

Spring 2020 Syllabus | ART 1000 | Section 3

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Individual Appointments: Please schedule as needed or by phone

Weekly Lecture Component: Each Thursday from 4 to 5:20pm at Liberty Station

PLNU MISSION

To Teach | To Shape | To Send

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

True to PLNU's mission of educating the whole person, this course aims to nurture your intellectual growth as well as your spiritual growth. Together we will explore how art can connect us to the great world around us, to one another and to the majesty of God. I look forward to accompanying you on this journey, learning with and from you and witnessing your communal, intellectual and spiritual growth.

Welcome to ART 1000: Introduction to Art!

Catalog Description of the Course:

An introductory art orientation course dealing with the philosophy of art, language of design, aesthetics, art criticism, and a basic understanding of the Western and Non-Western artistic heritage. Offered on a Quad basis and fulfills the G.E. requirement for "Seeking Cultural Perspectives".

Could this course really matter?

Art is part of our daily lives. We are surrounded by it in the architecture of our environments, the design of websites, the images we hang on our walls and unassuming works embedded in public places. Every day we make aesthetic choices and judgments, from getting dressed to choosing font styles and colors in our writing. *This course is designed to cultivate your visual literacy and its practical application.*

By the end of this course, you can make informed aesthetic decisions and judgments that affect the way you live. You do not need to be an art historian or an artist to appreciate and understand art. Armed with the skills developed in this course, *you will be able to analyze any work of art and derive meaning from it.* It is my goal to provide you with a skill set that will allow you to derive meaningful information from art and have productive conversations with colleagues.

General Course Learning Objectives

- ☼ Identify and discuss a variety of artistic movements and time periods (from prehistoric to modern), styles, techniques, conceptual issues and traditions related to the history of art (includes Non-Western).
- ☼ Demonstrate a basic knowledge of the elements of art and principles of design.
- ☼ Think and write critically about visual art, making intelligent and informed analyses and interpretations of works of art using appropriate terminology.

The Nature of Our Course Content

The subjects and material covered in this course are presented as objectively as possible and reflect the beliefs and practices of humans over thousands of years and many, many cultures. While we may not individually or collectively endorse certain beliefs, practices or representations reflected in art, much can be gained from learning about different perspectives. This course, one of PLNU's General Education electives for fulfilling Requirement V, Seeking Cultural Perspectives, is intended to "develop a critical appreciation of human expression" in students. If you are concerned with a particular content area, please contact me directly and we will discuss your concerns.

Textbook

DeWitte, D. J., Larmann, R. M., & Shields, M. K. (2011). *Gateways to Art: Understanding the Visual Arts*. London, U.K.:Thames & Hudson. You may purchase this book through the PLNU bookstore or online elsewhere. eBook: An e-book version of this book is available online or as a download. ISBN: 0500289565 ISBN-13: 9780500289563

You are expected to read your text as it corresponds to the course content. Reading expectations are indicated in the weekly section overviews on Canvas. You are also expected to check your e-mails from me & the Canvas Announcements section regularly. Failure to do so may harm your grade if you miss out on important changes, updates & tips.

Schedule

i. WEEK ONE | January 14 to January 19, 2020

- Syllabus & Course Overview | Content: Elements and Principles
- Read:
 - *Gateways to Art*, Chapter 1
 - Textbook Lectures—Principles & Design
 - What is Art?
 - What is Design?
 - Professor Lecture—Elements & Principles

WHAT'S DUE:

- | Create Canvas Profile (this is *graded*)
- | Discussion: Introduction
Peer Responses due:
- | Discussion: Evaluate a Painting
Peer Responses due:
- | Identifying Elements & Principles
 - Check your Announcements section for the ThingLink code!
 - Create your ThingLink account using the code (do NOT pay for an account)

ii. WEEK TWO | January 20 to January 26, 2020

- Artists—Their Media & Processes
- Read:
 - *Gateways to Art*, Chapter 2
 - Textbook Lectures—Art & Medium
- Watch: Art & Media at SDMA

WHAT'S DUE:

- | Discussion: Artists & Their Medium
Peer Responses due:
- | Discussion: Evaluating Mediums
Peer Responses due:
- | QUIZ: Media Process & Recognition

iii. WEEK THREE | January 27 to February 2, 2020

- Non-Western Art—India, China, Japan; Pre-historic & Ancient Mediterranean; the Americas; Africa & the Pacific Islands
- Read:
 - *Gateways to Art*, Chapters 3.1, 3.3, 3.4, 3.5
 - Professor Lecture—East Meets West
 - Art of India, China & Japan
 - The Pre-Historic & Ancient Mediterranean
 - Art of the Americas

- Art of Africa & the Pacific Islands
- Non-Western Art Articles
- Watch:
 - Non-Western Influences (Japonisme)
 - Art & Context Tutorial

WHAT'S DUE:

- | Discussion: The Great Chinese Debate
Peer Responses due:
- | Art & Context
- | Peer Reviews: Analysis: Art & Context
 - *Resubmit links* as indicated on Canvas, then these are *auto-assigned*

Begin to plan for your final paper! See the attachment provided in Canvas.

iv. WEEK FOUR | February 3 to February 9, 2020

- Middle Ages, Renaissance, Baroque
- Read:
 - *Gateways to Art*, Chapters 1.10, 3.2, 3.6, & 3.7
 - Professor Lecture—Western Canon
 - Textbook Lecture—Middle Ages
 - Textbook Lecture—Renaissance & Baroque Art
 - *The Baroque from the Point of View of the Art Historian* Article
 - *Art and the Sacred* Article

WHAT'S DUE:

