

## Art 180 Modern Art History

Joseph Hoh

Office: Young 100

Voice mail: 370-3456

E-mail: hoh@camosun.bc.ca

Office hours: Tuesdays 9 A.M. – 1 P.M., Wednesdays 9:30 A.M. – 10:20 A.M., and Fridays 9:30 a.m. – 10:20 A.M.

### *Course Description*

This course explores Western art and architecture beginning c. 1750 and moving chronologically to contemporary art and architecture in the 1980s. As it is not possible to cover all countries, periods, artists, and artistic mediums, a select few areas and artists will be explored. This investigation would consider and discuss the meaning and function of art according to the specific society and culture, which produced the art. Styles and artistic techniques would also be examined.

### *Course Mechanics*

There are three components that constitute the material for the final grade.

1. A research essay (30%)
2. A mid-term examination (25%), and a final examination (30%)
3. A series of small research assignments (15%)

**Evaluation:** (includes learning activities, assignments and evaluation methods/systems)

Each student will be expected to complete the assignments set by the instructor, and to follow directives that illustrates increased skill and understanding as the course progresses. Students must submit their work within the predetermined time limitations to be considered for evaluation and are required to attend and contribute at group discussions. Class attendance and participation is essential.

### **Exams**

Midterm and final examinations are based on a combination of lecture notes and material from assigned readings. The format of the exams can include definitions, diagrams, and/or short answer questions; slide identifications with specific questions; essay length questions.

If you miss an exam due to illness or extenuating circumstances, notify the instructor immediately (voice mail and e-mail are acceptable). Written medical certification must be produced within three days of the missed exam before alternate testing will be arranged; otherwise a grade of 0 will be issued for that exam. The make up exam will then be scheduled as quickly as possible within a week. Make up exams are completely essay based and usually consist of four different essays, each approximately eight to ten paragraphs long; the questions may or may not reflect the reviews done in class.

Do not book flights during the final exam week.

### **Essay**

This is an academic exploration of an art historical topic or a specific piece of art. You are encouraged to create your own essay topic based on your interests or on a piece of art or architecture you have seen in your travels. If you are unable to generate your own topic you may certainly discuss this with me. The essay topics *must* fall within the cultures and time periods we cover in this course. Hackneyed topics to avoid are the Impressionists, Post-impressionists, Salvador Dalí and Frank Lloyd Wright.

**All topics and art projects must be approved before commencing your research. Give me in writing a synopsis of what you hope to do on the Essay Cover Sheet. Include this same Essay Cover Sheet with your submitted essay.**

Research and write a four to five page (2000-2500 words of essay text) essay. Use one-half line spacing with a clear *serif* typeface in 10 or 11 point (this typeface is Garamond, in use since the 16<sup>th</sup> century. It is a wonderful typeface when you compare it to Times New Roman). I will not mark hand written papers. Do not forget to include your name, and staple your essay pages together.

### Essay expectations

- The essay must contextualize your topic within the society/culture which created the art. For example: if you wish to discuss the scale of Constantine's portraits as a factor in conveying the legitimacy of his political power, your essay would examine the context behind Constantine's need to convey power, as well as examining a specific piece; you would describe the piece; analyze and discuss from various points-of-view how these affect the perception of Constantine; and how viewer would interpret the piece
- Your topic is well researched and information comes from a variety of strong academic sources. Do not use web information unless it is from **EBSCO, Art Index** or something similar. It is very likely that you will also use the UVic main (McPherson) library in addition to the College library.
- The topic is discussed and presented in a logical, coherent, and clear manner. See attached **Marking Guide for Art/Design History Essays** on page six.
- The essay must use the proper format for a research paper. This is the "packaging and presentation" of your essay
- Source material must be cited. **Use footnotes in the Chicago style.** There must be a **bibliography** at the end of the essay. Essays without footnotes and a bibliography will receive a failing grade. Not citing your sources in your essays is a form of plagiarism and therefore cannot receive a passing grade. Consult your style manual about when and how to cite your sources if you are unsure.
- You are highly encouraged to use a tutor or editor to proof and edit your paper. Resources are available at the Learning Skills Centre.
- Essays must be given to me in person. Remember that I am not always around in the office, so make all effort to hand in papers during assigned times.
- Late essays will be penalized 3% per weekday from the essay grade. Assignments will not be accepted after seven days from the due date unless prior arrangements have been made.

