ARTS 1301.001  
Summer Session II, 2017  
Dr. Carey Rote  
Class: MTWR, 12:00-1:55 p.m.  
Classroom: OCNR 117  
Office Hours: MTWR 9-9:50  
825-2241  
Office: MOD2 112  
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ART AND SOCIETY

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 exam the vocabulary utilized to describe art, discuss the processes utilized in making art and conclude with a short history of art through time. In addition, the student will develop critical thinking skills, communication skills, teamwork skills and an understanding of social responsibility.

Required Text:

Preble, Artforms, Eleventh Edition. An online version of the textbook and support materials may be purchased directly from the publisher.

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.
3. Students will develop critical thinking skills based upon analyses of works of art, either through individual analysis or by using compare/contrast parameters. These critical thinking skills will be measured through written assignments and tests. (CT3)

4. Students will improve their communication skills by learning to develop, interpret and express ideas through written communication. (CS1) These skills will be developed through the analysis of a number works of art either by one single artist, by one single movement or by one culture.

5. Students will work together in teams to integrate different viewpoints (TW1). The students will be divided in small groups which will investigate varying interpretations of works of art through history. They will then prepare a written explanation of how the interpretations of their works changed through time.

6. The students will be able to demonstrate intercultural competence by exploring works of art from Non-Western cultures, alongside works from Western cultures (SR1). A sense of social responsibility will be developed by understanding varying cultural representations of art. Their understanding will be gauged through written assignments and tests.

**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**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic
standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.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 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.

Grading:

Your grade will be based upon:

1. Class attendance and participation (20%)
2. Quiz # 1 (10%)
3. Quiz # 2 (10%)
4. Quiz # 3 (10%)
5. Quiz # 4—Final Exam (20%)
6. One 750-1,000 word paper (20%)
7. Team project (10%)

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 July xxth and the paper will be turned in on August xxth.

7. Team project on the analysis of works through time. Guidelines to be provided in class.

**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

**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. I will confiscate the cell phone of any student caught using their cell phone during class and will return it at my discretion. 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.

**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 grade of F in the class.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. ( ) is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)**

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.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
The following is a tentative class schedule. It may vary somewhat during the course of the semester, but readings should be done on time to keep the student up with the course requirements. All assignments are from Preble.

CLASS SCHEDULE

Day 1  Introduction and Chapter 1
Day 2  Chapters 2-3
Day 3  Chapter 13
Day 4  Chapters 4-5

Day 5  Quiz # 1 (on Introduction and Chapters 1-3 and 13)

Day 6  Chapters 6-8
Day 7  Chapters 9-10

Day 8  PAPER TOPIC DUE

Day 9  Chapters 11-13

Day 10 Quiz # 2 (on Chapters 4-12)

Day 11 Chapters 14-15
Day 12 Chapters 16-17

Day 13 Chapters 18-19

Day 14 Quiz # 3 (on Chapters 14-19)

Day 15 Chapter 20

Day 16 Chapter 21

Day 17 Chapter 22-23

Day 18 Chapter 24-25

Day 19 Class Papers Due

Thursday, Day 20 Quiz # 4 (FINAL) (on Chapters 20-25)

Form to turn in paper topic
Due: July xx

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):
Comments on paper topics not approved:

If not approved, please resubmit by July xx

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-please discuss format with me.  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

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</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>
</tr>
</tbody>
</table>

| B     | few or no mechanical errors, relative to the length or complexity | -organized from beginning to end w/smooth transitions | -thesis is specific, focused, purposeful, and analytic | -details are strong, but lack richness and specificity -details are | -effective vocabulary -moderately successful in using a variety of | -fluent, fully developed -solid -evidence of creative thought |

<p>| Range | few or no mechanical errors, relative to the length or complexity | -organized from beginning to end w/smooth transitions | -thesis is specific, focused, purposeful, and analytic | -details are strong, but lack richness and specificity -details are | -effective vocabulary -moderately successful in using a variety of | -fluent, fully developed -solid -evidence of creative thought |</p>
<table>
<thead>
<tr>
<th>Range</th>
<th>-some mechanical errors that do not interfere with communication</th>
<th>-clear focus -logical order -strong intro and conclusion -paragraphs address one subject clearly and intelligently</th>
<th>-relevant -quotes are smoothly introduced and explained fully, but not excessively used</th>
<th>-sentence patterns -reasonably consistent voice and tone -few errors in structure or usage</th>
<th>-complex ideas, showing you have thought critically about the text</th>
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<tbody>
<tr>
<td>C</td>
<td>-transitions are present -organized, but with lapses in order or structure -focused -clear intro and conclusion -paragraphs are clear</td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant -many examples used meaningfully and clearly -quotes are introduced, but not smoothly</td>
<td>-acceptable vocabulary -attempts sophisticated sentence structure -voice and tone are somewhat inconsistent -some errors in structure and usage</td>
<td>-moderately fluent -ideas are developed, but limited in depth -shows independent and analytical thought -ideas are clearly stated</td>
</tr>
<tr>
<td>C-</td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>-thesis lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td>-details are merely listed -repetitious details -too few details -few</td>
<td>-simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
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<tr>
<td>D</td>
<td>-noticeable mechanical errors that interfere with communication -errors cause major problems</td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly</td>
<td>-thesis is present, but vague and difficult to identify</td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice</td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot</td>
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<tr>
<td>For readers</td>
<td>Structured</td>
<td>Examples, poorly used</td>
<td>Tone or tone</td>
<td>Summary</td>
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<td>mechanical errors that seriously interfere with</td>
<td>-so short or muddled that it lacks organization or focus</td>
<td>-no thesis</td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
<td>-not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
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