ARTS 1301.005  
Instructor: Jen Grabarczyk-Turner, M.F.A., M.A.T.C.  
Class Time: TR 3:30-4:45pm  
Classroom: BH - 206  
Office Hours: TBD  
Office: CA 207  
Office Phone: 825-3612  
E-mail address: jennifer.grabarczyk-turner@tamucc.edu

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 collaboratively exercise the vocabulary utilized in describing art, discuss various processes employed in making art and consider cultural-historical contexts in which art is made.

Required Text:  
Preble, Artforms, Eleventh Edition

Student Learning Outcomes:

The goals of this 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 cultural-historical contexts in which art has been made, in an abbreviated form. The outcomes of the course will include the development of critical thinking / seeing skills through the examination of individual works of art and the ability to describe art both as an isolated object and within a historical-cultural lens.

1. Students will gain an understanding of these principles through selected readings, class participation and lecture attendance. This knowledge will be measured through exam performance and the quality of in- and out-of class response papers.

2. Students will keep a journal throughout the semester that will serve as their own creative project, documenting the process of their thoughts in both image and text as pertains to class discussions and readings. Journals will function as an informal embodiment of the concepts discussed in class and will be measured as successful
through quantity and quality of entries that exhibit a relationship between the verbal and the visual.

3. Students will write one contextual paper, which will measure their ability to critically think about and digest 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. Journal (15%)
3. Exam # 1 (10%)
4. Exam # 2 (10%)
5. Exam # 3 (10%)
6. Exam # 4—Final Exam (15%)
7. One 750-1,000 word paper (20%)

1. The class attendance and participation grade will be based upon attendance in class, constructive contributions to class discussions, and the completion of assigned response papers. The response papers are to be one page in length and will consist of responding to topics such as: selected readings, movies shown in class, individual pieces of art, outside art exhibits, or questions posed by the professor. These assignments will be announced in class and posted on blackboard. If you are absent, check blackboard for assignments or talk to classmates. If you miss an in-class response paper, talk to me for a make-up assignment. You are responsible for knowing what you missed and for completing all assignments.

2. The journal is designed to be an informal creative project that is on-going throughout the semester. It should exhibit candid documentation of your thought processes and experiences in relation to art, artists, art works and society; and can also serve as a platform for you to create your own art. **A successful journal will utilize both images and text, and will have three or more entries/week.** Consider the journal an organizing field for your thoughts and questions—a place to explore the territory of your brain without needing to be polished. You can write, draw, collage pieces from magazines, newspapers and/or art images that have been scanned and printed, etc. This journal is for you, yet is taken seriously as an assignment. It will be graded for sincere effort as evidenced through quality and quantity of entries, and the effort to utilize both visual and verbal languages. You will turn the journal in twice this semester: **March 5, 2015 and April 28, 2015.**

3–6. Exams will consist of fill in the blank and/or short answer questions. Exams may contain questions from in-class lectures that are not in the readings as well as from chapter readings that may not have been discussed in class. Your text contains a study disk (also available online) that you can use along with your book to prepare for the tests.
7. The final paper will be 750-1000 words and must be typewritten using a double-spaced format, contain a standard font such as Times New Roman, and maintain margins of 1” on all sides. The paper must also contain a short bibliography of 2-3 book or periodical sources (no websites allowed). The paper will be designed as a large response paper to a single work of art that particularly moves you. Your topic is due by February 24, 2015 and the paper will be turned in on April 28, 2015.

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 absolutely not worth it. I hold the opinion that academic honesty is of the utmost importance. In my class, if you are caught cheating on an exam, plagiarizing in a paper, or abusing another’s work, you will fail the class. Honor your intelligence by doing the best you can on your own. When in doubt about how to reference information from outside sources, please ask my advice. If you are struggling with material or have extenuating circumstances that are challenging your ability to do your best in class, talk to me. I am more than happy to collaborate with you on a way for you to succeed in this class.
Attendance Policy:

Attendance in class is **VERY IMPORTANT** as visual material is shown in class that is not in the textbook, and you may be tested on this. More than **THREE** absences will result in lowering your grade by a full letter grade. Each additional absence will result in further lowering your final grade by a full letter grade. Leaving during class, leaving early, or regularly packing up belongings before class is over will also result in the lowering of your grade by another letter grade in the course. Three tardies equal one absence.

