



School of Arts & Science
Visual Arts

Art 180 Modern Art History

Fall 2007
Course Outline

1. Instructor Information

- (a) Instructor: Joseph Hoh
- (b) Office hrs: Mon. 2 – 3:30 PM, Tues. 1:30 – 2:20 PM, Fri2 – 3:30 PM
- (c) Location: Young 101c
- (d) Phone: 370-3456
- (e) E-mail: hoh@camosun.bc.ca
- (f) Website: <http://hoh.disted.camosun.bc.ca> (login required)

2. Intended Learning Outcomes

A study of the key art movements, artists and figures in the growth of modern art in the West beginning c.1750. students will learn the relationship between art and social change, become familiar with various new media, approaches and art theories.

3. Required Materials

- (a) Art 180 Lecture and Study Guide 3/e from course website. See above.
- (b) Required: Arnasson's Modern Art History 5/e

4. Course Content and Lecture Schedule

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, Art Nouveau, Salvador Dalí and Frank Lloyd Wright unless you have a very specific subject you wish to pursue.

All topics 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 2000-2500 word (of essay text) essay. Use one-half line spacing with a clear *serif* typeface in 11 or 12 point; this typeface you are reading is Garamond, in use since the 16th century. It is a superior typeface when you compare it to Times New Roman. Further examples of serif typefaces are Georgia, Palatino, Goudy, and New Century Schoolbook. I will not mark hand written papers. Do not forget to include your name, and staple your essay pages together. Avoid binders or folders.

Research 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** (examples can be found towards the end of the Lecture and Study Guide). 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 a style manual about when and how to cite your sources if you are unsure. The library call number is 2Z53 U69 1993
- 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 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.
C 60-64	

D 50-59	The author shows a familiarity with the subject, but not an understanding if it. He or she lacks the writing or commination 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.
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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	

Assignments

Descriptions of assignments are in your study guide. Some assignments are potentially worth 3-10% 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 art historical connections to society, politics, etc.; and again **you will have to cite sources**. No late assignment will be accepted without a doctor's note.

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

Lecture schedule

Subject to change without notice

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

5. Basis of Student Assessment (Weighting)

- A. A research essay (30%)
- B. A mid-term examination (25%), and a final examination (30%)
- C. 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.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	
B+ = 77 - 79%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

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*. 2nd 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*. 6th 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*. 2nd ed. New York: Harry N. Abrams, Inc. 2002.

Learning Support And Services For Students

There are a variety of services available for students to assist them throughout their learning.

This information is available in the College Calendar, Registrar's Office or the College web site at

<http://www.camosun.bc.ca>

Academic Conduct Policy

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

Art History Research 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 discussion 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 (e.g. Garamond, Georgia), 11 or 12 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 History Essays

Attach this to your essay

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