

Lewis University—Art Appreciation LT241

Instructor: Ruth Meredith

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Course Texts:

REQUIRED Preble's Artforms, 9th edition, by Frank

Assigned readings, assignments and class discussions will use this text.

RECOMMENDED Barnett, A Short Guide to Writing About Art - any edition will do (used or new) This small optional text will be very helpful for your writing of required papers. The chapter on ANALYSIS is the most useful. There are also sample essays and papers.

MAKE-UPS

There will no makeups in this class unless an assignment is missed due to hospitalization or other medical emergency. Documentation will be required.

MISSED WORKSHOP

A workshop missed without prior approval from the professor will result in a **MINIMUM** 1 letter grade deduction off the final averaged grade. Two workshops missed for any reason will necessitate the student dropping the class. The professor will determine whether the excuse for missing the workshop is acceptable. Documentation may be required. Since students register for classes with full knowledge of the class meeting dates, it is expected that students attend every class meeting. Students are advised to inform their employers of their class meeting dates. Since the credit you will earn for this accelerated class is equivalent to that earned by a student taking a traditional 16 week course, each one of your class meetings is the equivalent of two weeks of meetings in the traditional program.

LATE ASSIGNMENTS OR ASSIGNMENTS NOT TURNED IN

Any assignment turned in late will not be accepted unless a prior discussion with the professor has authorized it. Assignments not turned in or turned in late without prior approval from the Professor will receive a grade of zero. Students are responsible for completing all assignments by the due dates specified in the course syllabus you receive from your professor.

Time And Energy- Fixed Resources

Students are urged to consider the following when enrolling in this class (or any other): Your time and your energy are fixed resources. You should consider "time and energy" as the title of a pie chart and then recognize that pieces of that pie are things such as Family, Work, Sleep, Personal Time, Hobbies, etc.

When you enroll in the class, there must be "room" in this "time and energy" pie chart for you to fulfill your responsibilities with regard to study, course requirements and attendance. In many cases, something else on the pie chart has to give. Students should consider what sacrifices will need to be made in order to fulfill class requirements and then consider whether or not the timing of the class is appropriate for them personally. It is the student's job to accept responsibility for **CHOOSING** to enroll in a class (requiring time and energy) even if it means that something else (family, work, sleep, personal time, hobbies, etc...) will be allowed less time and energy as a result.

An Important Note Regarding Plagiarism

Plagiarism is an act of literary theft. To plagiarize is to take the ideas of another and pass them off as one's own whether paraphrased or directly copied. The student guilty of plagiarism is not truly a student but merely a Xerox machine. Though some course content may certainly be unfamiliar, the temptation to

plagiarize the words/ideas of others in student presentations, papers and projects **MUST** be resisted. Authentic learning is achieved through an analysis of readings, an internalization of ideas and a restatement of ideas through one's own frame-of-reference and in one's own language as impacted by one's own perception and background. It is certainly expected that Accelerated Program's students are well-aware of these issues and well-versed in the various appropriate ways to incorporate research and resources. Though a plagiarism policy is most likely unneeded in a course with the Accelerated Program's caliber of student, it is standard for a university to embrace such a policy. **FOR THE RECORD, ANY INSTANCES OF PLAGIARISM PRESENT IN THE DELIVERY/PRESENTATION OF A COURSE REQUIREMENT WILL RESULT IN A "ZERO" CREDIT FOR THE REQUIREMENT.**

Course Requirements:

Attendance in all classes (see previous information about attendance)

Five Reflective Journal Assignments-300 words (10 points each)

Two short interpretive essays-750-900 words (25 points each)

Each reflective journal/essay will answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means [50%]?

