

ART 229 Modern through Postmodern Art

Moravian College

Fall 2009

Tuesday & Thursday 1:10-2:20pm

HILL 310

Instructor: Kristin Baxter, Ed.D.
Office location: Art Building Office 2
Office hours: Tues 3:00-5:00pm; Wed 10am-12noon;
 and by appointment
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Course description

Through lectures, class discussions, collaborative projects, written papers, and museum visits, this course introduces students to the history of European and American art, focusing on painting, sculpture, and new media, from Post-Impressionism (1890s) through the present. Pre-requisites: ART 113 Art History to Renaissance & WRIT 100 Or ART 114 Art History since Renaissance & WRIT 100

Required Texts

Barnet, S. (2008). *A short guide to writing about art*. (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Fichner-Rathus, L. (2009). *Understanding art*. (9th ed.). Belmont, CA: Thomson Wadsworth.

Goals of the course

Students will be able to:

- Recognize defining characteristics and styles of major art movements and artists in European and American history from the 1890s through the present.
- Understand how the history of art is bound to historical and cultural circumstances.
- Learn research and writing skills and demonstrate those skills in a formal, scholarly research paper.
- Learn how to critique a work of art, in verbal and written formats, using appropriate terminology from art history, criticism, and aesthetics.
- Become comfortable in museums, using museum resources, speaking about art in museums with their peers, and writing about their experiences.

Course Requirements

Approach all of your required assignments in all of your classes as material for your portfolios, resumes, and/or websites. Keep your assignments organized and readily accessible in your files. Your work in college should be preparing you for your job search, graduate school applications, and career. It's never too early to start preparing for your professional life after college.

1. Class Participation 10% of final grade

Students are expected to actively participate in class. This means:

- you personally come in to see me during my office hours or by appointment, at least TWO times during the semester, to discuss your progress, to get extra help on writing assignments, or to get general advisement.
- you lead brief, informal class discussions of works of art and participate in interactive activities designed to foster critical thinking in and engagement with works of art.
- you participate in discussions led by a tutor from the Writing Center and a reference librarian.
- you attend special guest lectures and art department events, as indicated on the syllabus and/or announced in class.
- you come to class on time and prepared, having read assigned readings and having completed any written assignments.
- you volunteer thoughtful responses on a regular basis, you share your own insights and perspectives on readings and written assignments and you offer support and feedback to your fellow classmates regarding their work.

This demonstrates more active learning than simply being in class, taking notes, and looking attentive, which is much more passive learning. It is within the instructor's purview to apply qualitative judgment in determining this portion of your grade.

2. New York City Museum Trip 25% of final grade

You will select two works of art at one of the museums to compare and contrast in your **Gallery Guide & Presentation**. This can be completed with a partner. Imagine that you are writing a Guide for visitors to use in the galleries. Requirements for your Gallery Guide include:

- It can take any form, as long as the requirements are met. You could do a digital gallery guide, a guide on your blog, website, etc. Or it can be a hard, paper copy. It should be designed so that your readers could print it out and take it with them to the museum. So it should be portable in design.
- background information about the artist(s) and works of art
- rationale for comparing and contrasting these two works
- a written description of at least two points of comparison and/or contrast, referring to specific formal qualities of the works; referring to specific visual evidence
- accurate and appropriate use of at least 5 **terms** from art history that are described in our required texts, *Understanding Art* and/or *A Short Guide to Writing About Art*. **Boldface** these terms when you use them in your Guide.
- reproductions of each work of art that you describe
- interactive "game" or activity that requires your readers to actively engage with and make personal meanings of the works of art (We will complete several of these in class together before your Gallery Guide is due.)
- You will present your Gallery Guide to the class.
- Make enough copies of your Gallery Guide to share with the class, or email a copy of it to each member of our class.
- Page length: One of my professors in graduate school would always respond with: "As long as necessary and as short as possible."

3. Gallery Talk in Payne Art Gallery 15% of final grade

You may work with a partner. Prepare and type a summary for your 10-15 minute presentation to the group, in the gallery. Provide a copy of this to each member of the class.

Topic choices: (Choose 1)

- Provide biographical information about the artist and background information about two works in the show. Ask questions/ lead a discussion with the class, centering on these two works.
- Compare and contrast two works of art and prepare questions to ask the class that will provoke dialogue.
- Lead a gallery game(s) or looking game. I can give you lots of suggestions on this.
- Provide two issues or questions that the exhibition raises. Give historical, social, or political contexts for the issues. What are your opinions on these issues/questions? Explain. Invite the class to respond to these issues/questions as well.
- Describe one work of art in this exhibition that you really like and one that you really don't like. Explain your reasons.
- How might this show inform your own art practice (if you are a studio artist or graphic designer) or curriculum development (if you are an art educator)? How do you think this body of work relates to culture and society (if you are an art historian)?

