Art and Society
ARTS 1301.004- Fall 2014
Instructor: Kristopher Jorgensen
Class: TR 2:00pm-3:15pm
Classroom: CI 106
Office Hours: MW 3:15-4:00 pm or by appointment
Office: CA 112
Office Phone: 361-825-5987
Kjorgensen1@islander.tamucc.edu

Required Text:

Preble, Artforms, Tenth Edition

Course Description:
“Designated for non-art majors. This course 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.” –TAMUCC Course Catalog

In this course we will exam the vocabulary utilized to describe art, discuss the processes utilized in making art and conclude with a history of art through time.

Student Learning Outcomes:
The goals of the course are to make students aware of the vocabulary utilized to discuss and describe art, of the processes utilized to create art and of the history of art in an abbreviated form. The outcomes of the course will include the development of critical thinking skills through the examination of individual works of art and how to describe and place them within a social and historical context.

1. Students will gain an understanding of these principles through readings, class participation and attendance in lectures. This knowledge will be measured by test performance and quality of in class reaction papers.

2. Students will write one paper, which will measure their understanding of a number of the issues and ideas examined throughout the course.

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=

Grading:

Your grade will be based upon:

1. Class attendance and participation (20%)
2. Exam #1 (15%) Chapters 1-3, 13
3. Exam #2 (15%) Chapters 4-12
4. Exam #3 (15%) Chapters 14-19
5. Exam #4 (15%) Chapters 20-25
6. 1,000 Research Paper (20%)

1. The class attendance and participation grade will be based upon attendance in class, your contributions to class discussion, and the completion of assigned reaction papers. The reaction papers will consist of one to two pages of typed responses to movies shown in class, exhibitions visited, comparison and contrast assignments, and questions posed based on class lectures by the professor.

2-5. Exams will be given in class and will consist of multiple choice, short essay questions, and/or slide identification. **There will be no make-ups offered after the fact for missed exams.** If a student must miss an exam, they must make arrangements with me beforehand.

6. The research paper will be a formal analysis of a single work of art that you have seen in person. The paper will be of 1000 words and must be typewritten, double-spaced in MLA or Turabian style. The papers must contain a short bibliography of 3-4 book or periodical sources (no websites allowed) and proper citations. The topic must be approved by me, topics are due by **Thursday, February 27th** and the paper must be turned in on **Tuesday, April 8th**. For every class period the paper is late I will deduct 10 points

7. Extra Credit: At any point in the semester the student may visit an art museum, gallery, or exhibition and write a 1-2 page formal analysis of a work of art that they see there. Each essay will result in up to 2 points being added to the final grade. Students may write up to 5 extra credit essays, for up to 10 extra points

**Attendance Policy:**

Attendance in class is **VERY IMPORTANT** since a great deal of visual material discussed in class that is not in the textbook. You will be tested over this material on examinations. More than **Three** unexcused 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 may 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 screen. This lack of engagement will have a negative impact on your learning in this class.

**Academic Integrity/Plagiarism.**

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (            ).

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (            ) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

GRADE APPEALS PROCESS: Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.

CLASS SCHEDULE

The following is a tentative class schedule. It may vary 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.

8/28 Chapter 1
9/2 Chapter 2
GRADING GUIDELINES
FOR ART HISTORY PAPERS

10 points per class will be deducted from the paper grade for papers turned in after the deadline specified on the syllabus.

10 points will be deducted from the paper grade for topics which are not approved beforehand.

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 will result in a failing grade.
**Papers**  
Correct length 1000 words (too short or too long results in loss of points)  
10 points

- Citations- MLA or Turabian Style  
  5 points
- Bibliography-minimum of 3 books and periodical references  
  (no websites accepted)  
  5 points
- Main idea development (thesis)  
  20 points
- Body (proof of thesis)/Quality of Presentation  
  50 points
- Conclusion  
  10 points

Please include copies of works of art that you are referring to in your paper.

---

**THINGS TO THINK ABOUT WHEN ANALYZING A WORK OF ART**  
(not all of these questions need to be answered in your paper, this serves as a guideline for where to start in thinking about your paper)

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?