Written Assignments:

All written assignments must be typed, double spaced with 12 point font size and 1 “ margins. Be sure to put your name on all pages at the top right corner. All written assignments will use analysis of the work’s formal properties combined with information about the work’s historical and social context to compose a short interpretation of the work’s meaning. The reflective journals are practice for writing the two essays. Citation of sources is important to avoid plagiarism and all sources used in written assignments **MUST** be cited—this includes the textbook. I will provide a format sheet with the correct citation styles for different types of sources will be provided. Since this is your interpretation of a work of art, you should use the first person (‘I’) when talking about the work. I have weighted the emphasis on the content of the essay as indicated by the percentage in brackets at the end of each question. Specific questions/instructions related to each journal/essay topic will also be provided the week before the journal or essay is due.

Course Disclaimers

Try to keep in mind that the images of artworks in your texts or on your computer are not "art." They are reproductions of actual works of art and, hence, lack the texture, size, look and psychic "feel" of the real works. We will make use of these materials to try and illustrate our arguments and ideas, but looking at illustrations in books or on the "net" should never become a substitute for the authentic experience of art.

Course Objectives:

1. Students will learn how to interpret works of art by understanding how the form mediates content.
2. Students will become familiar with the many different ways art has functioned in society since early time.
3. Students will learn how social and historical contexts influence how the work is valued in different social and historical contexts.
4. Students will explore the complex relationship between the artwork, the creator of the work and the viewer of the work.

The basic process we will be learning in this course has the following steps:

The first stage of understanding the work, OBSERVING/DESCRIBING, involves examining the viewer's experience of the work. It answers the question: What do I see? To do this, the viewer must analyze how the artist created the work using basic visual design strategies and identify other important cues such as the use of iconographic attributes or other historical and cultural references.

The second stage of understanding the work, ASSOCIATION, involves finding answers to the questions posed by the first stage such as: What historical and/social contexts shaped this work? To do this, the viewer researches such questions as: What was the role of the artist in the society at the time? What purpose did such works serve? Who was the audience/patron who supported the artist/arts? What media were dominant? Why?

The third stage of understanding the work, INTERPRETATION, involves combining the results of the analysis from stage 1 and the information from stage 2 into an understanding of the work's meaning. The more important an observation about the how the work is constructed or piece of information about historical/cultural context is, the more it will change the viewer's experience of the work.

Assignment Due Dates

Week 1—5/4

Read before class:

Artforms Chapters 1 and 5

After reading the Chapters, you should be able to answer the following questions:

- What is art? How is art related to creativity? What is art for? What gives art its value?
- What are the important contexts that shape the work's meaning?

Week 2—5/11

Read before class:

Artforms Chapters 2, 3 and 4

After reading the Chapters, you should be able to answer the following questions:

- How do visual arts works communicate? What are media?
- What is visual design? How is visual design shaped by society?

Due in class: Reflective Journal #1-300 words=1 page

Choose ONE of the following works—Image #'s 21, 22, 37, 42, 66, 73, 102, 119, 127

Answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means? [50%]

Please put the name of the artist and title of the work in your Journal entry because the figure numbers in my textbook differ from yours.

Week 3—5/18

Read before class:

Artforms Chapters 6, 7, and 8 Drawing, Painting, Printmaking

After reading the Chapters, you should be able to answer the following questions:

- How do tools affect drawing?
- How do different kinds of paint affect painting?
- Why do people make prints?
- What makes a comic an art form?

Due in Class: Reflective Journal #2 -300 words=1 page

Choose ONE of the following works—Image #'s: 139, 156, 164, 172, 177, 182, 192

Answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means? [50%]

Please put the name of the artist and title of the work in your Journal entry because the figure numbers in my textbook differ from yours.

Week 4—5/25

Read before class:

Artforms Chapters 9 and 10 Graphic Arts, Photography and Film

After reading the Chapters, you should be able to answer the following questions:

- Why do people take photographs? How are films made?
- What kind of works fall under the term 'digital arts'?
- What kind of works fall under the term 'graphic arts'?

