ARTS 1301.001  
Instructor: Staff  
Semester/Year: Fall 2018  
Days/ Time: MW 2 – 3:15 pm  
Classroom: EN-107  
Office Hours: TBD  
Office: TBD  
Phone: TBD  
Email: TBD

ART AND SOCIETY  
Fall 2018

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.

Required Text:  
Preble, Artforms, Eleventh Edition

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.
Grading:

Your grade will be based upon:

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

7. The group project is meant to show an example of an artistic project in a team format. This communal project is not meant to exclude or judge your artistic ability (or lack of). The group project is to have fun and to demonstrate that you can work with your peers to complete a common goal. There will be more information, as we get closer to the date of the project; you are required to participate in this project so please make sure you are here on this date.

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 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. 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.

**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.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** 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. (November 9, 2018) is the last day to drop a class with an automatic grade of “W” this term.

**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:** As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**COURSE CONDUCT:**
I expect students to be kind and respectful. Mean or bullying behavior or inappropriate language will not be tolerated. Homophobic, racist, sexist or hateful language of any kind will not be tolerated.

**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.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Chapter 1: The Nature of Art and Creativity</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2: The purposes and Functions of Art</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: The Visual Elements</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 4: The Principles of Design</td>
</tr>
<tr>
<td></td>
<td>Chapter 5: Evaluating Art</td>
</tr>
<tr>
<td>Week 4</td>
<td>Exam #1 (on Introduction and Chapters 1-5)</td>
</tr>
<tr>
<td></td>
<td><strong>PAPER TOPIC DUE</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 6 - 10</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 11 - 16</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exam #2 (on Chapters 6-14)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapters 15 - 17</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapters 18 – 20</td>
</tr>
<tr>
<td>Week 10</td>
<td>Exam #3 (on Chapters 15-20)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapters 21-22</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 23</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 24</td>
</tr>
<tr>
<td>Week 14</td>
<td>Class Papers Due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Chapter 25</td>
</tr>
<tr>
<td></td>
<td>Final exam schedule</td>
</tr>
</tbody>
</table>
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.

I______________________________, understand that by signing this part of the syllabus that I have taken the time to read and understand the syllabus. Any part of it that I did not understand I took the time to seek out my professor during office hours or after class to make sure I comprehended what was not clear. I acknowledge that my instructor having received this document will treat this as a confirmation of the written info contained in this syllabus.

Date________________________
Form to turn in paper topic

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):

________ Approved _________ Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by ____________.

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-Chicago format 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?
“The story behind a (work of art) transcends the work’s aesthetic qualities and offers a redemptive message, which may be the fundamental significance of art. It’s about us and our neighbors and humankind as a whole, a reflection of where we’ve been and where we’re heading, who we are and how we relate to this world. It’s about love and hate and desire and greed, about sensuality and tolerance and hope and faith. Joy, rage, compassion, contempt, boldness, conviction and courage—art is all these things, and more. Art is about life, and ultimately the stories behind it are not art stories but human stories.”

## RUBRIC FOR EVALUATION OF PAPERS

<table>
<thead>
<tr>
<th>Score Range</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</td>
<td>-thesis is specific, focused,</td>
<td>-supporting details are rich,</td>
<td>-rich, effective vocabulary</td>
<td>-fluent -original and insightful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from</td>
<td>purposeful, interesting</td>
<td></td>
<td>-uses a</td>
<td>-thoughts are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beginning to end w/smooth transitions -strong intro and conclusion framing the topic of discussion -paragraphs address one subject with interest</td>
<td>analytic, and insightful</td>
<td>and full -details are relevant and appropriate -many quotes used smoothly and explained fully with close detail and interpretation</td>
<td>variety of sentence structures, types, and lengths -offers a consistent voice and tone -no structural errors</td>
<td>critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td>B</td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized</td>
<td>-thesis is specific, focused,</td>
<td>-details are strong, but lack richness</td>
<td>-effective vocabulary moderately</td>
<td>developed -solid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from</td>
<td>purposeful, and</td>
<td></td>
<td>-effective</td>
<td>-fluent, fully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to end</td>
<td>-w/smooth transitions i-clear focus e-logically ordered x-strong intro and, conclusion -transitions are present -organized, but with lapses in order or structure y and analytic</td>
<td></td>
<td></td>
<td>specificity -details are relevant -quotes are smoothly introduced and explained fully, but not excessively used</td>
</tr>
<tr>
<td>C</td>
<td>some mechanical errors that do not interfere with communication</td>
<td></td>
<td></td>
<td></td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant -many examples</td>
</tr>
</tbody>
</table>


using a variety of sentence patterns
- reasonably consistent voice and tone
- few errors in structure or usage

- acceptable vocabulary
- attempts sophisticated sentence structure
- voice and

- creative
- thought
- complex ideas, showing you have thought critically about the text

- moderately fluent
- ideas are developed, but limited in depth
- shows
<table>
<thead>
<tr>
<th>C-</th>
<th>-some</th>
<th>-focus is</th>
<th>-thesis is</th>
<th>-details lack</th>
<th>-simplistic</th>
<th>-thinly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</td>
<td>unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>specific and focused elaboration -some details do not support the focus</td>
<td>-lacks recognizable</td>
<td>voice and tone -errors in structure and usage</td>
<td>developed -some independent thought -repetitive or too general</td>
</tr>
</tbody>
</table>

| D | -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 |

<table>
<thead>
<tr>
<th>F</th>
<th>mechanical errors that seriously interfere with</th>
<th>-so short or</th>
<th>-no thesis</th>
<th>-virtually no</th>
<th>-not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>muddled that it lacks organization or focus</td>
<td>examples or quotations -irrelevant details -unclear statements</td>
<td>developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>