HONORS AMERICAN ART
HONR-300TH-1W (55W)
Wittenberg University
Fall 2019

Course Information

Course Identification: HONR-300TH-1W (55W)
Number of Credits: 4
Delivery Mode: Face-to-face, Kissell Auditorium, Koch Hall
Course Schedule: Tuesdays and Thursdays, 9:45-11:20 AM

Faculty

Dr. Alejandra Gimenez-Berger
Office Hours: Tuesdays and Thursdays, 2:45-3:45 p.m., other times by appointment.
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Course Description

This course investigates American art as it represents and negotiates the encounters between diverse cultures and populations. Examines political, economic and social contexts to reveal how art embodies American changing values. Explores how artists create a richly varied cultural heritage in America.

Course Goals

    1- To equip the student with the critical tools to recognize ways in which histories of western art and established artistic practices relate to the construction of American identities.
    2- To develop the means to identify and discuss, orally and in written form, the ways in which prevailing ideologies shape the way in which art is understood.
    3-To recognize ways in which art relates to socially relevant, contemporary lives.

Learning Outcomes

    1- Students will demonstrate the ability to conduct interdisciplinary art analysis in class discussions and written essays.
    2- Students will examine and critique ideological assumptions underlying social institutions and systems of representation.
    3- Students will demonstrate an understanding of artistic agency.
    4- Students will propose ways in which contemporary art practice might redefine those notions and boundaries.

You are encouraged to set your own, additional goals, and to discuss your ideas freely in the classroom as long as you show respect for the opinions of others.

Program Outcomes Integration

In addition to providing visual literacy, the ability to approach visual art and objects critically, and understanding of the cultural history of humanity, this course fulfills requirements for the Art major, and the Art and Art History minors, the Women Studies minor, and the Honors program.

This course supports the General Education goal "H": Western Historical Perspectives.

It also supports the fulfillment of the General Education goal "W": Writing Intensive.

Required Textbooks and Materials

See Moodle for all required and supplemental readings.

Course Assessments and Grading

Grading Scale

A	100-95	B	86-83	C	77-73	D	67-63
A-	94-90	B-	82-80	C-	72-70	D-	62-60
B+	89-87	C+	79-77	D+	69-68	F	≤ 59

Class participation: **20% (course outcomes 1, 2, 3, 4)**

> Attendance to class is necessary. You are responsible for all assigned readings and all material presented in class. Complete readings before each lecture and contribute to class discussions. You are responsible for obtaining handouts and notes from Moodle or from a peer if you miss a class. More than three absences will lower your grade. Use your absences carefully. More than six absences will result in a failing grade.
>
> In order to earn full participation credit:

a. *Show knowledge of the readings assigned*. Prepare for class by doing the readings in advance. Be ready to identify the main ideas of the reading, the ways in which the author/s present the ideas, ways in which the thesis is supported, and the possible weaknesses or problems presented.

b. *Contribute to all class discussions in a respectful and thoughtful manner*. Our discussions will often address the symbolic meanings of art. Evaluation of these values rarely leads to a single solution accepted by all. Listen carefully to other interpretations, and respond by providing supporting evidence, or, better yet:

c. *Go beyond the basics*. Propose alternate interpretations and call attention to related issues.

> You are required to attend at least 2 gallery talks/openings this semester. Options will be posted on Moodle.

Two Exams: **50% (25% each), (course outcomes 1, 2, 3)**

> You will be responsible for all information covered in class and in your readings. Take notes, practice spelling unfamiliar names and titles, and learn the definitions of terms specific to art history that appear in your textbook. Exams may ask you to identify works of art from slides, define terms or techniques, write short essays, and/or compare artworks. Prepare accordingly.

You will be allowed to make up an exam you have missed only if you can provide acceptable documentation of a serious medical emergency that precluded you from taking the test. If that is the case, you must contact me as soon as rationally possible.

Research Project: 20% (course outcomes 1, 2, 3, 4)
Details will follow in a separate handout.

Oral Presentations: 10% (course outcomes 1, 2, 3, 4)
Each student will choose, in consultation with the professor, a topic for research and presentation. Students will produce a proposal, an annotated bibliography, and a working outline before finalizing the research project. Students will be responsible for a formal presentation of the results of their research to the class.

CLAC:
This course offers students the opportunity to earn an additional credit through the Cultures and Languages across the Curriculum program. If you have either completed or are currently enrolled for a Language course (Chinese, French, German, Japanese, Russian, Spanish) beyond 112, you are eligible to enroll for a Cultures and Languages Across the Curriculum (CLAC) module associated with this class and earn one credit for that module. Please let me know if you are interested in pursuing this opportunity.

