Modern Art of Mexico

Course Description:

The catalogue describes this course as follows: “Explores the history of art during the nineteenth and twentieth centuries in Mexico.”

This course will examine the development of Mexican art in relationship to events on the international scene. Social and historical events in Europe and the United States, such as the World Wars and the Great Depression, will be explored in terms of their impact on the contemporaneous art of Mexico. The temporary and permanent ex-patriotism of many Mexican artists during this era will also be discussed. Discussion will also center on Mexican art in the Modern period in the context of the internationalization of art styles, such as Cubism and Surrealism.

Required Text:

James Oles, Art and Architecture in Mexico (World of Art Series)

Student Learning Outcomes:

The goals of the course are to make students aware of the rich cultural history of Modern Mexican art and its placement within a global context during a period of rapid change and instability. 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 Modern Mexican artistic continuum.

1. Students will gain an understanding of the history of Modern Mexican Art 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 two papers which will measure their understanding of a number of the complex issues addressed in the history of Modern Mexican art.

Grading:
Your grade will be based upon:

1. Class attendance and participation (20%)
2. Tests # 1 and 2 (40%)
3. Final Exam (20%)
4. 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 handwritten or typed responses to movies shown in class, comparison and contrast assignments, and questions posed based on class lectures by the professor.

Additional opportunities for extra credit assignments related to art talks and exhibitions will also be presented from time to time throughout the semester. The grades for these extra credit assignments will be tallied within the class participation grade.

In class papers should be turned in by hand during class.

2. & 3. Exams will consist of slide identifications of single images. Students will then write an essay discussing the work of art, the artist who created it and the time period or style which they exemplify. 10 short answer essays will be done on each test. In addition, one extra credit slide with identification and short answer will be provided.

Images will be put on BlackBoard for study purposes prior to the examinations. Whereas it is not required that you study these images, it is **HIGHLY RECOMMENDED**, as they will help narrow the focus to a representative number of slides covered in class.

**Other helpful hints for doing well on tests in this course:** I encourage students to form study groups, as I find that learning is reinforced through the sharing of class notes, readings from the text and other outside readings that are brought to group study sessions. I also recommend that you review your class notes on a weekly basis, as this will help you to commit the information to memory. This means you need to be taking notes! Over the years I have found that grades are higher for students who are actively engaged in note taking during class.

4. You will be required to turn in one research paper during the semester. The paper will be of a **minimum of 1250 words** and must be typewritten using a double-spaced format. The papers must also contain a bibliography with a **minimum of 4 book or periodical sources (no websites allowed)**. The paper must also contain footnotes and a bibliography utilizing the MLA citation style or one of the other citation styles listed on BlackBoard. Please also review the attached grading guidelines and rubric for grading papers.

**Paper topics must be pre-approved by me no later than February 28th.**
**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.

**Cell phones:**

Cell phones 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.

**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.

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, Room #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.

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.

Attendance

Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the professionalism element of your final grade.

- You will lose a single letter grade on your third (3) absence.
- Four (4) absences will result in the drop of another letter grade.
- Six (6) absences will result in the failure of the course.
- Three (3) late arrivals or early departures will result in the recording of one (1) full absence.
- Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.

The following is a tentative schedule. It may vary somewhat during the course of the semester, but the readings should be done on time. All readings are from Oles.
Week 1—Introduction
Week 2—Chapter 1
Week 3—Chapter 2
Week 4—Chapter 2 (continued)
Week 5—Chapter 3
Week 6—Test # 1
Week 7—Chapter 4, Paper Topic Due
Week 7—Chapter 5

Week 8—SPRING BREAK
Week 9—Chapter 5 (continued)
Week 10—Chapter 6
Week 11—Chapter 7, Test # 2
Week 12—Chapter 8
Week 13—Chapter 9
Week 14—Chapter 10, PAPER DUE
Week 15—Chapter 11
Week 16—Last Day of Class

5/6 FINAL EXAM Friday 11:00 a.m.-1:30 p.m.

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
For Arts 4352.001
Due: February 28, 2016

Name of Student:

Paper Topic:

____ Approved ______ Not Approved

Comments on papers not approved:

If not approved, please resubmit by March 7, 2016.
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.

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

Correct length (1250 words minimum) 10 points

Footnotes or endnotes 5 points

Bibliography—minimum of 4 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.

Suggestions for Questions to Contemplate While Preparing Your Papers

You don’t need to answer all of these questions in relation to your work of art. These questions are placed here as a starting point, to help give you ideas on how to approach your image.
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>
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<tbody>
<tr>
<td>A Range</td>
<td>very few or no mechanical errors, with complexity</td>
<td>-carefully organized</td>
<td>-thesis is specific, focused</td>
<td>-supporting details are rich</td>
<td>-rich, effective vocabulary</td>
<td>-fluent, original and insightful</td>
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<td>C</td>
<td>Range</td>
<td>- few errors, relative to the length and complexity of the text, frame the topic of discussion and address one subject clearly and intelligently. - paragraphs are organized, focused, and structured. - transitions are present. - details are adequate and specific. - thesis is specific, focused, and purposeful. - ideas are developed, but limited in depth. - shows evidence of independent and analytical thought. - ideas are clearly stated and analytical. - effectively uses a variety of sentence structures, types, and lengths. - offers a consistent voice and tone. - no structural errors. - thoughts are critically analytical of the text. - ideas show meaningful thought and independent analysis. - clear and thoughtful interpretations are introduced, in structure and usage, clearly and comprehensively.</td>
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<td>B</td>
<td>Range</td>
<td>- some mechanical errors that do not interfere with communication, but structure and transitions are present. - organized, focused, and structured. - clear focus and logical order. - strong intro and conclusion. - paragraphs address one subject clearly and intelligently. - thesis is specific, focused, and purposeful. - details are adequate and specific. - using a variety of sentence structures, types, and lengths. - offers a consistent voice and tone. - few errors in structure or usage. - thoughts are analytically developed, but limited in depth. - shows evidence of independent and analytical thought. - ideas are clearly stated and analytical.</td>
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<td>A</td>
<td>Range</td>
<td>- few or no mechanical errors, relative to the length and complexity of the text, frame the topic of discussion and address one subject clearly and intelligently. - paragraphs are organized, focused, and structured. - transitions are present. - details are appropriate and relevant. - thesis is specific, focused, and purposeful. - details are strong, but lack richness and specificity. - using a variety of sentence structures, types, and lengths. - offers a consistent voice and tone. - no structural errors. - thoughts are critically analytical of the text. - ideas show meaningful thought and independent analysis. - clear and thoughtful interpretations are introduced, in structure and usage, clearly and comprehensively.</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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