Due in class: Interpretive Essay #1—750-900 words 2 ½ to 3 pages

Choose two works from Chapters 1-10

Answer the following three questions for each work:

1. What do you see? (formal properties and design-[15%])
2. What do you need to know to understand what you are seeing? (historical and social context-[15%])
3. Based on these two sources of information about the work, what do you think the work means [20%]?
4. Compare and Contrast the two works you have chosen explaining how they are alike and how different.[50%]

Week 5—6/1

Read before class:

Artforms Chapters 11 and 12 (13 optional)

After reading the Chapters, you should be able to answer the following questions:

- How are 2d works different from 3D works?
- What are three basic strategies for creating sculptures and reliefs and functional objects?

Due in class: Reflective Journal #3-300 words=1 page

Choose ONE of the following works—Image #'s: 257, 263, 268, 277

Answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means? [50%]

Please put the name of the artist and title of the work in your Journal entry because the figure numbers in my textbook differ from yours.

Week 6—6/8

Read before class:

Artforms Chapters 14, 15, 16

After reading the Chapters, you should be able to answer the following questions:

What are the distinguishing characteristics/visual style/subject matter of artworks from each historical period covered by the reading? What historical events influenced the art of the period? How was art valued/used in the society? What was the role of the artist in the society?

Due in class:

Reflective Journal #4-300 words=1 page

Choose ONE of the following works—Image #'s: 333, 352, 358, 368, 372, 377, 379, 385, 390

Answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means [50%]?

Please put the name of the artist and title of the work in your Journal entry because the figure numbers in my textbook differ from yours.

Week 7—6/15

Read before class:

Artforms Chapters 20, 21, 22

1. What are the distinguishing characteristics/visual style/subject matter of artworks from each historical period covered by the reading?
2. What historical events influenced the art of the period?
3. How was art valued/used in the society?
4. What was the role of the artist in the society?

Due in class:

Reflective Journal #5-300 words=1 page

Choose ONE of the following works—Image #'s: 496, 498, 509, 511, 517, 521, 528, 533, 534, 555, 558, 578

Answer the following three questions:

1. What do you see? (formal properties and design-[25%])
2. What do you need to know to understand what you are seeing? (historical and social context-[25%])
3. Based on these two sources of information about the work, what do you think the work means? [50%]

Please put the name of the artist and title of the work in your Journal entry because the figure numbers in my textbook differ from yours.

Week 8—6/22

Read before class:

Artforms Chapters 20, 21, 22

After reading the Chapters, you should be able to answer the following questions:

What are the distinguishing characteristics/visual style/subject matter of artworks from each historical period covered by the reading? What historical events influenced the art of the period? How was art valued/used in the society? What was the role of the artist in the society?

Due in class:

Interpretive Essay #2—750-900 words 2 ½ to 3 pages

Choose two works from Chapters 10-25 (you may also use an art work from ONE of the chapters we have not read)

Answer the following three questions for each work:

1. What do you see? (formal properties and design-[15%])
2. What do you need to know to understand what you are seeing? (historical and social context-[15%])
3. Based on these two sources of information about the work, what do you think the work means [20%]?
4. Compare and Contrast the two works you have chosen explaining how they are alike and how different.[50%]

Each assignment will be graded using the following rubric:

Excellent [Journal 9-10 points][Essay 24-25 points]

Answers all three questions using appropriate language to describe how the work is constructed.

Does not contain any major errors of fact about the work's cultural/historical context.

Has no grammatical and/or spelling errors.

Cites all sources used in the essay including the textbook.

Acceptable [7-8 points] [Essay 23-20 points]

Answers all three questions using vague language to describe how the work is constructed.

Does not contain any major errors of fact about the work's cultural/historical context.

Has few grammatical and/or spelling errors.

Cites all sources used in the essay including the textbook.

Needs Work [6-1] [Essay 19-10 points]

Fails to answer all three questions using vague language to describe how the work is constructed.

Contains major errors of fact about the work's cultural/historical context.

Has a pattern of grammatical and/or spelling errors which make it difficult to understand what is being said.

Fails to cite all sources used in the essay including the textbook.

Note: Committing any of these errors will lead to a decrease in the points awarded. Failure to cite your sources will mean a 0 for the assignment.