Technology requirements:
I will post assignments and readings on Moodle. I will expect all students to become familiar with Moodle, and to check their Wittenberg e-mail accounts frequently. In some cases, I might e-mail the class with announcements or study images. I will use the official class list, *i.e.* Wittenberg e-mail accounts. If you do not use your Wittenberg e-mail account and choose instead to have your e-mails forwarded to another service, it is your responsibility to figure out any problems in communication. I will not resend information due to problems that arise with those accounts. It is your responsibility to ensure that your Wittenberg login ID and password function properly in all campus computers.

Communications
If you have concerns or questions about the course, talk to me right away. Stop by my office during office hours or make an appointment for another time. Always consult your syllabus before sending a question via email. If doubts persist, feel free to send me an email at agimenezberger@wittenberg.edu. Please follow proper correspondence etiquette, and allow 24 to 48 hours for a response.

I will use Moodle announcements and/or email to communicate with you.

Accessibility and ADA Accommodation
Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary

medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you must register with the Accessibility Services office by emailing accessibilityservices@wittenberg.edu. You can also find information on the Accessibility Services webpage found at www.wittenberg.edu/success. Please note that services are confidential, may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the COMPASS: Sweet Success Center, Thomas Library, on the first floor.

Academic Integrity
All work submitted in this class should follow the Code of Academic Integrity established by Wittenberg University. Read the complete code and definitions of plagiarism at http://www5.wittenberg.edu/academics/academicintegrity/index.html

Work submitted to your professor <u>must</u> include your signature and pledge: "*I affirm that my work upholds the highest standards of honesty and academic integrity at Wittenberg, and that I have neither given nor received any unauthorized assistance.*" Failure to follow the Code of Academic Integrity will result in a sanction and referral of the incident to the Honor Council. Work submitted through Moodle must include the pledge too. You may sign that work electronically.

Avoiding plagiarism is easy! Do your own work. Always cite your sources.

Etiquette
The college classroom is a professional learning environment in which all participants are expected to respect each other. Please remove headphones and silence cell phones prior to entering the classroom. No texting or eating during class. No laptops or tablets (research to support this decision is posted on Moodle). You may not record my lectures unless needed due to a documented disability, and then only after you have presented the appropriate documentation to me in private.

Arrive to class on time. Late arrivals are disruptive. Two late arrivals or early departures will be recorded as one full absence. If for any reason you must leave early, please inform me in advance.

Much of our classroom time will be spent looking at images: the lights will be turned down. This is not a license to take a nap. Stay engaged with the material. Sleepers will be considered absent.

SCHEDULE OF TOPICS AND ASSIGNMENTS (subject to revisions)

Complete the readings and activities before class.

Week 1	8/20 & 22	**Introduction to the course** **Methodologies of Art History** **Analysis of a work of art** Read the materials under **Introduction to Art History and its methods** on Moodle and complete Worksheet #1. Print two copies of the completed worksheet and bring to class on Thursday.
Week 2	8/27	**Topic 1: The art of indigenous Americans before 1500 C.E.** Complete the corresponding activities on Moodle.
	8/29	**Topic 2: First encounters, 1492-1734** Complete the corresponding activities on Moodle. *Sign up for a research topic before the beginning of class today.*
Week 3	9/3	*Research workshop. Class meets at Thomas Library.*
	9/5	**Topic 3: Early Colonial Art, 1632-1734** Complete the corresponding activities on Moodle.
Week 4	9/10	**Topic 4: Art and architecture of the late colonial period, 1735-1797** Complete the corresponding activities on Moodle.
	9/12	**Topic 5: Art of a new nation, 1776-1828** Complete the corresponding activities on Moodle.
Week 5	9/17	**Topic 6: Art of the Antebellum, 1828-1865** Complete the corresponding activities on Moodle.
	9/19	*Field trip: Architecture of Springfield, led by Kevin Rose, Historian & Director of Revitalization at The Turner Foundation.*

