ARTS 3350.001
Summer II, 2020
Dr. Carey Rote
Class: Online
Classroom: Online
Office Hours: MTWR 9-9:50 a.m.; also available by appointment
825-2241
Office: Bay Hall 222 A
carey.rote@tamucc.edu

ART OF THE UNITED STATES

Required Texts:


Course Description:

The catalogue describes this course as follows: “A survey of the major developments in the art of North America from Pre-Columbian times to the modern era.”

This course surveys the traditions of North American Indian Art and then provides a survey of the major developments in American art from the Colonial period to the modern era.

Student Learning Outcomes:

The goals of the course are to make students aware of the history of the art of the United States. 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 different types of art produced during the history of the United States, prior to that time, by its indigenous peoples.

1. Students will gain an understanding of the history of the art of the United States 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 a response paper which will measure their understanding of a number of the complex issues addressed in the history of art of the United States.
Grading:

Your grade will be based upon:
1. Online assignments—class attendance and participation grade (20%)
2. Test # 1 and # 2 (40 %)
3. One typewritten paper (20 %)
4. Final Examination (20%)

1. The class attendance and participation grade will be based upon the completion of online assignments. These assignments will relate to the online instruction and will be due throughout the semester.

2. & 3. Exams will consist of slide identifications with short essays. You must identify the works at the top of the page and then discuss them in well organized paragraphs with complete sentences. The essays should broadly encompass the ideas about the different artists, their works of art, the movements that they participated in, and the issues pertaining to Art of the United States. Blue books will not be required for these examinations.

Images on disk will be put on reserve in the Media Services area of the Bell Library for study purposes prior to the examinations. Whereas it is not required that you study these images, it is HIGHLY RECOMMENDED that you do so, as they will help narrow the focus to a representative number of the images covered in class. In addition, review of the images will help to reinforce the visual learning that needs to take place in this class in order to prepare you to be a practicing artist in the future.

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.

3. The papers of 1000-1500 words each must be typewritten using a double-spaced format. The paper must also contain footnotes and a bibliography that follow the attached guidelines. Paper topics must be pre-approved by me no later than July 14th.

Papers will be submitted via Blackboard.
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. 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 slide images, rendering learning almost impossible. This lack of engagement will have a negative impact on your learning in this class.

Disabilities Accommodations
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.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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.
**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.**

**Academic Honesty/Plagiarism**

*Definition:* In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**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**

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.

**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.
- Five (5) 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.

**NOTE:** A great deal of material is covered in this class. It is recommended that the students begin studying the first day of class. This course cannot be passed through last minute studying alone. It is recommended that you do the readings as scheduled and that you begin reviewing the images on your own as soon as possible.
The following is a tentative schedule. It may vary somewhat during the course of the semester, but the readings should be done on time to keep the student up with the course requirements. All course information will be supplied via Blackboard and all tests and assignments will be administered via Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/6</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>7/7</td>
<td>Penney, Chapters 1 and 2</td>
</tr>
<tr>
<td>7/8</td>
<td>Penney, Chapters 3 and 4</td>
</tr>
<tr>
<td>7/9</td>
<td>Penney, Chapters 5 and 6</td>
</tr>
<tr>
<td>7/13</td>
<td>Penney, Chapter 7, 8 and 9</td>
</tr>
<tr>
<td>7/14</td>
<td><strong>Paper topics must be submitted for approval.</strong></td>
</tr>
<tr>
<td>7/15</td>
<td><strong>Examination on North American Indian Art (entire Penney book)</strong></td>
</tr>
<tr>
<td>7/16</td>
<td>Lewis, Chapter 1</td>
</tr>
<tr>
<td>7/20</td>
<td>Lewis, Chapter 2</td>
</tr>
<tr>
<td>7/21</td>
<td>Lewis, Chapter 3</td>
</tr>
<tr>
<td>7/22</td>
<td>Lewis, Chapters 4</td>
</tr>
<tr>
<td>7/23</td>
<td>Lewis, Chapter 5</td>
</tr>
<tr>
<td>7/27</td>
<td><strong>Examination on American Art (Lewis Chapters 1-5)</strong></td>
</tr>
<tr>
<td>7/28</td>
<td>Lewis, Chapter 6</td>
</tr>
<tr>
<td>7/29</td>
<td>Lewis, Chapter 7</td>
</tr>
<tr>
<td>7/30</td>
<td>Lewis, Chapter 8</td>
</tr>
<tr>
<td>8/3</td>
<td><strong>PAPERS DUE</strong></td>
</tr>
<tr>
<td>8/4</td>
<td>Lewis Chapter 9</td>
</tr>
<tr>
<td>8/5</td>
<td>Lewis, Chapter 10</td>
</tr>
<tr>
<td>8/6</td>
<td>Review for Final</td>
</tr>
<tr>
<td>8/7</td>
<td><strong>FINAL EXAMINATION (Lewis, Chapters 6-10).</strong></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. You are expected to turn in all work on time and be prepared for all examinations without reminders from me.
Form to turn in paper topic
Due July 14, 2020

