



Could this course really matter?

Studies of modern art movements from the middle of the 19th century through the middle of the 20th century. Includes applications to art criticism, aesthetics, and Non-Western influences on modern art.

This class will focus on Modern art, but the skills you learn here are applicable in all aspects of visual history. By the end of this course, you can make informed aesthetic decisions and judgments that affect the way you live. You don't 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.

INSTRUCTOR
PROFESSOR MARVIN MILIAN

OFFICE
BY APPOINTMENT

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PLNU Mission

To Teach ~ To Shape ~ To Send

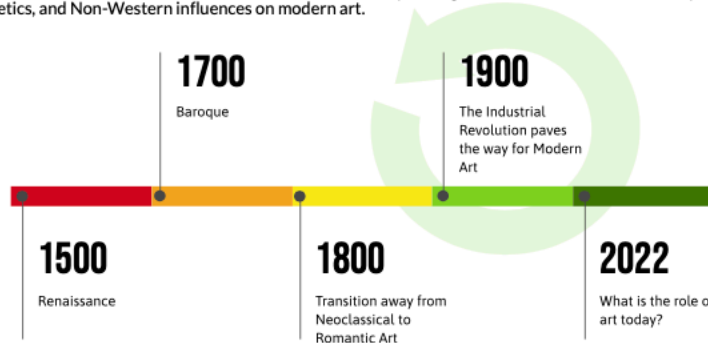
PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong 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 3004: Modern Art History!

Catalog Description of the Course:

Studies of modern art movements from the middle of the 19th century through the middle of the 20th century. Includes applications to art criticism, aesthetics, and Non-Western influences on modern art.



Learning Objectives



- Identify and discuss a variety of artistic movements and time periods (from 1850 to Today), 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. If you are concerned with a particular content area, please contact me directly and we will discuss your concerns.



Textbook

Art Since 1900, Volume 1, by Foster (9780500292716) - 3RD 16 NORTON

What Are You Looking At?: The Surprising, Shocking, and Sometimes Strange Story of 150 Years of Modern Art, by Gompertz, Will (9780142180297) - 13 PENG RAND

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.



TIMELINE

1

Introductions & Elements

1/10

Reading: Chapter 1, 2,3 (pg 15-39)
Introduction 20 points
Goals: Art Terms
The History of Art Discussion

2

The 19th Century & the Academy

1/17

Reading: Art Since 1900: Chapter 1900a & 1900b, Richard Shiff Article
Assignment: Reading Reflection 20 points
Goals: The 19th century and the Academy



3

The Impressionists & Zola

1/24

Reading: *Will Gorpertz Chapter 1, 2, 3*
Assignment: Emile Zola Biography 50 points
Goals: The Impressionists - and the man who made them

4

The 19th Century

1/31

Reading: *Art Since 1900: Chapter 1903, 1906, 1907*
Assignment: Two Women Assignment (Matisse vs Manet) 50 points
Goals: Manet, Monet, Degas, Renoir, Victorine Meurent, Paul Ruel, Post-Impressionism (Cassatt, van Gogh, Zola, Tanguy, Gauguin, Seurat, Cézanne)

5

Japonisme

2/7

Readings: *Will Gompertz Chapter 5, 6, 7*
Japonisme influence on Europe 20 points
Goals: The Great Wave (East Meets West), Japonisme

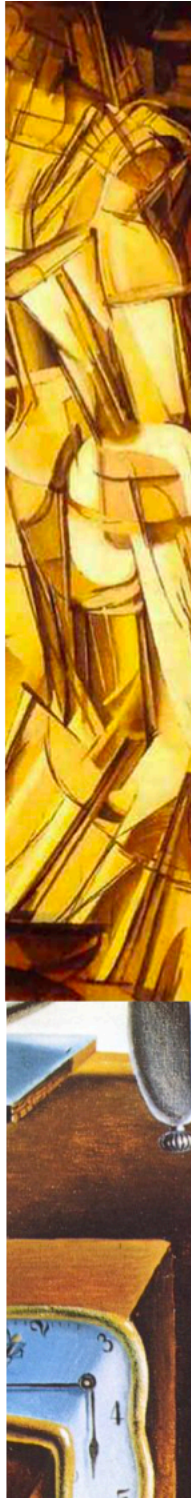


6

Feminist, Mexican Muralism

2/14

Readings: *Art Since 1900: Chapter 1933, Liza Bakewell Article*
Assignment: Reading reflection 20 points
Goals: Feminism, Edmonia Lewis, Victorine Meurent, Cassatt, O'Keefe, Kahlo, Judy Chicago, Guerilla Girls



