COURSE DESCRIPTION: The catalogue describes this course as follows:
Designated for non-art majors. Establishes a working vocabulary for evaluating works of
art in various media. Objects are interpreted in terms of their specific historical contexts
and the changing relationships between art and society. This course does not fulfill the
art history requirement for art majors. This course satisfies the university core
curriculum requirement in fine arts.

REQUIRED TEXT: Patrick Frank, Prebles’ ArtForms, Edition 10 – see attachment
Students are encouraged to use the accompanying website to prepare for the tests.

STUDENT LEARNING OUTCOMES:
1. Students will gain an understanding of Principles of Design, Visual Elements,
   Artistic Medium, and a Brief History of Art through readings, class participation,
   and lectures. This will be measured by quiz performance and class
   participation.
2. Students will gain a deeper knowledge about one particular artwork of their
   choice. This knowledge will be measured by the paper written by the student.

Your grade will be based upon:
1. Class attendance and participation (10%)
2. Tests 1-4 (total 70%)
   Test # 1 (15%)
   Test # 2 (15%)
   Test # 3 (20%)
   Final Exam - Test #4 (20%)
3. Term paper (20%)

Tests will consist of multiple choice, fill in the blank and short answer questions. Your
class participation grade will be based on your attendance in class, as well as in class
and take home assignments.

ATTENDANCE in class is VERY IMPORTANT since you will have in class assignments
that will be included in your attendance and participation grade. Students are allowed
3 absences - more than three absences will result in the lowering of your grade. Five points will be deducted from your final average for each additional absence.

ATTENDANCE CONTINUED:
(Example: student has 7 absences for the semester – 4 over the allowed 3, therefore, 20 points are deducted from final average). An Attendance Sheet is passed around daily – It is your responsibility to sign the attendance sheet. Five tardies, leaving during class or leaving early will also result in the lowering of your grade by a letter grade in the course.

GRADING SCALE – Your final grade for the course will be generated utilizing the three components listed under “Grading” in the percentages indicated
- 100-90 point average = A
- 89-80 point average = B
- 79-70 point average = C
- 69-60 point average = D
- 59 – 0 point average = F

TERM PAPER: Topic due: Feb. 6. Paper Due April 6th
The term paper will consist of an in depth analysis of one work of art. The paper of 1000-1500 words must be typewritten using a double-spaced format. The paper must also contain footnotes and a short bibliography of 2-3 sources (book or periodical sources, no websites allowed). The body of the paper should be sent to me as an e-mail attachment created in Microsoft Word so that I may check the word count. In addition, you must present me with a printed copy of your paper on April 6, including footnotes/endnotes, bibliography and images of works of art discussed. Each paper should contain at least one image of the work of art that you are discussing. If you choose to compare it to other works of art, images of those works should be included as well. Paper topics must be turned in to me for approval no later than Feb. 6. If your paper topic has not been turned in, in written form, by that date, I will deduct ten points from your final paper grade.

EXTRA CREDIT: I will be providing opportunities for extra credit assignments throughout the semester, which will include movies, gallery talks, essay questions, and presentations outside of class. These opportunities are optional, but they can provide a real boost to your grade if you are in a borderline situation.

ACADEMIC HONESTY is of the utmost importance. Your catalogue outlines a university policy on cheating and plagiarism. My personal policy is to give you a failing grade in the course if you are caught cheating on an examination or plagiarizing in a paper. My advice to you is to do the best you can on your own.

Use of Electronic Devices is strongly discouraged during class. It is very important that students pay attention to the Powerpoint Presentations in class. Also, when students hand-write their notes, they generally retain information better.
*NOTICE TO STUDENTS WITH DISABILITIES:*
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

***GRADE APPEAL PROCESS.*** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Please retain this syllabus, refer to it regularly throughout the semester and follow all deadlines as listed unless otherwise notified during class. You are expected to turn in all work on time and be prepared for all examinations without reminders from me.
Class Schedule:

The following is a tentative class schedule. It may vary somewhat during the course of the semester, but readings should be done on time to keep the student up with the course requirements. All assignments are from Preble's ArtForms – Your reading assignment is to read the chapter listed before the lecture.

