

ARTH 374-DL1**ART NOW****Fall 2018**

Department of History and Art History
George Mason University

Instructor: Dr. Heather McGuire
Time: FULLY ONLINE COURSE
Office: Robinson B 373A
Office hours: Thursday 12:15 - 1:15 pm and by appointment
Email: hmcquir@gmu.edu
Blackboard: <http://mymason.gmu.edu>
Teaching Assistant: Kelsey Roberts krober5@masonlive.gmu.edu



ARTH Research Librarian: Stephanie Grimm sgrimm4@gmu.edu
<https://infoguides.gmu.edu/arth374>

Writing Center <https://writingcenter.gmu.edu/>

Required Course Texts - You must have 2 textbooks for this course.

- **Art Since 1900: 1945 to the Present: Modernism, Antimodernism, Postmodernism, 2nd Edition VOL 2**, Thames & Hudson, 2003 ISBN:978-0500289532. (cost @ \$25 used)
- **American Art Since 1945**, Thames & Hudson, ISBN: 978-0500203682 (cost @ \$15 new)
Additional Readings are posted on Blackboard
- Textbook is on 2 hour reserve at the Fenwick Library, but you should have your own copy.

Hi All - Welcome to ARTH 374. I am thrilled to be teaching my favorite subject to you all this semester - contemporary American and European art history. Our class will be online, but I hope we'll develop a rich learning community together through our exploration of exciting trends in art now including: artists reconsidering history and who speaks for who, artists tempting the public to participate in art as a social space, and artists appropriating and recasting former art making models. It's going to be an exciting semester. In order to begin, we need to introduce the course structure and methods.

Technology Requirements see <https://masononline.gmu.edu.what-technologies-do-i-need/>

Blackboard

All course documents (Syllabus, Schedule, PowerPoints, and Research Paper Project Instructions) are posted on Blackboard at <http://blackboard.gmu.edu> under this course listing. Weekly modules will contain video lectures, assignments, and PowerPoints. **Please note that these video lectures and PowerPoints are only for use by students enrolled in this ARTH 374-DL1 course only; they cannot be duplicated, shared, posted, etc. They are covered by copyright laws.**

Also, all course work must be submitted through Blackboard for 2 reasons: 1) our course teaching assistant, Kelsey Roberts, has access to your work through Blackboard and 2) Blackboard allows for grading and comments within the the system that you can access, and these grades are then linked directly into the Blackboard Gradebook. **Any assignment not submitted through Blackboard will automatically be marked down by 20 points.**

Course Description

We Will explore major movements in contemporary art, examining how artists and their works engage issues such as institutional critique, demand for expanded representation and viewpoints, and the viewer's role. We will analyze the social and historic contexts surrounding recent art production in order to build fluency with core concepts and practices. Our textbook's chronological unfolding of artistic, social, political, and theoretical issues will be augmented with video lectures, PowerPoint presentations and written exercises that will aid our understandings. We will investigate one artwork made between 1980-2005 that is on exhibition in a major museum (experienced specifically for this class for the first time at the Hirshhorn Museum or the National Gallery of Art in DC). This museum object case study includes close visual analysis, research, and writing.

Course Goals

Our first course goal is to develop our understanding and fluency with contemporary art, its core concepts, artistic strategies, and histories. Our second goal is to develop a case study analysis of one artwork and the scholarly writing on this artwork through a museum site visit, research, and a synthesized research paper.

