

LINC 101C First Year Seminar - Exploring Art Museums: Modern Art History

Moravian College Fall 2013

MWF 11:45am-12:55pm

Room 7 Art Building

Instructor:	Kristin Baxter, Ed.D., Assistant Professor of Art
Office location:	Art Building, South Campus, Office 2 (Level "L")
Office hours:	Wednesdays 1:00-5:00pm, call or email first to confirm
Office phone:	Art Dept: 610.861.1680
Email:	kbaxter@moravian.edu
Student Advisor:	Brittany Zellner, stbnz03@moravian.edu

COURSE DESCRIPTION AND OBJECTIVES

First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

With regard to transition to college expectations, by the end of this course students will

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

Description for "Exploring Art Museums: Modern Art History"

Students travel to museums to study the history of European and American Modern Art. Working collaboratively, students learn about Modern art history in active, hands-on ways, such as through sketching, journal-keeping, story-telling, and using digital platforms like applications for mobile devices and museum web sites. A culminating project is a research paper through which students sharpen observation skills to construct meaning and understand the significance of modern art.

For Fall 2013 we will visit:

- Museum of Modern Art, New York
- Metropolitan Museum of Art, New York
- Barnes Foundation, Philadelphia
- Philadelphia Museum of Art
- Payne Art Gallery, Moravian College

COURSE GOALS

Students will be able to

1. Recognize broad characteristics and styles of major art movements and artists in European and American history from the Post-Impressionists (1890s) to Pop Art (1960s).
2. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.
Art Department Goal: Visual Literacy & Art Department Initiative 3.
3. Understand how art shapes and reflects cultural, national and personal identity.
Art Department Goal: Cultural Values
4. Demonstrate the context of art in history and society, showing relationships between the visual arts and literature, philosophy, music, history, religion, and other disciplines.
Art Department Goal: Interdisciplinary Learning

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following basic competencies of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

REQUIRED TEXTS

Behrens, L. & Rosen, L.J. (2012). *A Sequence for Academic Writing*. 5th ed. New York: Pearson.
ISBN 9780205172887

Arnason, H.H. & Mansfield, E.C. (2012) *History of Modern Art*. 7th ed. Upper Saddle River, NJ: Prentice Hall.
ISBN 9780205259472

Additional Readings will be given out in class or posted on Blackboard:

Tempkin, A., Rosenberg, S., & Taylor, M. (2000). "Preface" & "Origins of the Collection," (pp. 1-16) in *20th century painting and sculpture in the Philadelphia Museum of Art*. Philadelphia, PA: Philadelphia Museum of Art.

Wattenmaker, R.J. (1995). "Dr. Albert C. Barnes and the Barnes Foundation," (pp. 3-27) in *Great French paintings from the Barnes Foundation: From Cezanne to Matisse*. New York: Knopf.

Course Requirements	Percentage of Final Grade	Approximate number of hours to plan on spending per week on this requirement, outside of class time
Class Participation	10%	
4 Museum Visits & Assignments	10% each visit x 4 visits = 40%	4 hours /week
Research Paper <ol style="list-style-type: none"> 1. Thesis, Intro, Bibliography (2-3 pages) 2. Body of your paper (2-3 pages) 3. Conclusion (1/2 – 1 page) 4. Revised final paper 	10% each part x4 parts =40%	5 hours /week
Meetings with Members of the College Community <ol style="list-style-type: none"> 1. Meet with Student Advisor to go over Spring registration procedures 2. Meet with a Writing Center tutor before Fall Break 3. Participate in Library Orientation 4. Attend Professor Diane Radycki's lecture on <i>Paula Modersohn-Becker, The First Modern Woman Artist</i>, Reeves Library. Thursday, October 24th, 11:45am 	10%	At least 4-5 hours over the course of the semester

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 10-12 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework outside of class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework outside of class time

Grading

Each assignment has a detailed, corresponding "Assignment Sheet" that describes the requirements and grading rubric for each project. It is the student's responsibility to read each assignment sheet and grading rubric. All grades are posted on Blackboard. It is the student's responsibility to check grades regularly. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

CLASS PARTICIPATION: This grade can go up or down at any point during the semester. Check Blackboard regularly.

