ARTS 5393.001 Seminar in Art History-Aesthetics
The Rise of Postmodernism: 1945-1970

Course description:
The course will examine the development of architecture, sculpture, painting, video, installation, and related arts in Europe and the United States from 1945 to the turn of the century and beyond, in light of the historical and intellectual background of the period. Topics covered will include the formation of Abstract Expressionism in New York in the 1940s and its institutionalization into the 1950s, the rise of pop art and minimalism in the 1960s, as well as land art, conceptual art, performance, and new media. The question of postmodernism will be addressed in the context of issues related to themes of the body and social categories, the circulation of commodities, the return to representation in painting in the 1970s and 1980s, and to the shift in concern for audience and public art. Discussions will be based on close analysis of primary and secondary sources related to the era.

Instructor: Professor Dr. Laura Petican
Lecture times: Mondays/Wednesdays, 11:00am-12:15pm
Location: BH 202
Office: CA 208
Office hours: Mondays/Wednesdays, 10:00am-11:00am
Telephone: (361) 825-5752
E-mail: laura.petican@tamucc.edu

Required texts:

Recommended texts:

Evaluation:
Research Paper Proposal: 10%
Research Paper: 20%
Mid-term exam: 20%
Final exam: 20%
Discussion Lead: 20%
Participation: 10%
Research Paper Proposal: 10%  Wednesday, February 24
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, which must be centered within the thematic scope of the course; 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 The Chicago Manual of Style formatting guidelines.

Mid-Term Exam: 20%  Wednesday, March 9
The Mid-term Exam will cover material from Weeks 1-8, inclusively. The exam will be comprised of short answer and essay style questions concerned with both primary and secondary sources. The goal of the exam is to test students’ knowledge of course material covered thus far, toward preparing for the Discussion Lead assignment in the second half of the course.

Final Exam: 20%  TBD
The Final Exam will cover material from Weeks 9-15, inclusively. The exam will be comprised of short answer and essay style questions concerned with both primary and secondary sources. The goal of the exam is to test students’ knowledge of course material that has been co-taught in Discussion Lead assignments delivered by other course participants.

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 relevant 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, May 2
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-political issues related to the course, and strength of thesis with respect to examples and evidence provided. All documents must observe The Chicago Manual of Style formatting guidelines.

Participation: 10%
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 Discussion Lead presentations.
WEEKLY LECTURE SCHEDULE

Week 1: Introduction to the Course
Wednesday, January 20

Week 2:
Monday, January 25
Fineberg: Chapter 1: Introduction, pp. 15-19
Wednesday, January 27

Week 3:
Monday, February 1
Fineberg: Chapter 2: New York in the Forties, pp. 21-47
Wednesday, February 3
Harrison and Wood: Jean-Paul Sartre, ‘from Existentialism and Humanism,’ 1946/1948, pp. 600-602

Week 4:
Monday, February 8
Fineberg: Chapter 3: A Dialog with Europe, pp. 49-87
Wednesday, February 10

Week 5:
Monday, February 15
Fineberg: Chapter 4: Existentialism Comes to the Fore, pp. 89-123
Wednesday, September 17

Week 6:
Monday, February 22
Fineberg: Chapter 5: The New European Masters of the Late Forties, pp. 125-141
Wednesday, February 24
Harrison and Wood: Jean-Paul Sartre, ‘The Search for the Absolute,’ 1948, pp. 611-616

Research Paper Proposals due Wednesday, February 24 (10%)

Week 7:
Monday, February 29
Fineberg: Chapter 6: Some International Tendencies of the Fifties, pp. 143-163
Wednesday, March 2

Week 8:
Monday, March 7
Review class
Wednesday, March 9
Mid-term Exam
Spring Break (Monday, March 14-Friday, March 18)

Week 9:
Monday, March 21
Fineberg: Chapter 7: The Beat Generation, pp. 165-207

Wednesday, March 23

Week 10:
Monday, March 28
Fineberg: Chapter 8: Asian and European Vanguards of the Later Fifties, pp. 209-227

Wednesday, March 30

Week 11:
Monday, April 4
Fineberg: Chapter 9: The Landscape of Signs: Pop Art, pp. 229-279

Wednesday, April 6

Week 12:
Monday, April 11
Fineberg: Chapter 10: In the Nature of Materials: The Later Sixties, pp. 281-321

Wednesday, April 13

Week 13:
Monday, April 18
Fineberg: Chapter 11, Politics and Postmodernism, pp. 323-361

Wednesday, April 20
Harrison and Wood: Jean-François Lyotard, 1983, ‘What is Postmodernism?,’ pp. 1131-1137; and ‘Introduction to The Postmodern Condition,’ pp. 1122-1123

Week 14:
Monday, April 25
Fineberg: Chapter 12, Corporate Culture and its Enemies, pp. 363-395

Wednesday, April 27

Week 15:
Monday, May 2
Final Exam Review

Research Papers due (Monday, May 2): 20%
Final Exam: TBD
COURSE POLICIES

Submission of Work
Written assignments must be submitted as hard copy and digitally via e-mail. Digital submissions via BlackBoard software will only be accepted where indicated.

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 judgments, 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)