Learning Outcomes

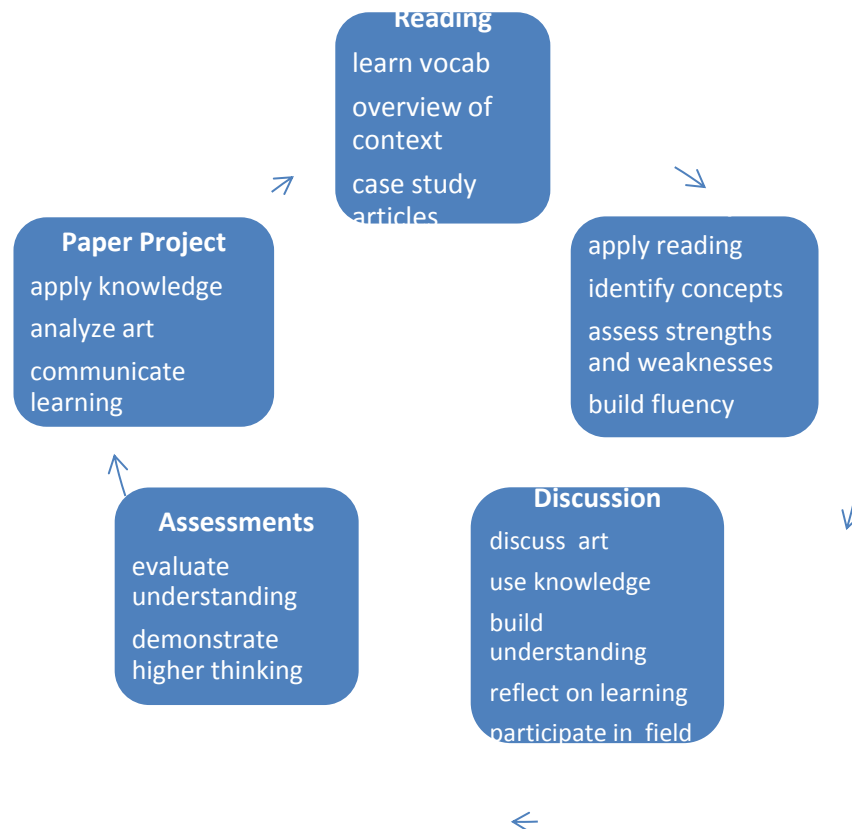
1. Have emerging fluency with contemporary art history vocabulary and concepts
2. Demonstrate a refined understanding of the relationship between artistic process, and a work’s underlying concept, and in addition the contexts associated with the art
3. Create a case study analysis through thoughtful formal and contextual examination of an art object
4. Engage in the generative process of synthesizing scholarship and your own critical analysis into a well-researched paper.
5. Think critically and write about scholarly texts addressing art production.

Course Expectations

- 1) We will read art history and learn to assess its strengths and weaknesses.
- 2) We will gain and build research skills and methods.
- 3) We will learn to identify, select, and analyze scholarly writing.
- 4) We will practice different forms of writing, with emphasis on analytical writing.
- 5) We will all work through the Blackboard site to access and submit course materials.
- 6) We will build a learning community that values professional course behaviors such as respectful participation in course discussions and on-time submissions of work through Blackboard.
- 7) **No late work will be accepted.**
- 8) **No submissions will be accepted by email attachment - except in very extreme documented circumstances. This ensures that all work can be graded and archived in the Blackboard system.**

Methods

- 1) Readings, Video Lectures, PowerPoint presentations, films, exercises, and discussion board postings.
- 2) Close analysis of assigned texts, which should be completed prior to the assigned date.
- 3) Reader Response Papers, Reading Assignments, Assessments, and a Research Paper Project.



COURSE REQUIREMENTS / POLICIES

Communication

All students are required by the university to actively use and check their GMU e-mail account. I will communicate with the class using Blackboard and your GMU account of record. Please address questions via email, in office hours, or by appointment. I will usually respond within 24 hours of receiving your message (Monday through Saturday). Weekend messages may be addressed on Monday morning.

Netiquette

We will be respectful and constructive in our online course interactions through video, discussion board postings, and email. See <http://www.albion.com/netiquette/corerules.html>

Attendance Policy

Regular online attendance is essential for this class. While an online course does not track attendance like a traditional course, this one is designed to have you come in and out of the course several times a week in order to ensure that information is being tackled in manageable increments. You are expected to attend to and keep up with the course schedule. This course runs on a weekly unit cycle that runs from Monday to Saturday.