4. Final Research Paper 25% of your final grade

A separate sheet with detailed requirements will be distributed.

Preliminarily topics identified by October 15

Final topic chosen by October 27

Review drafts in class Nov 10 & 12

Final DRAFT due Nov 24

Final COMPLETED copy & presentation due Dec 8

5. Final Exam 25% of your final grade

This will include 20 slide identifications (2 points each, 40 points total); 20 terms to define (1 point each, 20 points total); and 2 essays (20 points each, 40 points total). The content of the final exam will be limited to the works of art, terms, and historical content that we discuss in class. A study guide will be distributed two weeks prior to the exam.

(During the scheduled exam) One essay will require you to compare and contrast two works of art; I will choose the two pieces that you will write about, but they will be ones we have discussed in class.

(Take-home essay, due on the day of the exam) This essay will be open-ended and will require you to choose at least one work of art you really like from those we studied during the semester. You will be required to justify your selection. What do you like about it? The idea/concept behind it? The formal qualities/aesthetic experience? The materials and processes? In this essay you will also choose one work of art that you really DIDN'T like and provide specific reasons why the work is weak, unoriginal, or disturbing in your opinion. Again, your essay will require you to provide evidence and support for your opinions. Imagine that you are trying to convince your reader to take your position. Include a reproduction of each work that you discuss. Your essay must include accurate and appropriate use of at least **3 terms** from art history that are described in our required texts, *Understanding Art* and/or *A Short Guide to Writing About Art*. **Boldface** these terms when you use them in your paper.

Both essays (the one you write during the in-class exam and the one you write at home) will be graded on the formality of your writing (grammar, spelling, organization of your writing), use of appropriate terminology from art history and criticism, and your ability to support your claims with specific references to works of art and/or to the artists.

Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes.

For classes that meet twice a week (most full-unit studio courses, most day art history classes): After the second unexcused absence, final grade will be dropped by one full letter. After the fourth unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

Students: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

Grading:

Class Participation 10%

NYC Museum Trip, Gallery Guide, & Presentation 25%

Gallery Talk in Payne Art Gallery 15%

Final Research Paper & Presentation 25%

Final Exam 25%

A: Excellent, outstanding achievement and mastery of skills

B: Good. Average attainment. Need some minor improvements in certain areas

C: Adequate understanding of essentials. Fulfills assignment but lacking in content, effort, and/or skill.

D: Does not fulfill assignment and exhibits little skill, effort, and thought.

F: Failure, no credit

I: Incomplete

Grades for your Gallery Guide, Gallery Talk, and Research Paper are earned by:

- showing evidence of integrating assigned readings into your writing and ideas, including the use of terminology and theoretical concepts from the history of art
- submitting all work, including drafts of your research paper throughout the semester, on time, as indicated on the syllabus; participating in discussion about your classmates' work
- meeting all requirements for the Gallery Guide, Gallery Talk, and Research Paper, as indicated in syllabus
- presenting all work in an organized, professional manner, free of grammatical and typographical errors

Failure to bring in drafts of assigned sections of your final research paper, or late work (including presentations) due to unexcused absences will result in a 5% reduction in your grade for each class meeting that your work is late.

**Schedule of classes:
Tuesdays and Thursdays 1:10-2:20pm**

September 1

Review syllabus & overview of the course
Get contact information from one other classmate

September 3 & 8

Intro to Modern Art: Édouard Manet; Impressionism; Post Impressionism; Expressionism

Readings due:

Understanding Art, Ch 19: Modern Art, pp. 444-460

9/3 Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

9/8 Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

September 10

** Special Event:

Opening reception for Patricia Johanson, *Framing the world as work of art*
6:30pm, Payne Art Gallery

***5 points extra on the final exam if you attend the entire event**

In class September 10

Intro to Modern Art: American Expatriates; Americans in America

Readings due

Understanding Art, Ch 19: Modern Art, pp. 460-463

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

Discussion/Activity:

Interactive, art historical activities to deepen and extend the process of looking at and making meaning of works of art:

Shape poems

Memory Game

Communication and Interpretation

September 15 & 17
The Fauves; Cubism; Analytic Cubism; Synthetic Cubism

Readings due:

Understanding Art, Ch 20: The Twentieth Century, pp. 469-477

9/15 Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

9/17 Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

September 22
Early 20th Century Abstraction in the US; Fantasy & Dada; Surrealism; The Bauhaus

Readings due:

Understanding Art, Ch 19: The Twentieth Century, pp. 480-491

Ch 1: What is Art? pp. 1-24

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

**** Special Event:**
September 23

2:00-4:00pm Meeting and Discussion with Melanie Richards, PhD
Location: TBA

7:30pm Lecture by Melanie Richards, PhD, "The Message of the Arts: Why We Need Them More Than Ever"
Location: HUB-Prosser Auditorium