7

German Expressionism

2/21

Reading: *Art Since 1900: Chapter 1908, Gompertz Chapter 8, 9*

Gompertzbook review (Chapters 1-9) 50 points

Goals: Expressionism in Germany (Matisse, Rouault, Braque, Kirchner, Nolde, Kandinsky, Marc, Klee, Schiele, Dix, Beckmann)

8

Dada & Futurists

2/28

Reading: *Art Since 1900: Chapter 1909, Gompertz Chapter 13*

Midterm

MIDTERM
March 2

9

SPRING BREAK

3/7

No class this week

10

Surrealism

3/14

Readings: *Art Since 1900: Chapter 1924, Gompertz Chapter 14*

Assignment: Art evaluation (Dream Logic) 50 points

Goals: Dalí, Duchamp, Psychoanalysis and Freud



11

Neo-Dada, Pop Art

3/21

Reading: Will Gompertz Chapter 16, 17, Pop Art Article

Assignment: Pop Art Discussion 20 points

Goals: Neo-Dada, 1960s, Pop Art

(Rauschenberg, Johns, Dine, Indiana, Lichtenstein, Warhol, Rosenquist, Chamberlain, Oldenburg, Rivers)

12

Minimalism, Op Art

3/28

Reading: Will Gompertz Chapter 18

Goals: Minimalism, Hard Edge Painting, Op Art, Pop Art in Europe

(Kelly, Poons, Vasarely, Stella, Martin, Ryman, Marden, Judd, Mangold, Smith, Flavin, Andre, Le Witt)

13

The Post-Modern Era

4/4

Readings: Will Gompertz Chapter 19

Assignment: Book review #2 50 points

Goals: The Post-Modern Era.

Neo-Expressionism, Graffiti, Sculpture, Neo-Abstractionism, Neo-Conceptualism (Bourgeois, Marden, Kruger, Koons, Levine, Gober, Holzer, Basquiat, Haring, Scharf, Fischl, Schnabel, Clemente, Kiefer, Sherman)

14

Issues of Today

4/11

Readings: Will Gompertz Chapter 20

Assignment: Art today discussion 20 points



Discussion Instructions Discussion with your classmates is a vital part of learning. In this course, you will participate in one class discussion in each module. These discussions are a required part of the course.

All online courses will have a "Q&A" discussion which is available for general course discussions (not chapter or subject specific). You can find the specific subject discussion topics in the modules on the Modules page.

Discussion Requirements Your posts in the discussion area should exhibit careful thought and logical reasoning and provide evidence for your position. Each post should be at least one well-developed paragraph (approximately 4-6 sentences or more, unless otherwise indicated). Use correct spelling, punctuation, and grammar. The discussions must be completed by the due dates specified on the assignment itself and also specified in the Course Calendar and on the Course Schedule in the Start Here Module.

Replying to Other Students' Posts You are also required to read and reply to other students, as indicated in each discussion assignment. Your replies should offer new substantiated ideas or thoughtful questions.

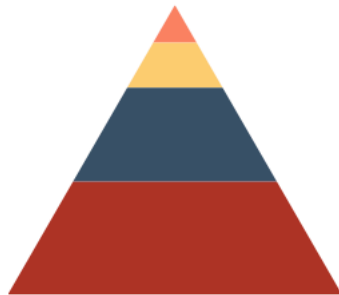
I encourage friendly debate and disagreement, but ask that it be courteous and respectful. Do not be afraid to speak your mind, but remember that yours is only one opinion.

Discussion Grading Each discussion topic is worth 20 points. The number of points you earn is determined as follows.

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.

Grade Breakdown



- Exams (38.96%)
- Assignments (32.47%)
- Discussions (15.58%)
- Attendance & Participation (12.99%)

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 I can expect from you

Time Commitment: This course will require approximately 50-75 hours of your time over the next 15 weeks. If you do not have at least **10-15 hours / 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. You are expected to log into Canvas Monday through Friday to learn course material, participate in activities and discussions, to submit assignments, and to check your email daily for announcements.

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 discussions included in our course. Please be respectful of one another's ideas and at the same time, challenge one another to grow intellectually.

Museum/Art Interaction: An important assignment for 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.

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

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.

Late Work

Given the nature of our course - both online and brief - 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 project 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 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 Honest Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

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.

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.



Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.