Name of Student:

Paper Topic:

_____ Approved  _____ Not Approved

Comments on papers not approved:

If not approved, please resubmit by July 22, 2020.
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.

Biographical data in lieu of discussion of stylistic/iconographic concerns-failing grade.

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

Correct length (1000-1500 words) 10 points

Footnotes or endnotes 5 points

Bibliography—minimum of 3-5 books and periodical references (no websites accepted)—will hand out guidelines 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 of art.
<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><strong>A</strong></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</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized from beginning to end w/ smooth transitions -clear focus -logical order -strong intro and conclusion -paragraphs address one subject clearly and intelligently</td>
<td>-thesis is specific, focused, purposeful, and analytic</td>
<td>-details are strong, but lack richness and specificity -details are relevant -quotes are smoothly introduced and explained fully, but not excessively used</td>
<td>-effective vocabulary -moderately successful in using a variety of sentence patterns -reasonably consistent voice and tone -few errors in structure or usage</td>
<td>-fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>some mechanical errors that do not interfere with communication -limited text, -transitions are present -organized, but with lapses in order or structure</td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant -many examples</td>
<td>-acceptable vocabulary -attempts sophisticated sentence structure -voice and</td>
<td>-moderately fluent -ideas are developed, but limited in depth -shows</td>
<td></td>
</tr>
</tbody>
</table>
but mechanically correct
-focused
-clear intro and conclusion
-paragraphs are clear

used meaningfully and clearly
-quotes are introduced, but not smoothly

tone are somewhat inconsistent
-some errors in structure and usage

independent and analytical thought
-ideas are clearly stated

<table>
<thead>
<tr>
<th>C-Range</th>
<th>-some mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
</tr>
<tr>
<td></td>
<td>-thesis is specific and focused</td>
</tr>
<tr>
<td></td>
<td>-details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
</tr>
<tr>
<td></td>
<td>-simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
</tr>
<tr>
<td></td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D-Range</th>
<th>-noticeable mechanical errors that interfere with communication -errors cause major problems for readers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly structured</td>
</tr>
<tr>
<td></td>
<td>-thesis is present, but vague and difficult to identify</td>
</tr>
<tr>
<td></td>
<td>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
</tr>
<tr>
<td></td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice or tone -simplistic vocabulary with incorrect usage</td>
</tr>
<tr>
<td></td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F-Range</th>
<th>mechanical errors that seriously interfere with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-so short or muddled that it lacks organization or focus</td>
</tr>
<tr>
<td></td>
<td>-no thesis</td>
</tr>
<tr>
<td></td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
</tr>
<tr>
<td></td>
<td>-not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
</tr>
</tbody>
</table>
Here are some of the things that you will want to think about when writing your analysis. You do not have to answer all of the questions in each paper. These questions are included here to give you suggestions on how to think about art:

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?