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?

### 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 -strong intro and conclusion framing the</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</td>
<td>-rich, effective vocabulary -uses a variety of sentence structures, types, and lengths -offers a consistent voice and</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td>Grade</td>
<td>Mechanical Errors</td>
<td>Transitions</td>
<td>Thesis</td>
<td>Details</td>
<td>Vocabulary</td>
<td>Tone</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>B</td>
<td>few or no</td>
<td>organized</td>
<td>specific, focused, and analytic</td>
<td>strong, but lack richness and specificity</td>
<td>effective vocabulary</td>
<td>fluent, fully developed</td>
</tr>
<tr>
<td></td>
<td>mechanical errors, relative to the length or complexity</td>
<td>from beginning to end w/smooth transitions</td>
<td>clear focus, and logical order</td>
<td>-details are relevant</td>
<td>-using a variety of sentence patterns</td>
<td>-evidence of creative thought</td>
</tr>
<tr>
<td></td>
<td>-organized from beginning to end w/smooth transitions</td>
<td>clear intro and conclusion</td>
<td>-clear intro and conclusion</td>
<td>-smoothly introduced and explained fully, but not excessively used</td>
<td>-reasonably consistent voice and tone</td>
<td>-complex ideas, showing you have thought critically about the text</td>
</tr>
<tr>
<td>C</td>
<td>some errors that do not interfere with communication</td>
<td>transitions are present</td>
<td>specific, focused, and purposeful</td>
<td>adequate</td>
<td>acceptable vocabulary</td>
<td>-moderately fluent</td>
</tr>
<tr>
<td></td>
<td>limited text, but mechanically correct</td>
<td>organized, but with lapses in order or structure</td>
<td>-generally relevant</td>
<td>-details are generally relevant, but not smoothly</td>
<td>-attempts sophisticated sentence structure</td>
<td>-ideas are developed, but limited in depth</td>
</tr>
<tr>
<td></td>
<td>-some errors that interfere with communication</td>
<td>-focused</td>
<td>-many examples used meaningfully and clearly</td>
<td>-quotes are introduced, but not smoothly</td>
<td>-voice and tone are somewhat inconsistent</td>
<td>-shows independent and analytical thought</td>
</tr>
<tr>
<td></td>
<td>-disproportionate to the length of</td>
<td>-clear intro and conclusion</td>
<td>-quotes are introduced, but not smoothly</td>
<td>-some errors in structure and usage</td>
<td>-some errors in structure and usage</td>
<td>-ideas are clearly stated</td>
</tr>
<tr>
<td>C-</td>
<td>some errors that interfere with communication</td>
<td>-unclear or limited</td>
<td>specific and focused</td>
<td>-details lack elaboration</td>
<td>-simplistic vocabulary</td>
<td>-thinly developed</td>
</tr>
<tr>
<td></td>
<td>-errors are disproportionate to the length of</td>
<td>-intro and conclusion are insufficient</td>
<td>-some details do not support the focus</td>
<td>-lacks important</td>
<td>-little sentence variety</td>
<td>-some independent thought</td>
</tr>
<tr>
<td></td>
<td>-poor</td>
<td>-poor</td>
<td>-support the focus</td>
<td>-lacks important</td>
<td>-barely recognizable voice and</td>
<td>-repetitive or too general</td>
</tr>
<tr>
<td>Complexity of the Piece</td>
<td>Transitions -lacks closure</td>
<td>Details -quotes lack explanation or are not introduced</td>
<td>Tone -errors in structure and usage</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>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>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-thesis is present, but vague and difficult to identify</td>
<td>-no sentence variety -serious errors in structure and usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-lacks voice or tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-simplest vocabulary with incorrect usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-poorly developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-very little independent thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-plot summary</td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-not developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-does not show thought or original ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-shows a lack of understanding of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form to turn in paper topic
Due: October 1, 2014

Course: ARTS 1301

Name of Student:

Paper Topic (name of the work of art to be analyzed including artist, date and location of work of art):
________Approved  __________Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by October 8, 2012.

Please include a copy of the image if it is by a relatively unknown artist.