***2.5 points extra on final exam for attending the entire meeting/discussion**
***2.5 points extra on final exam for attending the entire lecture**

September 24

Abstract Expressionism; Color Field; Minimal; Pop Art

Readings due:

Understanding Art, Ch 21: The 20th Century: Post-War to Postmodern, pp. 493-505
Ch 5: Drawing, pp. 105-120

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

September 29

Prep for Payne Art Gallery visit & Review assignment

Readings due:

A Short Guide to Writing About Art:

Ch. 2: Writing about Art: A Crash Course, pp. 36-46

Ch. 3: Formal Analysis and Style, pp. 113-134

Lead a brief discussion of one key point from chapter 2 _____

Lead a brief discussion of one key point from chapter 3 _____

October 1

Op Art; New Image Painting; Neo Expressionism; Sculpture

Readings due:

Understanding Art, Ch 21: The 20th Century: Post-War to Postmodern, pp. 507-519
Ch. 6: Painting, pp. 121-134

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

October 6 & 8

Meet in Payne Art Gallery

Patricia Johanson, *Framing the world as a work of art*
(on view Sept 10-Oct 18)

October 13 No Class: Fall Recess

October 15

Due/In class discussion:

Possible topics for your research paper; bring enough copies to share with the group

Compare and Contrast

Readings due:

Understanding Art,

The Piano Lesson(s) by Matisse and Bearden, p.15

Picasso's *Les Demoiselles d'Avignon* and Colescott's *Les Demoiselles d'Alabama: Vestidas*, p. 38

Rothko's *Number 22* with Rothko's *Black on Grey*, p.47

Hiroshige's *Rain Shower on Ohashi Bridge* with Xiaomo's *Family by the Lotus Pond*, p. 137

Discussion/Activity:

Interactive, art historical activities to deepen and extend the process of looking at and making meaning of works of art:

Create a Looking Log or Visual Diary

The Essence of a Thing

First Response

***Monday, October 19**

Workshop on Teaching Art to Children with Autism, by Dr. Gillian Furniss

***5 extra points on final for attending the entire workshop**

October 20

Library Orientation with Beth Fuchs

Meet on the main floor of the library.

October 22: No class

PAEA conference, Malvern, PA

October 27

Due: Final topics for the research paper

Review/feedback on the presentation by Dr. Furniss

Review/feedback on library tour with Ms. Fuchs

Feminist Art; Art Tour, NY; Modern & Contemporary Sculpture; Site Specific Art

Readings due:

Understanding Art, Ch 21: 20th Cent: Post-War to Postmodern, pp.519-522; 530-531

Ch 9: Sculpture: Modern and Contemporary Materials and Methods, Storm King Art Center, pp. 187-195

Ch. 10: Site-Specific Art, pp. 197-214

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

October 29

Visit to the Writing Center or a tutor will come to our class.

Readings due:

A Short Guide to Writing about Art:

Ch. 8: How to Write an Effective Essay, pp.176-186

Ch. 12: Writing a Research Paper, pp. 266-306

Lead a brief discussion of one key point from chapter 8 _____

Lead a brief discussion of one key point from chapter 12 _____

November 3 & 5

Readings due:

A Short Guide to Writing About Art,

Ch. 5: Writing a Comparison, pp. 135-150

Lead a brief discussion of one key point from chapter 5 _____

Prep for NYC Museum Trip; Complete interactive, art historical activities to deepen and extend the process of looking at and making meaning of works of art.

Review requirements for the Gallery Guide assignment

Highlights of the Museum of Modern Art:

See www.moma.org for more information

Special Exhibitions: *Monet's Water Lilies*
New Photography 2009

Sign up to lead brief discussion of:

Picasso's *Demoiselles D'Avignon* _____

Monet's *Water Lilies* _____

One work from the *New Photography 2009* show _____

Highlights of the Metropolitan Museum of Art

See www.metmuseum.org for more information

Special Exhibitions: *Eccentric visions: The Worlds of Luo Ping (1733-1799)*
Johannes Vermeer's Masterpiece: The Milkmaid
Looking In: Robert Frank's, The Americans

Sign up to lead a brief discussion of Robert Frank's, *The Americans* _____

Wednesday, November 4, 6pm

"Careers in the Visual Arts" will be held in Foy Concert Hall beginning at 6pm. The Career Center is arranging this. Moravian art alumni from various areas (studio, art ed, graphic design, art history, photography) will offer a one-hour panel discussion; this will be followed by a reception with the panel members and additional art alumni available to answer student questions one on one.

