### *DePaul University Incomplete Policy*

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### *Protection of Human Research Participants*

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

### *For Students Who Need Accommodations Based on the Impact of a Disability*

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### *Chronic Illness Initiative*

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### *Writing Help*

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]