### Assigning Essay Grades

A+ 95-100%	A paper of this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thought expressed fluently and written with a style distinguished by its freshness and clarity. The argument/idea is sound, substantive, organized, introduces other points of views and uses proper sources effectively. One is impressed by the author's contribution to the understanding of the topic and where the subject is going.
A 90-94	
A- 85-89	
B+ 80-84	The author demonstrates a substantial knowledge of the information and theoretical knowledge of the information and theoretical concepts associated with the subject. The paper is well written and presented with no serious flaws, a good use of sources and a clear thesis. The argument is above average in organization and analysis and brings in points to support the thesis. There is an awareness of different points of view. The conclusion is sound but not original. Generally, the paper is competent but not extraordinary.
B 75-79	
B- 70-74	
C+ 65-69	The author demonstrates an acceptable grasp of the material and awareness of the sources and general theory. The organization is logical and the style follows proper form, although
C 60-64	

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		there might be lapses in each aspect. The paper would best be described as descriptive because it lacks any substantial analysis, and demonstrates a modest ability to work with the material critically. One senses the author does not fully understand the issues of the subject because ideas are shallow, undeveloped, and tend to stray from the subject.
D	50-59	The author shows a familiarity with the subject, but not an understanding of it. He or she lacks the writing or communication skill to intelligibly relate what knowledge has been comprehended. The paper is disorganized, lacks structure, and the ideas are underdeveloped. There is no evidence of substantial thought.
E	<50	The author is without any writing skill. Grammar and spelling errors dominate and disguise the lack of organization. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task.
F		

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## Assignments

Small research topics are assigned in your study guide. Each assignment is potentially worth 2-5% of your term mark. You will need to have these **typed** and ready to hand beginning of class. These assignments are small and do require some research but they are designed to help you make connections to society, politics, etc.; and again **you will have to cite sources**. No late assignment will be accepted without a doctor's note.

In these research topics I am looking for kernels of insight or connections that you may see regarding the society/culture that we would be covering in that particular week. These are then typed and printed to hand in. I am looking for one to two pages of writing. For example: in 1897 Gustave Klimt becomes the first leader of the *Sezessionstil*. Rejecting traditional guilds and conservatism, the *Sezessionstil* usher into Austria a progressive mentality that embraces industrialization and champions art as social engineering. Elsewhere, in England for example, J.J. Thompson discovers the electron but fellow physicist and mathematician, Lord Kelvin announces boldly that "radio has no future."<sup>1</sup> ...etc.

You may view some past student papers during my office hours.

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<sup>1</sup> Steven Heller and Elinor Pitt, *Graphic Design Timeline: A Century of Design Milestones* (New York: Allworth Press, 2000), 3

## *Texts and References*

Arnason, H.H. et al.. *History of Modern Art* 5<sup>th</sup> edition. New York: Harry N. Abrams, Inc. 2003.  
**Art 180 Lecture and Study Guide** 2 or 3/e which can be purchased also at the campus bookstore  
A writer's style manual like Diana Hacker's *A Canadian Pocket Style Manual*  
A very useful aid for the student writer is Reid's *Thinking and Writing about Art History* 3/e

Reserve material at the Camosun Library

*Dictionary of Art*, Jane Turner, ed. The essential reference for art history in the reference section. This is a logical place to start looking for information for your research.