**January**
- Wed. 1/11 - First day of class.
- Handouts, intro and instructions.
- Fri. 1/13 - Lecture Chapter 1
- Mon 1/16 – MLK Holiday
- Wed 18 – Lecture Chapter 2
- Fri 20 - Lecture Chapter 2
- Mon 23 – Lecture Chapter 2
- Wed 25– Lecture Chapter 3
- Fri 27 – video
- Mon 30 - Lecture Chapter 3

**February**
- Wed 1 – Review
- **FRI. 3 – TEST #1**
- **Mon. 6 – Paper Topic Due**
  - Lecture Chapter 4
- Wed. 8 – Lecture Chapter 5
- Fri. 10 – Lecture Chapter 6
- Mon. 13– Lecture Chapter 7,8
- Wed. 15 – Lecture Chapter 10
- Fri 17 – video
- Mon. 20 – Lecture Chapter 11
- Wed. 22 – Lecture Chapter 12
- FRI. 24 - Lecture Chapter 13
- Mon 27 – Review
- Wed 29 – **TEST #2**

**March**
- FRI 2– Lecture Chapter 1
- Mon 5– Lecture Chapter 14
- Wed. 7– Lecture Chapter 15
- Fri. 9 – Video
- Mar 12-16 – Spring Break!!!
- Mon 19 – Lecture Chapter 15
- Wed 21– Lecture Chapter 15
- Fri 23 – Lecture Chapter 16

**March Continued**

- Mon 26– Lecture Chapter 16
- Wed 28 – Review
- **FRI 30 – TEST #3  CHAP. 14, 15, 16  
  LAST DAY TO DROP**

**April**
- Mon 2 - Lecture Chapter 20
- Wed 4 – Lecture Chapter 20
- **Fri 6 – PAPER DUE**
  - Video
- Mon 9–Lecture Chapter 20
- Wed 11 – Lecture Chapter 21
- Fri 13– Video
- Mon 16 – Lecture Chapter 21
- Wed 18 - Lecture Chapter 22
- Fri 20 – Lecture Chapter 22
- Mon 23 – Lecture Chap. 23
- Wed 25 – Lecture Chapter 23
- Fri 27 – Lecture Chapter 25
- Mon 30 – Last day of Class - Review

**Final Exam**
- Wed. May 9th – 8:00 to 10:30 am
- **FINAL EXAM – CHAPTERS 20, 21, 22, 23, 25**
Form to turn in paper topic  
Due: February 6, 2012

Course: ARTS 1301, Smythe

Name of Student:

**PAPER TOPIC**

Title of Work of Art:

Artist:

Thesis Statement:

_____________Approved  _____________Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by February 20, 2012.
GRADING GUIDELINES FOR ART HISTORY PAPERS

Topic due: Friday, Feb. 6. Paper Due Friday, Apr. 6
The term paper will consist of an in depth analysis of one work of art. The paper of 1000-1500 words must be typewritten using a double-spaced format. The paper must also contain footnotes and a short bibliography of 2-3 sources (book or periodical sources, no websites allowed). The body of the paper should be sent to me as an e-mail attachment created in Microsoft Word so that I may check the word count. In addition, you must present me with a printed copy of your paper on Apr. 6 including footnotes, bibliography and images of works of art discussed. Each paper should contain at least one image of the work of art that you are discussing. If you choose to compare it to other works of art, images of those works should be included as well. Paper topics must be submitted for pre-approval by me no later than Feb. 6. If your paper topic has not been turned in, in written form, by that date, I will deduct ten points from your final paper grade.

Papers
Correct length (too short or too long results in loss of points) 10 points
Footnotes-see (Bibliography & Footnote Format Guide) 5 points
Bibliography-minimum of 2-3 books and periodical references 5 points
(no websites accepted)
Main idea development (thesis) 20 points
Body (proof of thesis)/Quality of Presentation 50 points
Conclusion 10 points

Topic turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade.

Paper turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade. (each day – not each class day) Late papers may be turned in by email.

Topic selection is a crucial component of a successful paper. The thesis statements must be well developed when turned in on the date topics are due. If you want guidance in the development of your thesis topic, please make an appointment to visit with me. I will be happy to visit with you as often as necessary during the preparation of your paper.

Biographical data in lieu of discussion of stylistic/iconographic concerns constitutes a failing grade.

Cover Sheet must include: Full Name, Student ID/A#, Course & Section #, Fall 2011, Title of Paper and Work of Art and Artist.

Include good Xerox copies OR insert a picture in Word, of works of art that you are referring to in your paper! If you are writing about art, your reader (me) should be able to quickly reference the piece.
Here are some of the things that you will want to think about when writing your analysis:

1. Give basic facts about the work:
   - What is the title?
   - When was the work done?
   - Where was the work done?
   - What medium was used?
   - What is the work’s size?

2. What is the subject of the work?

3. What is the purpose of the work?

4. What is the content of the work (what is the artist’s message)?

5. What period or movement does the work belong to?

6. What choices did the artist make concerning the formal elements and principles of design? Go down the list of elements and principles and ask yourself how they are used in the artwork. Revisit the vocabulary from Chapters 1-3 and use what is relevant to your selected work of art.

