ART AND SOCIETY
Spring 2015

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.”

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

Required Text:
Preble, Artforms, Eleventh Edition

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:**

Your grade will be based upon:

1. Class attendance and participation (20%)
2. Exam # 1 (10%)
3. Exam # 2 (10%)
4. Exam # 3 (20%)
5. Exam # 4—Final Exam (20%)
6. One 750-1,000 word 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 handwritten or typed responses to movies shown in class, comparison and contrast assignments, and questions posed based on class lectures by the professor.

2., 3., 4., & 5. Quizzes will consist of fill in the blank and/or short answer questions. Your text contains a study disk (also available online) that you can use along with your book to prepare for the tests.

6. The paper will be of 750-1000 words and must be typewritten using a double-spaced format. The papers must also contain a short bibliography of 2-3 book or periodical sources (no websites allowed). The paper will be designed as response paper to a single work of art that particularly moves you. The topic will be due by **February 16th** and the paper will be turned in on **April 15th**.

**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, equal an absence, 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. 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.
DISABILITY SERVICES
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.

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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’s Office.
CLASS SCHEDULE

1/21 Introduction and Chapter 1: An Introduction to Art
1/23 Chapter 2: Elements of Design
1/26 Chapter 3: Principles of Design
1/28 Chapter 4 : Drawing
1/30 Chapter 4 : Drawing
2/2 Chapter 5 : Painting Gehard Richter Documentry
2/4 Chapter 5 : Painting
2/6 Chapter 5 : Painting, and Exam #1 Review Ch. 1-5
2/9 Exam # 1 (on Introduction and Chapters 1-5)
2/11 Chapter 7 : Photography
2/13 Chapter 7 : Photography
2/16 Chapter 9 : Design , PAPER TOPIC DUE
2/18 Chapter 6 : Printmaking
2/20 Chapter 6: Printmaking
2/23 Chapter 6: Printmaking
2/25 Chapter 8 : Film and Digital Arts
2/27 Chapter 8: Film and Digital Media
3/2 Chapter 8 : Video and Performance art
3/4 Chapter 10: Sculpture
3/6 Chapter 10 : Sculpture
3/9 Chapter 11: Clay Fiber and Glass
3/11  Chapter 11: Clay, Fiber, Glass
3/13  Chapter 12: Architecture

**Spring Break**

3/23  Chapter 13
3/25  Exam #2 Review (Chapters 6-13)

3/27  **Exam #2 (Chapters 6-13)**

3/30  Chapter 14
4/1   Chapter 15
4/3   Chapter 16
4/6   Chapter 17
4/8   Chapter 18
4/10  Chapter 19, Last Day to Drop
4/13  Chapter 19, Exam #3 Review

4/15  **Exam #3 (Ch. 14-19) and *PAPER DUE***

4/17  Chapter 20
4/20  Chapter 21
4/22  Chapter 22
4/24  Chapter 23
4/27  Chapter 24
4/29  Chapter 25
5/1   Chapter 25 continued and review of ideas

5/4   **Review Exam # 4 (Final: Chapters 21-25)**

5/6   **Reading Day**
TBA Final Exam: 11:00 am- 1:30 am, You must be present!

Please retain this syllabus, refer to it regularly throughout the semester and follow all deadlines as listed unless otherwise notified during class or on blackboard. You are expected to turn in all work on time and be prepared for all examinations without reminders from me. When I change a deadline or give assignment information in class, I will send a follow-up announcement via blackboard. Grades are also posted on blackboard so you should check blackboard on a regular basis.

Form to turn in paper topic

Due: February 16, 2015

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 February 23, 2015.

Please include a copy of the image if it is by a relatively unknown artist.
GRADING GUIDELINES
FOR ART HISTORY PAPERS

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.

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-failing grade.

**Papers**
Correct length 750-1000 words (too short or too long results in loss of points) 10 points

Footnotes-Chicago format 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

Please include Xerox 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?

“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>
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</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 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>
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<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 -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>
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<tr>
<td>C.Range</td>
<td>-some mechanical errors that do -transitions are present -organized,</td>
<td>-thesis is specific, focused,</td>
<td>-details are adequate</td>
<td>-acceptable vocabulary -attempts</td>
<td>-moderately fluent -ideas are</td>
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<td>Grade</td>
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<td><strong>E</strong></td>
<td>Not interfere with communication-limited text, but mechanically correct. But with lapses in order or structure - focused - clear intro and conclusion - paragraphs are clear. Generally relevant - many examples used meaningfully and clearly - quotes are introduced, but not smoothly. Sophisticated sentence structure - voice and tone are somewhat inconsistent - some errors in structure and usage. Developed, but limited in depth - shows independent and analytical thought - ideas are clearly stated.</td>
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<td><strong>C-Range</strong></td>
<td>Some mechanical errors that interfere with communication - errors are disproportionate to the length of complexity of the piece. Focus is unclear or limited - intro and conclusion are insufficient - poor transitions - lacks closure. Thesis is specific and focused - details lack elaboration - some details do not support the focus - lacks important details - quotes lack explanation or are not introduced. Simplistic vocabulary - little sentence variety - barely recognizable voice and tone - errors in structure and usage. Thinly developed - some independent thought - repetitive or too general.</td>
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<td><strong>D-Range</strong></td>
<td>Noticeable mechanical errors that interfere with communication - errors cause major problems for readers. Unfocused - thought patterns are difficult to follow - paragraphs are poorly structured. Thesis is present, but vague and difficult to identify - details are merely listed - repetitious details - too few details - few examples, poorly used. No sentence variety - serious errors in structure and usage - lacks voice or tone - simplistic vocabulary with incorrect usage. Poorly developed - lacks clarity - very little independent thinking - plot summary.</td>
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<td><strong>F-Range</strong></td>
<td>Mechanical errors that seriously interfere with - so short or muddled that it lacks organization or focus - no thesis - virtually no examples or quotations - irrelevant details - unclear statements - no developed - does not show thought or original ideas - shows a lack of.</td>
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Understanding of the text