*Shock of the New*, Robert Hughes. A very accessible video series by the BBC and Time-Life Television

Other useful references

Barnet, Sylvan. *A Short Guide to Writing about Art*. Boston: Little, Brown and Company. 1985.  
Canaday, John. *Mainstreams of Modern Art*. 2<sup>nd</sup> ed. New York: Holt, Rinehart and Winston. 1981.  
Gardner, Helen. *Art through the Ages*. New York: Harry N. Abrams, Inc. 2001.  
Janson, H.W.. *History of Art*. 6<sup>th</sup> ed. New York: Harry N. Abrams, Inc. 2001.  
Reid, Donna K. *Thinking and Writing about Art History*. New York: Prentice Hall. 2004.  
Stokstad, Marilyn *Art History*. 2<sup>nd</sup> ed. New York: Harry N. Abrams, Inc. 2002.

## *Lecture Schedule*

*Subject to change without notice*

- |  |   |
|--|---|
| 1. Introduction to course                | 16. Cubism                                  |
| 2. Neoclassicism                         | 17. Futurism                                |
| 3. Romanticism                           | 18. Suprematism, Constructivism             |
| 4. Realism                               | 19. De Stijl                                |
| 5. Mandatory library orientation         | 20. Dada                                    |
| 6. Early photography                     | 21. Surrealism Essay due.                   |
| 7. Impressionism                         | 22. Abstract Expressionism.                 |
| 8. Post-impressionism; Symbolists        | 23. Pop Art                                 |
| 9. Last day for essay topics. Fauves.    | 24. Post-painterly Abstraction              |
| 10. Expressionism.                       | 25. 1970s, Public Art.                      |
| 11. Art Nouveau. Organize Study Sessions | 26. 1980s. Organize Study Sessions          |
| 12. Gallery visit                        | 27. Slide review and exam essays discussion |
| 13. Review and sample slide quiz         | 28. Slide review and "hint day"             |
| 14. Midterm exam                         | 29. Final exam                              |
| 15. Architecture 1860-1960               |   |

# Art History Essay Paper Cover Sheet

*Attach this to your essay*

Name:

Student number:

Course and Section number:

Due date as announced:

Date submitted:

Check and complete one of the following statements:

- The problem this discussion identifies and attempts to resolve is:
- The question this discussion attempts to answer is:
- The thesis this discussions presents is:

*Remember to state this in your essay*

*Checklist to be completed by student and stapled to essay*

I have double-checked the following:

- My objectives are identified
- My descriptions are thorough and clear
- My conclusions are logical
- I have used proper English
- The length is appropriate. Word count:
- This paper is based on my own observations. I have written it and have cited the sources of specific information and interpretation used in the text.
- I have formatted this essay according to specifications: Serif body-text, 10 or 11 point, 1½ or double spaced
- I have run the essay through a “spell-check”
- I have e-mailed my instructor a digital copy of my essay.

Signature:

## Marking Guide for Art/Design History Essays

*Attach this to your essay*

<b>Introduction &amp; Thesis</b> Clear presentation of topic, explicit statement of thesis that clearly states what the author will attempt to discuss	15%
<b>Structure</b> There is a coherent pattern and a logical progression in the presentation of the material that supports the essay	8%
<b>Relevance</b> Each point furthers the argument or observation	8%
<b>Coverage</b> Covers all relevant points needed to support the thesis/essay, but does not include irrelevant background information	10%
<b>Content</b> Each of the supporting arguments is sufficiently backed with relevant data, sources are adequate in quantity and number	25%
<b>Illustrations</b> Relevant illustrations are clear and of an appropriate size, captioning clarifies points made	5%
<b>Conclusion</b> Summarizes the main points/arguments, reviews the points made in a general way, and perhaps discuss broader implications, restate thesis	10%
<b>Style</b> Grammar, spelling, eloquence, the ideas in the essay is expressed clearly	10%
<b>Paragraphs</b> One point per paragraph, paragraphs are neither too long nor too short	4%
<b>Mechanics</b> Footnotes, bibliography, title page, essay cover sheet as provided by your instructor, digital copy etc.	5%
	100%
<b>Instructors comments</b>	