7. What does the work of art tell us about the cultural group who made it?

8. What is your response to the piece? How did the artist’s formal choice affect your response?

9. Where and how does the work fit into the history of art?

10. Did the artist use sources—either religious, historical or visual?

11. What do important scholars say about this work?

12. What is the work’s relationship to the worldview at the time it was created: religion, politics, economics, science, mathematics, psychology, sociology and so?

13. How does the work compare to earlier works or to works being done at the time?

14. What was the process of the piece?

15. What is the significance of the piece?

16. Is the work symbolic?
TIPS for choosing Paper Topics:

- Choose a well known artist – it is much easier to find information
- Choose an artist that has been in the field for at least 10 years – there is very little information available on artists who just became famous or who you only know from their own website.
- Choose an artist who has had a solo exhibition in a major museum
- Choose a work of art that tells a story and/or has lots of symbolism – sometimes these are much easier to write about than a color-field or minimalist work.

Researching your Paper: This is an analysis of the work of art: Most of the information is right there in the image of the artwork, and you may not need references for every point that you make about the work of art. It is rare for researchers/critics to write about one single work of art, so you may not be able to find a specific article about the specific work of art that you chose. However, you should be able to find general information that will support your interpretation and analysis.

If you are having trouble, try looking up:
- Time Period with artist’s name (ex. O’Keefe 1930-1940)
- Style or Movement (Neo-Classicism, Surrealism, Pop Art, etc.)
- The artist’s body of work (for example, Picasso’s Blue Period)
- Subject of the Work of Art – Some books cover Dance in Art, the Nude, Nature or landscapes in art….etc.

These are a few well-known Art Magazines that may have excellent articles on art and artists- there are many others:
- Art in America (respected, somewhat academic)
- Art Forum (respected, somewhat academic)
- Art Journal (academic research)
- Art News (newsy)
- Juxtapoz (new, quirky, contemporary, hip)

“The story behind a (work of art) transcends the work’s aesthetic qualities and offers a redemptive message, which may be the fundamental significance of art. It’s about us and our neighbors and humankind as a whole, a reflection of where we’ve been and where we’re heading, who we are and how we relate to this world. It’s about love and hate and desire and greed, about sensuality and tolerance and hope and faith. Joy, rage, compassion, contempt, boldness, conviction and courage—art is all these things, and more. Art is about life, and ultimately the stories behind it are not art stories but human stories.”

## RUBRIC FOR EVALUATION OF PAPERS

<table>
<thead>
<tr>
<th>Score</th>
<th>Mechanics</th>
<th>Organization</th>
<th>Thesis</th>
<th>Support</th>
<th>Style</th>
<th>Overall Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>very few or no mechanical errors, with complexity</td>
<td>-carefully but subtly organized from beginning to end w/smooth transitions -strong intro and conclusion framing the topic of discussion -paragraphs address one subject with interest</td>
<td>-thesis is specific, focused, purposeful, analytic, and insightful</td>
<td>-supporting details are rich, interesting and full -details are relevant and appropriate -many quotes used smoothly and explained fully with close detail and interpretation</td>
<td>-rich, effective vocabulary -uses a variety of sentence structures, types, and lengths -offers a consistent voice and tone -no structural errors</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized from beginning to end w/smooth transitions -clear focus -logical order -strong intro and conclusion -paragraphs address one subject clearly and intelligently</td>
<td>-thesis is specific, focused, purposeful, and analytic</td>
<td>-details are strong, but lack richness and specificity -details are relevant -quotes are smoothly introduced and explained fully, but not excessively used</td>
<td>-effective vocabulary -moderately successful in using a variety of sentence patterns -reasonably consistent voice and tone -few errors in structure or usage</td>
<td>-fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>-some mechanical errors that do not interfere with communication -limited text, but mechanically correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-transitions are present -organized, but with lapses in order or structure -focused -clear intro and conclusion -paragraphs are clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-thesis is specific, focused, and purposeful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-details are adequate -details are generally relevant -many examples used meaningfully and clearly -quotes are introduced, but not smoothly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-acceptable vocabulary -attempts sophisticated sentence structure -voice and tone are somewhat inconsistent -some errors in structure and usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-moderately fluent -ideas are developed, but limited in depth -shows independent and analytical thought -ideas are clearly stated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>-some mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-thesis is specific and focused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>-noticeable mechanical errors that interfere with communication -errors cause major problems for readers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly structured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-thesis is present, but vague and difficult to identify</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice or tone -simplistic vocabulary with incorrect usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>mechanical errors that seriously interfere with communication -so short or muddled that it lacks organization or focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-no thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-poorly developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>