Course description:
The course will cover key developments in contemporary art from the post-World War II era in the Western context to global currents in the present international arena. From a socio-political perspective, artistic tendencies will be considered as part of a trajectory that saw the center of the art world shift from being Euro- and Anglo-centric in the mid-twentieth century, to one without a discernible center in the early twenty-first century. Analysis of artworks from this decentralized cultural climate will focus on the evolution of conceptualism, the persistence of traditional modes of aesthetic practice, the role of the art market, and notions of environmentalism and sustainability as related to these ‘transnational transitions.’ The course will consider works from Eastern Europe, South and Central America, the Caribbean, East/West/South/Southeast Asia, Oceania, and Africa.

Instructor:  Professor Dr. Laura Petican
Lecture times: Mondays/Wednesdays, 3:30pm-4:45pm
Location: BH 202
Office: CA 208
Office hours: Mondays/Wednesdays, 2:00pm-3:00pm
Telephone: (361) 825-5752
E-mail: laura.petican@tamucc.edu

Required texts:

Recommended texts:

Evaluation:
Engagement Assignments: 10% (2 x 5% each)
Research Paper Proposal: 10%
Mid-term exam: 20%
Discussion Lead: 20%
Research Paper: 20%
Participation: 20%
Engagement Assignments: 10% (2 x 5% each)
Due Date: September 21, 23, October 19, 21
Each student will respond verbally and/or in written form to an assigned reading, viewing exercise, lecture material, or combination thereof. The purpose of these assignments is based on engaging students with various media and academic environments connected with course themes and conceptual motifs. Specific parameters of each Engagement Assignment will vary according to materials consulted; i.e. digital media or a guest lecture. Your response to the assignment may be articulated, for example, in terms of agreement or disagreement with the author’s perspective, or it may identify limitations or particular strengths within the argument, and should be supported with examples.

Research Paper Proposal: 10%  Wednesday, September 30
Students will submit a 500-750-word (approximately 2-3 pages) Research Paper Proposal in preparation for the Research Paper. The proposal must include a working thesis that clearly states the topic and objective of the paper, a statement of intent that outlines a critical rationale for choosing your topic, and a methodological plan. A List of Figures and accompanying images as well as a preliminary, annotated bibliography of 8-10 sources must accompany the Proposal. All documents must observe Chicago Style formatting guidelines.

Mid-Term Exam: 20%  Wednesday, October 14
The Mid-term Exam will cover material from Weeks 1-8, inclusively. The exam will be comprised of short answer and essay style questions. The goal of the exam is to prepare students for the Discussion Lead assignment scheduled for the second half of the course, which, by way of application of primary sources, will rely upon familiarity with themes previously discussed.

Discussion Lead: 20%  TBD
Each student will lead a class discussion based on assigned readings. The presentation will address key movement(s), artists and/or artworks in connection with the assigned reading and will relate these topics to the broader scope of contemporary socio-political, philosophical, and art historiographical developments. Each presentation must be planned to accommodate the entire class time and must incorporate questions toward generating class discussion. The presenter will provide the class with a one-page handout that outlines the main themes and concepts addressed in the assigned reading. Presentations will be graded according to the general management of the presentation in terms of conceptualization of the topic, ability to communicate topic clearly and concisely to the class, depth of connections drawn between artworks and assigned reading, clarity and relevance of the handout, quality of questions formulated, and discussion generated.

Research Paper: 20%  Monday, November 30
Research Papers will articulate the thesis presented in the Research Paper Proposal according to the critical rationale and methodology outlined. Research Papers must be between 3000-3750 words (approximately 12-15 pages) in length and accompanied by a List of Figures, images of artworks discussed, and a complete bibliography of all works cited. Research Papers will be graded according to the clarity of argument, demonstrated ability to synthesize both visual and literary sources, level of engagement with critical socio-cultural issues related to the course, and strength of thesis with respect to examples and evidence provided. All documents must observe Chicago Style formatting guidelines.

