TOPICS IN ART HISTORY:
SURREALISM

Required Text:
Vasily Kandinsky, Concerning the Spiritual in Art, free e-book published by Project Gutenberg.

Suggested Additional Reading:

Course Description: The topic of this course is Spirituality in Art. We will explore issues surrounding Spirituality in Art as it applies to various artists throughout history. We will begin our discussions with Kandinsky’s Concerning the Spiritual in Art. Generally, we will be concerned with the how spirituality is expressed in art in various cultures and contexts.

Student Learning Outcomes:
The goal of the course is to make students aware of Spirituality in Art. 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 impact upon different types of art produced in reaction to spiritual issues.

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

2. Students will write two short research papers which will measure their understanding of a number of the complex issues addressed in the history of spirituality in art.
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. As a seminar class, it requires active participation on the part of the students. Unlike lecture classes, students will not be taking tests. The students are, however, expected to speak during class on a regular basis and be engaged in critically analyzing art historical information.

3. Topics for the research papers will be selected under the close supervision of Dr. Rote. These topics must be finalized by September 20th 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 5 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. Instructions on how to submit papers will be provided later during the semester.

Grading Scale:

Your final grade for the course will be generated utilizing the four components listed under “Grading” in the percentages indicated.

1. 100-90 point average=A
2. 89-80 point average=B
3. 79-70 point average=C
4. 69-60 point average=D
5. 59-0 point average=F
Academic Honesty:

In accordance with university policy, “University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).”
(Undergraduate Catalogue)

“Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.”
(Undergraduate Catalogue)

As outlined in the undergraduate catalogue, the punishment for academic dishonesty can range from a written reprimand to the assigning of an F for the work in question or the class in its entirety. In addition, severe punishment can result in the dismissal of the student from the program or the University.

My recommendation about cheating, is DON’T do it. It is not worth it! In my opinion, academic honesty is of the utmost importance. 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. When in doubt about how to reference information from outside sources, please ask my advice. I am more than happy to help you.

Attendance Policy:

Attendance in class is VERY IMPORTANT since a great deal of visual material is shown in class that is not in the textbook. You will be tested over this material on examinations. More than THREE excused absences will result in the lowering of your grade by one letter grade. Additional absences will result in the lowering of your grade by another letter grade. Three tardies, leaving during class or leaving early will also result in the lowering of your grade by another letter grade in the course.

Cell phones and laptops:

Cell phones and laptops are NOT permitted in my class. Be sure that you turn off your cell phone prior to coming to class. You are not permitted to text during class or leave class to talk on your cell phone. I will confiscate the cell phone of any student caught using their cell phone during class and will return it at my discretion. You need to concentrate on the images on the screen, so please do not bring your laptop. I have noticed that students on laptops do not ever look up at the slide images, rendering learning almost impossible. This lack of engagement will have a negative impact on your learning in this class.
**Academic Advising:** As soon as students are ready to declare a major, they should meet with an Academic Advisor. The Academic Advisor will guide the student through the requirements of the major, including developing and maintaining the student’s degree plan and directing the student to an appropriate Faculty Mentor. Specific requirements to complete degrees differ from college to college (including signatures needed, timetables to follow, examinations to take, etc.), so each student should consult an Academic Advisor in the college that houses his or her chosen major:

- College of Business: Faculty Center 104, 825-2653
- College of Education: Faculty Center 201, 825-2662
- College of Liberal Arts: Driftwood 203E, 825-3466
- College of Nursing & Health Sciences: Faculty Center 162, 825-2461 / 825-3748
- College of Science & Technology: Faculty Center 178, 825-6094

**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 Corpus Christi Hall 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**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.

**NOTE:** A great deal of material is covered in this class. It is recommended that the students begin studying the first day of class. This course cannot be passed through last minute studying alone. It is recommended that you do the readings as scheduled and that you begin reviewing the images on your own as soon as possible.
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:**

9/4-9/6  Why study the spiritual in art? Get acquainted period.
9/9-9/13  Read articles on reserve in library on Kandinsky’s life and art.
9/16-9/20  Read Chapter I of Kandinsky book, **Paper topics due Friday.**
9/30-10/4  Read Chapter III of Kandinsky book.
10/7-10/11  Read Chapter IV of Kandinsky book.
10/14-10/18  **First paper due on Friday.**
10/21-10/25  Read Chapter V of Kandinsky book.
10/28-11/1  Read Chapter VI of Kandinsky book.
11/25-11/27  Class presentations
11/29  **No class due to Thanksgiving holiday.**
12/2-12/6  Class presentations continue
12/9  Class presentations continue

**Final Date not yet established, by 10:30 a.m., Second paper due.**
Form to turn in paper topics
Due: September 20, 2013

Name of Student:

Paper Topics:

1.

2.

___Approved _____Not Approved

Comments on papers not approved:

If not approved, please resubmit by September 27, 2013.
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 5 points
(no websites accepted)

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><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</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</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><strong>C</strong></td>
<td>-some mechanical errors that do not interfere with</td>
<td>-transitions are present -organized, but with lapses in</td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant</td>
<td>-acceptable vocabulary -attempts sophisticated sentence</td>
<td>-moderately fluent -ideas are developed, but limited in</td>
</tr>
</tbody>
</table>

---

**RUBRIC FOR EVALUATION OF PAPERS**

**Mechanics**
- very few or no mechanical errors, with complexity
- few or no mechanical errors, relative to the length or complexity
- some mechanical errors that do not interfere with

**Organization**
- carefully but subtly organized from beginning to end w/smooth transitions
- organized from beginning to end w/smooth transitions
- transitions are present -organized, but with lapses in

**Thesis**
- thesis is specific, focused, purposeful, analytic, and insightful
- thesis is specific, focused, purposeful, and analytic
- thesis is specific, focused, and purposeful

**Support**
- supporting details are rich, interesting and full -details are relevant and appropriate
- details are strong, but lack richness and specificity -details are relevant -quotes are smoothly introduced and explained fully, but not excessively used
- details are adequate -details are generally relevant

**Style**
- rich, effective vocabulary -uses a variety of sentence structures, types, and lengths -offers a consistent voice and tone -no structural errors
- effective vocabulary -moderately successful in using a variety of sentence patterns -reasonably consistent voice and tone -few errors in structure or usage
- acceptable vocabulary -attempts sophisticated sentence

**Overall Development**
- fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text
- fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text
- moderately fluent -ideas are developed, but limited in
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Communication</th>
<th>Order or Structure</th>
<th>Many Examples Used Meaningfully and Clearly</th>
<th>Structure</th>
<th>Voice and Tone</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>Noticeable mechanical errors that interfere with communication</td>
<td>Focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>Details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td>Simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td>Thinnly developed -some independent thought -repetitive or too general</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Noticeable mechanical errors that interfere with communication</td>
<td>Unfocused thought patterns are difficult to follow -paragraphs are poorly structured</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>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Mechanical errors that seriously interfere with communication</td>
<td>So short or muddled that it lacks organization or focus</td>
<td>Virtually no examples or quotations -irrelevant details -unclear statements</td>
<td>Not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
<td>Not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?