Week 6	9/24	**Topic 7: "Nature's Nation" 1820-1865** Complete the corresponding activities on Moodle.
	9/26	*Field Trip: Springfield Museum of Art—conversation with a curator.*
Week 7	10/1	**Topic 8: Post-war challenges, 1865-1900** Complete the corresponding activities on Moodle.
	10/3	*Group review*
Week 8	10/8	**FIRST EXAM**
	10/10	**Topic 9: International exchanges, 1876-1900** Complete the corresponding activities on Moodle.
Week 9	10/15	**Fall Holiday**
	10/17	Your professor attends the Sixteenth Century Society Conference-class will not meet. *Research project thesis, illustrated outline, and annotated bibliographies due by 11:20 AM today. Submit this assignment via Moodle.*
Week 10	10/22	**Topic 10: Into the Modern Period, 1890-1900** Complete the corresponding activities on Moodle.
	10/24	**Topic 11: Urban Realism, Abstraction, Photography 1900-1920** Complete the corresponding activities on Moodle.
Week 11	10/29	**Topic 12: Modernity beyond borders, 1913-1940** Complete the corresponding activities on Moodle.
	10/31	**Topic 13: Arts of the City and the People 1913-1941** Complete the corresponding activities on Moodle.
Week 12	11/5 & 7	**Topic 14: Cold War and anxiety in the arts, 1945-1960** Complete the corresponding activities on Moodle.

		Field Trip?
Week 13	11/12 &14	**Student presentations: topics ranging from 1960 to 1980**
Week 14	11/9 & 21	**Student presentations: topics ranging from 1980 to 2000**
Week 15	11/26	**Student presentations: topics ranging from 2000 to the present**
	11/27-29	**Thanksgiving break**
Week 16	12/3	**Review** *All research projects due.*
	12/6	**SECOND EXAM**

Seven Core Competencies of Oral Communication

The following criteria represent the major steps and skills required for effective oral communication of any kind and in any context. They are used to evaluate your oral communication assignments in this course according to the following scale:

5 = excellent   Achieves or is close to perfection; could not be much better [A]
4 = good   Above average; goes beyond minimum requirements of the criterion [B]
3 = average   Adequate in meeting the minimum requirements of the criterion [C]
2 = marginal   Needs improvement; only partially meets this criterion [D]
1 = poor   Unacceptable; fails to address the criterion [F]

1. Consideration of Purpose   5 4 3 2 1
There is evidence that the speaker has taken into account and tailored the message to the intended purpose of the speaking assignment and/or the message has a clearly articulated purpose that is appropriate to the context of the speaking.

2. Strategic Audience Adaptation   5 4 3 2 1
There is an attempt to tailor the speaking to the intended audience in some way, such as selecting content that is of particular interest and/or relevance to them and/or adapting the content to the audience's knowledge level.

3. Quality Content Development   5 4 3 2 1
The content of the spoken message is substantive, relevant to the purpose and audience, and is of good quality, meaning that it draws upon appropriate sources (if required) and/or uses well-developed ideas, arguments, etc.

4. Logical Organization   5 4 3 2 1
The content is organized in a logical fashion appropriate to the purpose, audience, and content, with an introduction that prepares the audience for what is to come, a body that showcases clear main points, and a conclusion that provides closure.

5. Clear Language Choice   5 4 3 2 1
The language used by the speaker is clear, understandable to the audience, and accurately conveys the intended meaning in a way that adheres to proper pronunciation and grammar.

6. Effective Delivery   5 4 3 2 1
The speaker is able to deliver the content smoothly, with appropriate attention to vocal qualities (including volume and variety of intonation), enunciation, poise, gestures, eye contact, and appearance.

7. Competent Use of Presentational Materials   5 4 3 2 1
The speaker incorporates appropriate presentational aids (if required/desired; e.g., PowerPoint presentation, objects, charts, photographs, video/audio clips) seamlessly and in a way that coordinates with and enhances the spoken message.

I will use this rubric to evaluate oral presentations.