94-100%

- takes notes in class; fully engages in class discussions
- always submits well-prepared graded *and un-graded* assignments on time
- understands the syllabus; records appointments into your calendar or daily planner; very organized

80-86%

- sometimes takes notes in class; some initiative in class discussions, but has room for improvement
- usually submits most assignments on time; work needs to be more fully developed; needs to take more time to prepare
- understands the syllabus; records appointments into your calendar or daily planner; pretty organized, but good effort

70-76%

- inconsistently takes notes in class and inconsistently participates in discussion
- submits assignments late, or they lack focus, or effort at revisions; ungraded assignments not turned in
- hasn't read syllabus; somewhat disorganized; sometimes asks questions that have already been answered

60-64%

- does not take notes in class; no participation in class discussion; falls asleep; often leaves the room; on phone
- submits assignments incomplete, late, or never; they lack seriousness; work prepared at the last minute, sloppy
- hasn't read syllabus; disorganized; asks questions which have already been answered repeatedly

ATTENDANCE

For classes that meet once a week, after the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

For classes that meet twice a week, 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.

For classes that meet three times a week, after the third unexcused absence, final grade will be dropped by one full letter. After the fifth 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

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.

COURSE OUTLINE AND SCHEDULE

WEEK 1

Mon Aug 26

Review Syllabus, Blackboard, & Policies

Wed Aug 28

Review research paper assignment sheet

Fri Aug 30

Student Affairs Presentation: Campus Safety, Student Conduct, and the Deans, Prosser Auditorium, HUB

WEEK 2

Mon Sept 2 No class: Labor Day

Wed Sept 4

Review Museum Assignment Sheet

Sign up for Group Presentations

Fri Sept 6

Readings Due: in *History of Modern Art*, Origins of Modern Art, pages 1-13; : Impressionism & Avant-Garde, in pp.24-41

WEEK 3

Mon Sept 9

Readings Due: in *History of Modern Art*: Post-Impressionism pp. 42-50; Primitivism & the Avant Garde, Gauguin & VanGogh, pp. 59-64; Henri Matisse's Early Career, pp.91-98; Matisse's Art After Fauvism, pp. 103-105

Wed Sept 11:

Due in class: Group Presentations: Write a 1-page summary. Give a 10-minute interactive presentation (Powerpoint or Prezi) that is an introduction to the museums we will visit. Describe the Modern art in their collections. What works of art would you like to see in the museum? Describe the educational digital tools each museum offers.

Metropolitan Museum of Art

Twitter, Flickr, Google Goggles, You Tube, Foursquare, iTunes U, Facebook, download-able Gallery Guides

Group presenters: _____

Museum of Modern Art

Facebook, You Tube, Flickr, iTunesU, Twitter, Foursquare, Instagram, Google Art Project, Art Babble, Download-able Gallery Guides

Group presenters: _____

Barnes Foundation

Blog, Facebook, Twitter, You Tube, Download-able Gallery Guides

Group presenters: _____

Philly Art Museum

Podcasts, Twitter, Facebook, tumblr, Download-able Gallery Guides

Group presenters: _____

9:45am Thursday Sept 12: Fall Convocation. Meet in front of Reeves Library, and we will walk to Johnston Hall together.

Fri Sept 13

Student Affairs presentation: Counseling Center, Health Center, & Religious Life, Prosser Auditorium, HUB

WEEK 4

Mon Sept 16

Readings Due: in *History of Modern Art*, Cubism, pp.136-160; Dada, pp.213-225

Wed Sept 18

Bring *History of Modern Art* textbook to class.

Defining Modern “isms”

Fri Sept 20

Student Affairs Presentation: Academic Support Center, Prosser Auditorium, HUB

WEEK 5

Mon Sept 23

Due: (ungraded) 1-page written description of at least 2 possible thesis topics for your research paper + bibliography

Due: Group presentations of assigned readings:

1. Avoiding Plagiarism. *Sequence for Academic Writing*, pp. 46-47 & pp. 277-281

Group presenters: _____

2. Writing as a Process. *Sequence for Academic Writing*, pp.216-237

Group presenters: _____

3. “Let’s Talk About Plagiarism”

Group presenters: _____

4. “The Shadow Scholar”

Group presenters: _____

Wed Sept 25, 12noon-4pm

One-on-one meetings with Dr. Baxter to discuss research paper topics and progress in class so far.