Readings

On Blackboard, The Schedule lists all readings, lectures and assignments for each weekly unit. Assigned readings should be completed before the scheduled due date. Comprehensive reading usually requires good note-taking. This schedule is subject to change if needed - and if any changes, you will be notified by email.

Evaluation and Grading Policy

Your grade is based on the following items.

Reader Response Papers (Best 3)	25%
Quizzes (Best 3)	25%
Research Paper/Presentation	40%
Discussion Board Postings	10%

Grade Scale:

A+	99-100	B+	87-89	C+	77-79	D+	67-69
A	93-98	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	0-59

Reader Response Papers Or Reading Worksheets (25 % of grade = (best 3)

Bi-weekly, either a Reader Response paper or a reading worksheet is due **via blackboard by 11:59 pm. Any work that is not submitted via blackboard on time will be marked down 20 points. There are no make-ups except in documented extreme circumstances.**

Reader Response Paper is a one-page reader response paper is due These responses should demonstrate that 1) you have read the course material 2) thought about it, and 3) identified its core concepts and 4) that you are able to discuss the art produced along with your perceived strengths and weaknesses of one artist's approach. Feedback on each response allows you to build your analytical writing skills as the course progresses.

Reading Worksheet. These one page worksheets provide opportunities to zero in on key concepts, artworks, and strategies engaged by the artists in that week's reading.

Quiz Assessments (25% Of grade = (best 3)

Timed assessment will launch in a 24 hr. period. These assessments are designed to make sure that you have read the course material and are watching the videos. They will be a combination of short answer and multiple choice.

Quizzes in this class are not open book. No outside resources can be used during a Quiz.

Museum Research Paper Project (40 % of grade)

Your research paper will examine one artwork from a major museum (preferably DC Museum collection like the Hirshhorn) (dated between 1980 and the present that engages one of the Schedule of Readings topics). This project builds from five components posted on Blackboard under the Research Project Tab. The final paper will be a 5 page, well-researched, well-written, and thoughtful analysis of one artwork that you examined specifically for this class. I

ask that you not revisit something that you have previously studied. This paper builds research skills and fluency in one core topic from the course. After close visual analysis and research, you will synthesize your findings and demonstrate that you understand your artwork's historical, social, artistic, and political context and surveyed the scholarly writing about this artwork. **No late papers will be accepted and they must be submitted via blackboard**

Each step of this assignment must be completed in order and on time per the class schedule.

1. **Select** an artwork (dated between 1980-2005 that engages a topic from the Schedule. **When visiting the museum, check the GMU Library Catalog and GMU Library Database JSTOR to make sure that there are books and articles readily available on your artwork.** Visit this artwork and take a **selfie** that includes it in the image.

2. **Complete two Questionnaires**

20 Questions for Formal Analysis - document on Blackboard

20 Questions for Contextual Analysis - document on Blackboard

3. Review the Research Methods PowerPoints posted on Blackboard. These will guide you as you research your artwork and take notes from books and peer-reviewed journals.

Fill out the four Resource Analysis Forms noted below. Make sure to select one book, two peer reviewed journal articles from the GMU library databases (JSTOR preferably).

Research Analysis Form 1 – book –

(One option that may work is Theories and Documents of Contemporary Art to see if the artist's writing is included – See Fenwick Course Reserves)

Research Analysis Form 2 – article, preferably by an art historian

Research Analysis Form 3 – article, preferably by an art historian

4. **Write a 5 page paper** combining ½ page Formal Analysis, 1 page contextual analysis and a 3 ½ page focus topic engaging your artwork. **Consider a free Writing Center consultation on your paper** <https://writingcenter.gmu.edu/>.

5. **Submit your 5 page paper on time via Blackboard**

Discussion Board Postings (10% of grade)

There are Discussion Board Postings for this course. Each one offers a chance to respond to a prompt that queries that week's concepts and reading. This forum is a great chance to express your developing understandings of contemporary art and to ask questions within a supportive learning community. In essence, this forum is a in a low stakes opportunity to support each other, build a learning community, and reflect the kind of discussion that normally happens in face-to-face in-classroom learning.