Cell phones and laptops:

**Cell phones and laptops are NOT permitted in this class. Please turn off your phone before coming to class.** You are not permitted to text during class or leave class to talk on your cell phone. This is a class of presence. Your physical and mental presence is pertinent. Disengaging through a cell phone or laptop would not only have a negative impact on your learning in this class, but would also negatively affect the experience of those around you. Failure to honor these rules will result in a lowered grade. **No cell phones. No laptops.** If there is an emergency situation in which you need to have a phone on standby, talk to me before 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

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 reading assignments below are from the Preble text.** (Additional readings may be assigned throughout the course. They will be announced in class & posted in blackboard.)

1/22    Introduction & Chapter 1: *The Nature of Art & Creativity*

1/27    Chapter 2: *Purposes and Functions of Art* & Begin Chapter 3

1/29    Chapter 3: *Visual Elements* & Begin Chapter 4

2/3     Chapter 4: *Principles of Design* & Begin Chapter 5

2/5     Finish Chapter 5: *Evaluating Art*

Exam #1 Review (Chapters 1 – 5)

2/10    Exam #1

2/12    Chapter 6: *Drawing*

2/17    Chapter 7: *Painting*

2/19    Begin Jean-Michel Basquiat Documentary

2/24    Finish Jean-Michel Basquiat Documentary, Chapter 8: *Printmaking*

PAPER TOPIC DUE

2/26    Chapter 9: *Photography*

3/3     Chapter 11: *Design Disciplines*, Begin Chapter 10

3/5     Chapter 10: *Moving Images*, Begin Chapter 12

TURN IN JOURNALS

3/10    Chapter 12-13: *Sculpture & Craft Media*

Journals Returned
3/12  Chapter 14: Architecture  
      Brief Review (Chapters 6-14)

3/16 – 20  Spring Break

3/24  Exam Review (Chapters 6-14)

3/26  Exam #2

3/31  Chapter 15: Early Art–Bronze Age, Begin Chapter 16

4/2  Chapter 16: Classical and Medieval West, Begin Chapter 17

4/7  Chapter 17: Renaissance and Baroque Europe, Begin Chapter 18

4/9  Chapter 18: Traditional Arts of Asia, Begin Chapter 19

4/14  Chapter 19: The Islamic World, Begin Chapter 20

4/16  Finish Chapter 20: Africa, Oceana & the Americas  
      Exam #3 Review (Chapters 14 – 20)

4/21  Exam #3

4/23  Chapter 21 – 22: Late 18th – 20th Centuries

4/28  Chapter 23 – 24: Between World Wars & Postwar Modern Movements  
      PAPER DUE & TURN IN JOURNALS

4/30  Chapter 25: The Postmodern World

5/5  Finish Chapter 25  
      Review Final Exam (Exam #4 : Chapters 21-25)  
      Journals Returned

TBA FINAL EXAM DATE & TIME – YOU MUST BE PRESENT!
GRADING GUIDELINES
FOR CONTEXTUAL ART PAPERS

1) 10 points per class will be deducted from the paper grade for papers turned in after the deadline specified on the syllabus.

2) 10 points will be deducted from the paper grade for topics that are not approved beforehand.

3) 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 feel stuck or would like guidance in the development of your thesis topic, please make an appointment to meet with me. I will be happy to assist to the best of my ability.

4) Biographical data in lieu of discussion of stylistic/iconographic concerns will result in a failing grade. An entire biographical account of an artist is not acceptable. A thoughtful exploration of the art pieces’ context, form, history and your response to it is the goal.

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

Citations - MLA or Chicago/Turabian Style 5 points

Bibliography-minimum of 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 copies of works of art that you are referring to in your paper and include where you found them.
THINGS TO THINK ABOUT WHEN APPROACHING A WORK OF ART
Here are some things that you will want to think about when writing your discussion.

(Not all of these questions need to be answered in your paper. Let these serve as guiding questions for how to approach your paper’s structure.)

1. What are basic facts about the work:

   **Who** is the artist?
   **What** is the title? (Is there a title?)
   **What** medium was used?
   **What** is the size of the work?
   **Where** was the work made?
   **When** was the work done?
   **How** was it exhibited?

2. What is the subject of the work?

3. What is the purpose of the work / What is the artists’ intent? (Does it inspire? Does it advocate? Does it criticize?)

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 is your response to the piece? How did the artist’s formal or non-formal choices affect you? What did you gravitate toward? What did you dislike or not understand?

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

9. Did the artist use sources—historical, environmental, visual, religious or other?

10. What do significant scholars say about this work?

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

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

13. What was the process of making the piece?

14. What is the significance of the piece?

15. Is the work symbolic? Is the work literal?
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<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>
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<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 - 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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<td>C Range</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>
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<td>C</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>D</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>F</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 -not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
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Course: ARTS 1301.005

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 March 3, 2015.

Please include a copy of the image.