Participation: 20%
Students are required to attend class with assigned readings completed and prepared to engage in discussion related to lecture topics. The participation mark is formulated according to the extent and quality of students’ engagement in class discussions, including those accompanying student presentations.
WEEKLY LECTURE SCHEDULE

Week 1: *Introduction to the Course*
Wednesday, August 26

Week 2:
Monday, August 31
Smith: Introduction, pp. 7-13

Wednesday, September 2
Smith: Chapter 1, pp. 16-43

Week 3:
Monday, September 7    Labor Day Holiday – no class
Wednesday, September 9
Smith: Chapter 2, pp. 44-79

Week 4:
Monday, September 14
Smith: Chapter 3, pp. 82-115

Wednesday, September 16
Dumbadze and Hudson: pp. TBD

Week 5:
Monday, September 21
*Engagement Assignment #2 – Smith: Chapter 4, pp. 116-133*

Wednesday, September 23
*Engagement Assignment #2 – Smith: Chapter 4, pp. 135-149*

Week 6:
Monday, September 28
Smith: Chapter 5, pp. 150-173

Wednesday, September 30
Dumbadze and Hudson: pp. TBD

Research Paper Proposals due September 30 (10%)

Week 7:
Monday, October 5
Smith: Chapter 6, pp. 174-195

Wednesday, October 7
Dumbadze and Hudson: pp. TBD

Week 8
Monday, October 12
Review class

Wednesday, October 14
Mid-term Exam
Week 9:
Monday, October 19
*Engagement Assignment #2* – Dr. Charmaine Nelson

Wednesday, October 21
*Engagement Assignment #2* – Dr. Charmaine Nelson

Week 10:
Monday, October 26
Smith: Chapter 7, pp. 196-213

Wednesday, October 28
Smith: Chapter 8, pp. 214-235

Week 11:
Monday, November 2
Smith: Chapter 9, pp. 214-235

Wednesday, November 4
Dumbadze and Hudson: pp. TBD

Week 12:
Monday, November 9
Smith: Chapter 10, pp. 214-235

Wednesday, November 11
Dumbadze and Hudson: pp. TBD

Week 13:
Monday, November 16
Smith: Chapter 11, pp. 214-235

Wednesday, November 18
Dumbadze and Hudson: pp. TBD

Week 14:
Monday, November 23
Kalb: Chapter 12, pp. 280-311

Wednesday, November 25
Smith: Chapter 13, pp. 316-325

Week 15 – ‘Open call’
Monday, November 30

*Research Papers due (Monday, November 30): 20%*
COURSE POLICIES

Submission of Work

Written assignments must be submitted as hard copy and digitally via e-mail. Handwritten documents and files saved to disks will not be accepted. Digital submissions via BlackBoard software will only be accepted where indicated (i.e. Engagement Assignments).

Late Policy

Students with special needs should consult the professor before the assignment due dates. Late assignments will be penalized except in the case of documented medical or other emergency. Penalties are as follows: 2% per day for the first five days, 5% per day thereafter. After ten days, late assignments will not be accepted.

Attendance and Tardiness

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 fourth (4) absence.
- Five (5) 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.
- Attending critiques are mandatory.

Absences will only be excused upon presentation of official medical and/or emergency documentation.

Statement of Civility

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.

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 a failing grade on that assignment.
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.

Disabilities 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.

LEARNING OUTCOMES

1. Re: Depth and Breadth of Knowledge
Students will have a thorough knowledge of the key critical and theoretical frameworks that pertain to the period being studied and will be able to engage with/analyze works of art from that period according to those frameworks

2. Re: Knowledge of Methodologies
Students will acquire the discursive/theoretical vocabularies that are utilized in debates within the field, and will demonstrate their knowledge of the field through the deployment of the vocabulary orally and in writing

3. Re: Application of Knowledge
Students will utilize their knowledge of appropriate methods, the vocabularies pertinent to the field, and their ability to make appropriate judgements, in order to develop a sound argument regarding a particular historical development, and will be able to defend their argument according to knowledge of scholarly works

4. Re: Communication Skills
Students will be able to communicate orally and in writing with regard to their art history research, and will be able to utilize different genres of writing for different purposes (i.e., to write an academic paper or deliver a presentation)