Optional Extra Credit Discussion Board Postings

Each optional discussion board posting will add ½ point to your final grade as long as it demonstrates thought and effort.

Participation

Together, we form a constructive learning community. Please email me with questions and offer constructive comments. If you need lengthy clarification, please see me during for office hours or contact me via email and we can set up a Skype appointment. Also, please use the **Knowledge Café Discussion Board** Forum to talk amongst yourselves to share ideas and ask each other questions.

Late or Missed Assignments Policy:

No late work is accepted. Do not miss due dates. There are **VERY rare** exceptions in the case of extreme medical or family emergency, but you must communicate with me **beforehand** and provide documentation demonstrating the extreme circumstance.

ADDITIONAL INFORMATION

Important Dates

Classes Begin: August 27, 2018

Last Day to add is: September 4, 2018

Final drop deadline without tuition penalty is: September 9, 2018
 Web Withdrawal Period is: September 10-September 30, 2018
 Fall Break: October 8, 2018
 Selective Withdrawal Period is: October 1 - October 28, 2018
 Thanksgiving Break: November 21 - 25, 2018
 Last day for classes: December 8, 2018
 Reading Days: December 10-11, 2018
 Final Exam Period: December 12-19, 2018

Academic Integrity: upholding academic integrity:

Academic integrity is an essential part of a learning community. **The GMU Academic Integrity Policy is very clear and will be enforced in this class. If you plagiarize or are caught cheating, you will be reported to the Honor Committee office. If you submit plagiarized work, it will receive an automatic zero and that zero will not count as an assignment that can be dropped in the course rubric since it is not your work and does not meet the assignment requirements.** For example, last semester I found students cutting and pasting answers into the reader response papers and assessments. If this happens, you will get an automatic 0.

Please review the Mason Honor Code at <http://oai.gmu.edu/>. We are bound by the honor code and pledge not to lie, cheat, steal or plagiarize. For further clarification, please read the following in-depth explanation - <https://cs.gmu.edu/resources/honor-code/statement-on-academic-integrity/>

- The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

The Americans with Disabilities Act of 1990

- If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services (ODS) at 703-993-2474 (SUB I, Rm. 4205; <http://ds.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs by September 15. *All academic accommodations must be arranged through that office.*

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students. *As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. You may speak to Mason's Title IX Coordinator Jennifer Hammat, by calling 703-993-8730 or email cde@gmu.edu. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-993-3686), Counseling and Psychological Services (703-993-2380), Student Health Services, or the 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason 703-380-1434.*

Privacy

Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.

Student conduct in the classroom

This class holds and values a diversity of perspectives. As a student, you are expected to conduct yourself in an orderly and cooperative manner. In preparation for a professional life, your cooperation is expected through courteous behavior and participation that does not distract from learning, even at a distance.

Course Repetition Policy

Beginning in Fall 2018, there is a limit of three graded attempts for this course. A W does not count as a graded attempt. Please see AP.1.3.4 in the University catalog and consult with your academic advisor if you have any questions.

Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student’s financial aid award and his or her semester charges.

Final Note

By choosing to remain in this class, you agree to abide by the syllabus and its contents. Students are required to acknowledge that they have read and understood ALL of the requirements /policies listed on this syllabus. Please sign the acknowledgement statement below noting that you will comply with the listed course requirements/expectations/policies.

Please sign below and turn in by Sept 4, 2018

PRINT NAME: _____
 (CLEARLY WRITE YOUR NAME IN THE SPACE PROVIDED)

- I have read the syllabus for ARTH 374-DL1, Fall 2018.
- I understand the course requirements, exam policies, classroom conduct issues, and all other information presented in the syllabus. I have addressed all of my issues/concerns regarding the syllabus & the course with the instructor.

SIGNATURE: _____ DATE: _____