ARTS4390.001
Fall, 2012
Dr. Carey Rote
Class: 10-10:50 a.m. MWF
Classroom: BH 126
Office Hours: M & W, 9:00 a.m.-10 a.m.; M & W, 12:15 p.m.-1:45 p.m.
and by appointment
825-2372, FC 216
carey.rote@tamucc.edu

TOPICS IN ART HISTORY:
SURREALISM

Required Texts:

 Breton, Andre. Manifestoes of Surrealism (Ann Arbor, Michigan: The University of
 Brandon, Ruth. Surreal Lives: The Surrealists 1917-1945 (New York: Grove Press,
 1999).

Suggested Additional Reading:

 Chipp, Herschel B. Theories of Modern Art: A Source Book for Artists and Critics

Course Description: The topic of this course is Surrealism. We will explore issues such
as the origins and influences of Surrealism. Generally, we will be concerned with the
impact of Surrealism on the development of Modern and Contemporary Art in Europe,
the United States and other countries.

Student Learning Outcomes:

The goals of the course are to make students aware of the history of Surrealism. The
outcomes of the course will include the development of critical thinking skills through
the examination of the numerous social and political forces that coalesced to create the
different types of art produced during the Surrealist period and afterwards.

1. Students will gain an understanding of the history of Surrealism through readings,
class participation and attendance in lectures. This knowledge will be measured by
contributions to in class discussion.

2. Students will write a response paper which will measure their understanding of a
number of the complex issues addressed in the history of Surrealism.
Grading:

Your grade will be based upon:
1. In class presentations on readings and paper topics (30%)
2. Class participation (10%)
3. Contributions to class discussions (10%)
4. Two papers, each of which will be 900-1250 words in length, typewritten, double-spaced, with footnotes (or endnotes), bibliography and attached illustrations of images discussed within the body of the research paper (50%)

1. In class presentations on readings and paper topics will include a 5-10 minute presentation by each student as assigned over the readings and/or their selected paper topics. These presentations will be graded on content and delivery of content.

2. Class participation (attendance) and contributions to class discussions will count together as another 20% of your grade.

3. Topics for the research papers will be selected under the close supervision of Dr. Rote. These topics must be finalized by September 14th in order to maximize the amount of time available to complete the projects and to allow for the ordering of support materials through interlibrary loan. Students are expected to have a minimum of 7 sources for each of their research papers and are encouraged to have more. Dr. Rote will be happy to assist you individually with your bibliographies.

The papers of 900-1250 words must be typewritten using a double-spaced format. The paper must also contain footnotes and a bibliography that follow the attached guidelines. Papers will be submitted through turnitin.com. You must enroll yourself by logging in to http://www.turnitin.com. Instructions for students using turnitin.com can be found at http://www.turnitin.com/statoc/pdf/tii_student_qs.pdf. Our class ID is 2370543 and our enrollment password is Dali.

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 plagiarizing on a paper. Plagiarism is the utilization of another’s ideas presented as your own.

The College of Arts and Humanities complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disabilities accommodations in this class, please see me as soon as possible. Please have your accommodation letter from TAMU-CC Services for Students with Disabilities Office with you when you come to see me. 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.
It is a College of Liberal Arts recommendation 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 then must be signed by the student and a faculty member.

The following is a tentative schedule. It may vary somewhat during the course of the semester, but the readings should be done on time to keep the student up with the course requirements.

**Weekly Plan:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 27-31</td>
<td>Read Alexandrian, Chapters 1-4.</td>
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<td>September 5-7</td>
<td>Read Alexandrian, Chapters 5-8.</td>
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<tr>
<td>September 10-14</td>
<td>Read Alexandrian, Chapters 9-12, <strong>Paper topics due Friday.</strong></td>
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<tr>
<td>September 17-21</td>
<td>Read Breton, pp. 1-110.</td>
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<td>September 24-28</td>
<td>Read Breton, pp. 111-204.</td>
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<tr>
<td>October 1-5</td>
<td>Read Breton, pp. 205-304.</td>
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<tr>
<td>October 8-12</td>
<td><strong>First paper due.</strong></td>
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<tr>
<td>October 15-19</td>
<td>Read Brandon, Chapters 1-2.</td>
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<tr>
<td>October 22-26</td>
<td>Read Brandon, Chapters 3-4.</td>
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<td>October 29-Nov. 1</td>
<td>Read Brandon, Chapters 5-6.</td>
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<td>November 5-9</td>
<td>Read Brandon, Chapter 7.</td>
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<td>November 12-16</td>
<td>Read Brandon, Chapter 8.</td>
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<tr>
<td>November 19-21</td>
<td>Read Brandon, Chapter 9.</td>
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<tr>
<td>November 26-Dec. 3</td>
<td>Share your final reflections on Surrealism.</td>
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**Wednesday, December 12**<sup>th</sup> **, by 10:30 a.m.**, **Second paper due.**
Form to turn in paper topics  
Due: October 12, 2012