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Writing Skills Rubric

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	Unacceptable 1	Beginning 2	Competent 3	Skilled 4	Exemplary 5
Main Idea/Thesis	Overall position is not evident. Topic as expressed is superficial or undeveloped.	Overall position is evident, but often too simplistic. Topic is also simplistic and one-dimensional.	Overall position is clear with a sense of developed ideas. Topic is interesting and significant, but not deeply explored in needed areas	Overall position is clear and developed. Topic is interesting, significant, and is engaged from several angles.	Overall position is well articulated and thoroughly developed. Topic is interesting, significant, and intellectually challenging with multiple facets addressed.
Argument	No argumentative structure is evident. Ideas are unconnected.	Argumentative structure is rudimentary. Claims are repeated rather than developed. Few objections are addressed and may be misrepresented.	Argumentative structure is evident but sometimes simplistic. Objections are addressed but formulaically.	Argumentative structure is evident. Objections are taken seriously and typically addressed fair-mindedly.	Argumentative structure is clearly evident. Objections are taken seriously and addressed fair-mindedly with great skill.
Evidence	Claims are not supported by reliable evidence from credible sources, making the paper unconvincing	Some claims are supported by valid, reliable evidence, but support is inconsistent, making the paper less than convincing.	Claims are typically supported by valid, reliable evidence from credible sources, making the paper for the most part convincing.	Claims are almost always supported by valid, reliable sources, so that the paper is generally convincing.	Claims are supported by reliable, valid evidence from credible sources and effectively synthesized in a very convincing manner.
Organization	Ideas appear unconnected. Several paragraphs are incoherent, lacking clear topic sentences and developed by restatement; they may contain irrelevant information. Paper shows serious lack of unity and coherence. Introduction and/or conclusion may be weak, trite, or nonexistent.	The paper is organized, though simplistically. Paragraphs are occasionally incoherent, without strong topic sentences and clear development. An introduction and conclusion are attempted but are perfunctory or formulaic. The introduction may be overly general and the conclusion may simply restate the thesis.	The introduction provides some context for the paper and states a thesis, though in a predictable way. Paragraphs are usually clear with serviceable topic sentences, development, and information. Main points are logically structured. Transitions provide coherence, but may be formulaic. The conclusion summarizes the paper but does not explore implications or significance.	The introduction sets the context for the paper and states a clear thesis. Nearly all paragraphs are coherent with strong topic sentences, developing systematically so that meaning is clear. Main points are clear and logically structured. Transitions provide a sense of coherence. The conclusion summarizes the paper and makes some effort to explore implications and significance.	The introduction skillfully captures reader attention while establishing the context for the paper. All paragraphs are coherent with apt topic sentences, developed so the meaning is exceptionally clear and easy to follow. All the main ideas are clear and logically structured. Transitions provide a strong sense of coherence. The conclusion summarizes and explores implications and significance.

Readability	Awkward phrasing, unskillful or inappropriate voice/tone, and unsophisticated and/or imprecise vocabulary hinder understanding.	Awkward phrasing, unskillful or inappropriate voice/tone, and unsophisticated and/or imprecise vocabulary distract from the paper's ideas.	Phrasing is generally effective; voice/tone and vocabulary are generally suitable for the paper's ideas and only occasionally work against its ideas.	Clear phrasing, appropriate management of voice and tone, and vocabulary enhance the paper's ideas.	Skillful phrasing, adept management of voice and tone, and apt word choice create an inviting paper.
Conventions	Numerous errors in grammar, usage, spelling and punctuation seriously impede meaning. Necessary documentation is missing.	Several errors in grammar, usage, spelling, and punctuation distract the reader and impede meaning. Problems with needed documentation exist	Errors in grammar usage, spelling, and punctuation are noticeable, but do not seriously impede the reader. Documentation is usually correct.	There are occasional errors in grammar, usage, spelling, and punctuation that do not impede the reader. Documentation of sources is correct.	There are very few or no mechanical errors in the paper. Documentation of sources is correct.
Overall Impression	The writer struggles in constructing and presenting a significant position. Paragraphing and overall organization hinder effectiveness. Ideas are asserted rather than developed or are largely underdeveloped. Language suffers from distracting errors at the sentence level. Falls short of college-level writing.	The writer presents a significant position that falls shy of being convincing. Overall organization and support need significant development. Frequent though not pervasive problems at the sentence-level. Paragraphing is inconsistent. Marginal college-level writing.	The writer presents a significant position that is generally convincing, but has some weaknesses. Paragraphs are typically organized and add to the development of ideas. Support is good, but sometimes inadequate. Organization is evident but sometimes undeveloped. There are occasional but not overly distracting, sentence-level errors. Acceptable college-level writing.	The writer presents a significant and thoughtful position that is for the most part convincing. Paragraphs are well organized and contribute to the development of ideas. Support is good with infrequent weak areas. Organization is clear. Sentence-level errors are infrequent. Good college-level writing.	The writer presents a significant and interesting position that is convincing and thought provoking. Paragraphs are skillfully organized and add to the development of ideas. Support is sound with rare or no weak areas. Sentence-level errors are rare to non-existent. Exemplary college-level writing.

I will evaluate all written work using this rubric. Study it carefully and endeavor to reach exemplary college-level writing.