- | Discussion: Baroque vs Renaissance
Peer Responses due:
- | Discussion: Abstract Concepts in Modern Art—Contemporary Art
Peer Responses due:
- | Art & Awe
- | Mid-Course Survey

v. WEEK FIVE | February 10 to February 16, 2020

- Modernism & Contemporary
- Read:
 - *Gateways to Art*, Chapters 3.8 & 3.9
 - Professor Lecture—Modern
 - Textbook Lecture—Modern & Contemporary Art
 - *The Validity of Modern Art* Article
- Watch:
 - Art Wars

WHAT'S DUE:

- | Discussion: Art in the Everyday World

- Peer Responses due:
- | Discussion: Thematic Art
Peer Responses due:
- | Sorting Out the Western Canon
- | QUIZ: The Western Canon

vi. WEEK SIX | February 17 to February 23, 2020

- Exploring Art Thematically
- Read:
 - Gateways to Art, Chapter 4
 - Professor Lecture—Sculpture
 - Professor Lecture—Feminism
 - Textbook Lecture—Themes
 - Themes—follow the links
 - Feminism Article
- Watch:
 - Street Art
 - Feminism

WHAT'S DUE:

- | Discussion: Final Research Paper Abstract
Peer Reviews due: (*auto-assigned again*)
- | Discussion: Feminism, Art & Politics
Peer Responses due:
- | Museum Artwork Critique

vi. WEEK SEVEN | February 24 to March 1, 2020

- Major Connection—Research week
- Read: Writing About Art
- Watch: A Look at Sources

WHAT'S DUE:

- | Discussion: Writing About Art
Peer Responses due:
- | Discussion: Impact of This Course
Peer Responses due:
- | FINAL PAPER DUE by 11:59pm on Sunday!
- | COURSE EVALUATION DUE by 11:59pm on Sunday!
- | ACADEMIC HONESTY VERIFICATION STATEMENT DUE by 11:59pm on Sunday!
(these last two are *weighted in your grade*)

Well done! Enjoy the rest of your semester!

Grading



This Course Includes a Variety of Assignments:

- **Formative** – The majority of assignments in our course are formative. You should strive to learn material while completing the assignments.
- **Summative** - These assess your ability to apply what you have learned.
- **Learning Styles and Media** - This course is intended to be interactive in every aspect and the media with which you are interacting both for learning content and creating it for assignments is extremely varied. During this course, you will be able to learn content through: watching, listening, actively participating, creating, writing and much more. When possible, I have provided you with the opportunity to turn in assignments that reflect your individual style and strengths.

The points possible for each assignment are listed in the course schedule. I will follow the traditional grading scale and award final grades as follows:

Standard Grade Scale				
A	B	C	D	F
A+ =98-100%	B+ =88-89%	C+ =78-79%	D+ =68-69%	F =59% and lower
A=93-97%	B=83-87%	C=73-77%	D=63-67%	
A- =90-92%	B- =80-82%	C- =70-72%	D- =60-62%	

Expectations

What you can expect from me: You can expect me to work hard to facilitate your learning, be available to help you individually on an as-needed basis, and to be dedicated to your success. I will regularly post announcements for our class and will answer questions concerning assignments and course content. I will make best efforts to respond to your inquiries within 24 hours, M-F. Please be patient and know that I am responding to lots of students.

Time Commitment: This course will require approximately 50-75 hours of your time over the next 7 weeks. If you do not have at least **10-15 hours per week** to devote to this course, please drop the course as soon as possible as there is a wait list of students who wish to enroll.

Reading: You are expected to read your textbook as it corresponds to the course content.

Group Discussions: In order to build a sense of community and to provide you with the opportunity to learn from one another, there are several *graded* discussions included in our course each week. These discussion posts will be responses to the week's content.

You will also be required to complete *graded* Peer Responses to these discussions. Please be respectful of one another's ideas and at the same time, challenge one another to grow intellectually. Late Peer Responses/Peer Reviews will result in points off your graded post.

Quizzes: There will be two open book quizzes. These quizzes are untimed and cannot be taken late or more than once.

Museum/Art Interaction: An important assignment in this course requires that you visit an art museum in person, or find a mural/street art installation and write a critique based on a work. Please plan accordingly. **You will be required to provide proof of this visit.**

Final Paper: You are expected to write one research based essay that will be worth 200 points. To satisfy this assignment you must demonstrate an ability to produce college level work and demonstrate a high capacity for research.

Your final paper will follow the Chicago Manual of Style Author-Date Style for in-text citations & a works cited/reference page. Also included will be a title page. The final is to be 4-6 pages in length double-spaced—not including the title page, figures/images or the reference page.

For ALL Assignments:

Please cite your work as relevant using in-text citations such as (Demler, 123). Titles of works of art are typically in italics and accompanied by the year such as: *SPECTER* (2019). If required, include the materials of the artwork. Failure to do so will result in points off your graded post.

Late Work

Given the nature of our course it is essential that you stay on top of your course work. I do understand that life can be complicated and that there are unpleasant surprises. However, *any work that is turned in late will automatically receive a penalty grade of -10% per day that it is late. Work that is more than 3 days late will not be accepted. Your final essay will not be accepted if it is late at all.*

If there are extenuating circumstances that prevent you from turning in your work on time, we can discuss your situation individually and you will be required to provide me with proper documentation, at my discretion, in order for the work to be accepted. An example of a valid excuse is your hospitalization. An example of an invalid excuse is that you had to work late or

that your plane was delayed. Plan in advance so that you are not trying to submit work at the 11th hour when technical problems seem to inevitably arise.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty

member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

PLNU Academic Honesty

Upfront warning: I take academic honesty very seriously!

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. **The instructor who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog.** Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetical roster.). Also, in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

A NOTE ON IMAGES: All images used in this course are for educational purposes only and *may not be replicated, copied, or appropriated* for personal use.