Friday, November 6

NYC Museum trip

November 10 & 12

Discussion of NYC trip & review Gallery Guide assignment requirements

Bring in one section of your final research paper that you would like feedback on from the class. Or bring in a draft of your take-home final exam essay, for comments and feedback. Make enough copies of your work for everyone in the class.

Readings due:

A Short Guide to Writing About Art,
Ch. 9: Style in Writing, pp. 187-219

Lead a brief discussion of one key point from chapter 9 _____

November 17

Museum Gallery Guides Due & Presentations to the class

November 19

Globalization, Latin America, Europe, The Middle East, Asia, The US & Canada

Readings due:

Understanding Art, Ch 22: Art in the 21st Century: A Global Perspective, pp.533-561

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

November 24

Final DRAFT of research papers due

Readings due:

Understanding Art, Ch 8: Photo as Art Form, Film, Video, Digital Art pp.159-177

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

**November 26: No class; Thanksgiving
December 1**

Readings due:

Understanding Art, Ch 12: Craft and Design, pp.256-267

Choose one work of art from the required reading and lead a brief discussion of the work and the artist: _____

December 3

Final Exam Study Guides distributed

Final research papers returned to you with corrections; We will review these corrections in class.

Bring in your take-home exam essay for feedback from the group. Bring enough copies to share with the class.

Reading due:

A Short Guide to Writing about Art, Ch 14: Writing Essay Examinations

Lead a brief discussion of one key point from chapter 14 _____

December 8

Final Copy of your research papers due, with all corrections made; Presentation of your papers to the class.
Review for Final Exam.

**Wednesday, December 16th, 8:30am
Final Exam**

Disability Statement

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Academic Honesty Policy

Moravian College expects students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built. See p. 47 in the Moravian College 2008-2010 Catalog. Also see the Student Handbook online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Syllabus is subject to change

Please note that this syllabus is subject to change, due to the needs of the students and to meet requirements of the art department and/or college. It is imperative that students attend class, seek out and stay apprised of changes or modifications of this syllabus.

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Final Research Paper

25% of final grade

"A research paper is not merely an elaborately footnoted presentation of what a dozen scholars have already said about a topic; it is a thoughtful evaluation of the available evidence, and so it is, finally, an expression of what the author thinks the evidence adds up to." – Barnett, p. 266-267

Preliminarily topics identified by October 15

Final topic chosen by October 27

Review drafts in class Nov 10 & 12

Final DRAFT due Nov 24

Final COMPLETED copy & presentation due Dec 8

Requirements & Guidelines:

1. Visit the Writing Center. When you submit your Final Research Paper, you must submit a signed form from the writing instructor. Writing Center is located at Second Floor Zinzendorf. Phone Number: 861-1592. In order to make an appointment at the Writing Center, you can stop by to sign the appointment sheet, call the Writing Center, or leave a note on the door. Sign up well in advance of your assignment's due date in order to ensure proper session time. When you have an appointment, it is important to bring as much information about the assignment with you as possible (handouts, class notes, etc.). The tutors can help you through all stages of your writing. Watch your email for an announcement about when the Writing Center opens, generally the third week of the term, which will also include the hours.
2. Your paper can take any text form: blog, website, etc. Or it can be a standard, typewritten hard copy.
3. You must investigate a problem or a question or take a position about an issue/topic/work of art/artist we are studying in class. Choose a topic that interests you. Topic ideas will be given out in class.
4. Include reproductions of the works of art that you refer to in your paper. These figures must be labeled with the appropriate captions. See Barnett, pages 308-309.
5. Your paper must include accurate and appropriate use of at least **10 terms** from art history that are described in our required texts, *Understanding Art* and/or *A Short Guide to Writing About Art*. **Boldface** these terms when you use them in your paper.
6. Citations of sources & Bibliography. You must use at least one quote from our textbook, *Understanding Art*, and at least two other scholarly sources that are not required for this course. Wikipedia and museum web sites don't count. We'll talk more about this in class, and we will discuss this during our tour at the library.
7. Page length: "As long as necessary and as short as possible."
8. Your paper must be well-organized (see #9) and free of grammatical and typographical errors.

9. Include the following sections, in an order that makes sense to you and your work. Include other sections that you feel are important:

- A. Introduction; Introduce the problem. Rationale.
- B. What do you think? Take a position on your problem/issue. Convince us of the legitimacy of your argument.
- C. Refer to specific pieces of visual evidence, specific formal qualities of works of art to support your argument.
- D. Implications to the field of art history. Implications for students of art history.
- E. What are additional questions that you have identified as a result of completing this research paper? What would you like to know more about? What should future art history students consider researching?
- F. Bibliography
- G. Include reproductions of works of art, with proper captions: Artist, title (in italics), year, medium, dimensions, and location of work.

10. You will give a short presentation of your research to the class on December 8th. Please distribute a brief, written description of your research to each member of the class.