Name of Student:

Paper Topics:

1.

2.

_____Approved _____Not Approved

Comments on papers not approved:

If not approved, please resubmit by October 22, 2012.
GRADING GUIDELINES
FOR ART HISTORY PAPERS

Topic turned in after the deadline on the syllabus—10 points will be deducted from grade.

Topic selection is a crucial component to a successful paper. If the image/topic is not approved by me, the student will receive a failing grade. Please visit with me as often as possible during the semester about your papers.

Paper turned in after the due date—10 points per day will be deducted from the grade.

Biographical data in lieu of a research paper, failing grade.

Papers are graded as followed, in addition to the point deductions mentioned above:

Correct length (900-1250 words) 10 points
Footnotes—please discuss format with me 5 points
Bibliography—minimum of 5-7 books and periodical references (no websites accepted) 5 points
Thesis (main idea development) 20 points
Body (argument/proof of thesis) 50 points
Conclusion 10 points

Please include photocopies of works of art that you are referring to in your paper, particularly of lesser known works of art.

Oral Presentations
Correct length (5-10 minutes--too short or too long results in loss of points) 10 points
Outline—see me for assistance (turn in at time or presentation) 10 points
Main idea development (thesis) 20 points
Body (proof of thesis)/Quality of Presentation 50 points
Conclusion 10 points
## 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>A Range</td>
<td>very few or no mechanical errors, with complexity</td>
<td>-carefully but subtly organized from beginning to end w/ smooth transitions</td>
<td>-thesis is specific, focused, purposeful, analytic, and insightful</td>
<td>-supporting details are rich, interesting and full</td>
<td>-rich, effective vocabulary</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td>B Range</td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized from beginning to end w/ smooth transitions</td>
<td>-thesis is specific, focused, purposeful, and analytic</td>
<td>-details are strong, but lack richness and specificity</td>
<td>-effective vocabulary</td>
<td>-fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text</td>
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<tr>
<td>Range</td>
<td>-some mechanical errors that do not interfere with communication -limited text, but mechanically correct</td>
<td>-transitions are present -organized, but with lapses in order or structure -clear intro and conclusion -paragraphs are clear</td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant -many examples used meaningfully and clearly -quotes are introduced, but not smoothly</td>
<td>-acceptable vocabulary -attempts sophisticated sentence structure -voice and tone are somewhat inconsistent -some errors in structure and usage</td>
<td>-moderately fluent -ideas are developed, but limited in depth -shows independent and analytical thought -ideas are clearly stated</td>
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<tr>
<td>C-Range</td>
<td>-some mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>-thesis is specific and focused</td>
<td>-details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td>-simplest vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
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<td>D Range</td>
<td>-noticeable mechanical errors that interfere with communication -errors cause major problems for readers</td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly structured</td>
<td>-thesis is present, but vague and difficult to identify</td>
<td>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice or tone -simplistic vocabulary with incorrect usage</td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot summary</td>
</tr>
<tr>
<td>F Range</td>
<td>mechanical errors that seriously interfere with</td>
<td>-so short or muddled that it lacks organization or focus</td>
<td>-no thesis</td>
<td>-virtually no examples or quotations -irrelevant details</td>
<td>-not developed -does not show thought or original</td>
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Here are some of the things that you will want to think about when writing your analysis. You do not have to answer all of the questions in each paper. These questions are included here to give you suggestions on how to think about art:

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?

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?