(optional) Thursday, Sept 26th, 6:30pm: Reception in Payne Art Gallery: Student Art Exhibition, Sponsored by the Pennsylvania Art Education Association

Fri Sept 27

Student Affairs Presentation: Student Involvement and Leadership, Prosser Auditorium, HUB

WEEK 6

Mon Sept 30

View short films in prep for library visit on Wednesday

Then visit Payne Art Gallery, Student Art Exhibition, Sponsored by Pennsylvania Art Education Association

Wed Oct 2

Meet in the Library, Main floor computer lab; to the right when you walk into Reeves; **Bring your research paper topics.**

Reading Due: Locating, Mining, and Citing Sources, *Sequence for Academic Writing*, pp.252-277

Friday Oct 4 Student Affairs Presentation: Career Center, Prosser Auditorium, HUB

WEEK 7 (half-way through semester!!!)

Mon Oct 7

Due on Blackboard: Museum Assignment, from our visit to Payne Art Gallery

Bring book to class: *Sequence for Academic Writing*

Readings Due: Working Bibliography, APA Style: In-Text Citations. *Sequence for Academic Writing*, pp. 272-273; 293-302

Wed Oct 9

Meet in the Writing Center, North Campus, second Floor Zinzendorf

(optional) 4:00-7:00pm Wed Oct 9, Payne Art Gallery

Pizza and drinks served in Payne Art Gallery as art students present their research about the Student Art Exhibition in the Gallery and about their work at a summer art camp for children.

Fri Oct 11

Student Affairs Presentations: International Education, Prosser Auditorium, HUB

You are required to meet with a Writing Center Tutor before Fall Break.

WEEK 8

Mon Oct 14 No Class FALL BREAK

Wed Oct 16 Required: Meet in the library for research time, computer lab, to the right when you walk in the library.

Fri Oct 18 Orientation for Spring Registration with Brittany & Jan Ciganick

1. Today in class, Brittany and Jan will go over how to locate the class schedule on AMOS as well as other procedures for Spring Registration and Advisement.

2. If you'd like, bring your laptop or other devices to class today, to follow along as we navigate through AMOS.

3. Brittany will have a sign up sheet to schedule a one-on-one appointment with her before October 30th. You are required to meet Brittany BEFORE you meet Dr. Baxter for Registration Advisement on October 30th.

4. For your scheduled meeting with Brittany, you will need to come prepared with 5 possible classes you might take in the Spring.

WEEK 9

Mon Oct 21: Follow-up on Spring Registration and Advisement with Brittany

Wed October 23

Excerpts from films on MoMA & Met

Reading Due: in *History of Modern Art*, Paula Modersohn-Becker, pp.111-114

Due on Blackboard: (GRADED) Thesis and Intro (2-3 pages)

REQUIRED Thursday, October 24, 11:45am, Reeves Library

Professor Diane Radycki's lecture on Paula Modersohn-Becker, The First Modern Woman Artist

DUE: At the conclusion of the lecture, 1-page written reflection. What did you like about the presentation? What do you want to know more about? In your opinion, what makes Modersohn-Becker a "Modern" artist?

Fri Oct 25 Student Affairs Presentation: Career Development, Prosser Auditorium, HUB

WEEK 10

Mon Oct 28:

Prepare for NYC trip

Readings Due: Cubism Continued, pp. 255-258; Dali & Surrealism, pp.308-313; Abstract Expressionism, pp.377-396; Pop art in the US, pp.460-466,476-478

Wed Oct 30, 12noon-5pm Sign up for 15-minute Advising Appointments with Dr. Baxter

You are required to have a one-on-one meeting with Brittany BEFORE you meet Dr. Baxter for registration advisement.

Thurs, October 31: First Year Students Online Registration, 7am-6pm

Fri Nov 1 New York City Museum Trip

WEEK 11

Mon Nov 4 PBS Film about the Barnes Foundation

Wed Nov 6

Reading Due: Tempkin, A., Rosenberg, S., & Taylor, M. (2000). "Preface" & "Origins of the Collection," (pp. 7-16) in *20th century painting and sculpture in the Philadelphia Museum of Art*. Philadelphia, PA: Philadelphia Museum of Art.

Due on Blackboard: (GRADED) Body of your paper (2-3 pages) + Revisions to Thesis and Intro (2-3 pages)

Fri Nov 8

Bring *History of Modern Art* textbook to class

Defining Modern "ism's"

Readings Due:

Wattenmaker, R.J. (1995). "Dr. Albert C. Barnes and the Barnes Foundation," (pp. 3-27) in *Great French paintings from The Barnes Foundation: From Cezanne to Matisse*. New York: Knopf.

Sunday, November 10

Trip to Barnes Foundation/Philadelphia Art Museum

Week 12**Mon Nov 11****Due on Blackboard:** Museum Assignments from Museum of Modern Art and Metropolitan Museum of Art**Due:** (ungraded) Peer Review Workshop. Bring 1 paper copy of your Bibliography and any section of your research that you would like feedback on from a peer.**Wed Nov 13****Due:** (ungraded) Peer Review Workshop. Bring 1 paper copy of your Bibliography and any section of your research that you would like feedback on from a peer.**Fri Nov 15**In class: Listen to excerpts from WNYC/NPR's radio program: *Culture Shock 1913***Due on Blackboard: (GRADED)** Conclusion (1/2 - 1 page) + Revisions to all other sections**WEEK 13****Mon Nov 18**

Final discussions of Research Paper requirements

Wed Nov 20

Meet in Payne Gallery

Due on Blackboard: Museum Assignments from Barnes Foundation and Philadelphia Museum of Art**Friday Nov 22****Brittany will help students upload their final papers to Blackboard****Final research paper due:** Uploaded to Blackboard by 5pm today. Do not wait until the last minute to do this.

Technology issues are NOT an excuse for missing deadlines.

WEEK 14 THANKSGIVING BREAK**No Class: Monday, November 25; Wed, Nov. 27; or Friday, Nov 29th****WEEK 15****Monday Dec 2:**

Presentations of your Museum Assignments and Research Papers. Sign up for one day. Attendance is required all week.

Mon Dec 2**Wed Dec 4****Friday Dec 6**

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at:
<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Moravian College Student Chapter of the National Art Education Association (NAEA)

All students are encouraged to attend bi-weekly meetings of the Student Chapter of NAEA. Meetings are usually every-other Wednesday in the Root Cellar at 5pm. Join us to help plan art education workshops, conferences, fundraisers, art camp for kids, and professional development opportunities. Students will network with other art educators from across the state and country and meet other art education students in colleges and universities. Take a leadership role and gain valuable experience for your future career.

Art Department Mission Statement

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the ground-work for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

FALL TERM (2013)

Classes Begin	August 26	Monday
Labor Day - no classes, offices closed	September 2	Monday
Final Day for Course Changes	September 3	Tuesday
Rosh Hashanah – classes held	September 5	Thursday
Yom Kippur - classes held	September 14	Saturday
Sukkot - classes held	September 18	Wednesday
Family Day	September 21	Saturday
Mid-Term	October 4	Friday
Homecoming	October 5	Saturday
Fall Recess Begins	October 12	Saturday, noon
Eidul Adha	October 15	Tuesday
Fall Recess Ends	October 16	Wednesday, 7:30 a.m.
Registration for Spring Term	October-November	
Last Day for Withdrawal with W	November 1	Friday
Islamic New Year*	November 4	Monday
Thanksgiving Recess Begins	November 23	Saturday, noon
Thanksgiving Recess Ends	December 2	Monday, 7:30 a.m.
Vespers	Dec. 6-8, 13-15	Friday-Sunday
Classes End	December 6	Friday, 4:15 pm
Reading Days	December 7-8	Saturday-Sunday
Final Examinations	Dec. 9-14	Monday-Saturday