



TUESDAY/THURSDAY 12:00-1:15

INNOVATION 204

# ARTH 101 Introduction to the Visual Arts

Fall 2019

DR. LISA PASSAGLIA BAUMAN

## Course Description and Objectives

Many of us have a tendency to think of artists as either crazy bohemians who live in attics in Paris and are willing to cut off their ears for their passion, or New York-dwelling hipsters who are trying to hustle us by calling a toilet art. To see art, you have to get past the side-eye at a swanky galley or go to an imposing museum that charges an entry fee. It really only gets our attention when it sells, like a recent Leonardo da Vinci painting, for \$450 million. In short, either it lives in the past and is irrelevant or it lives in the present and is confusing.

In reality though, art is about problem-solving. How do we represent the divine? How does a ruler express his power? What is an effective way to protest the status quo? How do we tell the world who we are? In this class, we will both locate art firmly in its historical context as an expression of cultural values, and we will free it from the past and see it as a vehicle of communication.

### Course Objectives

1. Have a thorough command of the language and concepts of formal analysis

2. Recognize the visual and intellectual concepts of different trends in Western art, their stylistic qualities and their ideological intentions
3. Know paradigmatic art works in relation to the artistic, intellectual and socio-political context in which they originated.
4. Understand the impact of technological innovations on art making
5. Demonstrate how art has changed in historical terms while possibly remaining the same in theoretical terms when considering purpose, audience, and reception.

### Textbook (Required)

Debra J. DeWitte, et al, *Gateways to Art. Understanding the Visual Arts*. Third edition). PDF available for download online at <https://elibrarycenter.com> or <https://etextbookguru.com> for \$19.99. All other reading will be on the internet.

### Course Info

ARTH 101 is a 3-credit course. **It fulfills the Mason Core ARTS requirement.** This is a lecture-based class. Material from the textbook will be expanded upon in lectures; classroom powerpoints

will not be posted in Blackboard.

Please be aware that this course will address mature themes such as gender roles, sexuality, religion, and race that may be outside individual comfort zones; we will deal with these subjects in an academic and intellectual manner.



### Who Am I?

I grew up in a noisy Navy family and consider California my home state. I have a PhD from Northwestern University and have also studied

Landscape Architecture. I have the most patient husband on the planet and three daughters who now masquerade as young adults. I love running with my girlfriends, loud music, and candy but not chocolate. Art museums are my happy place.

### How to Find Me?

Email: [lbauman@gmu.edu](mailto:lbauman@gmu.edu)

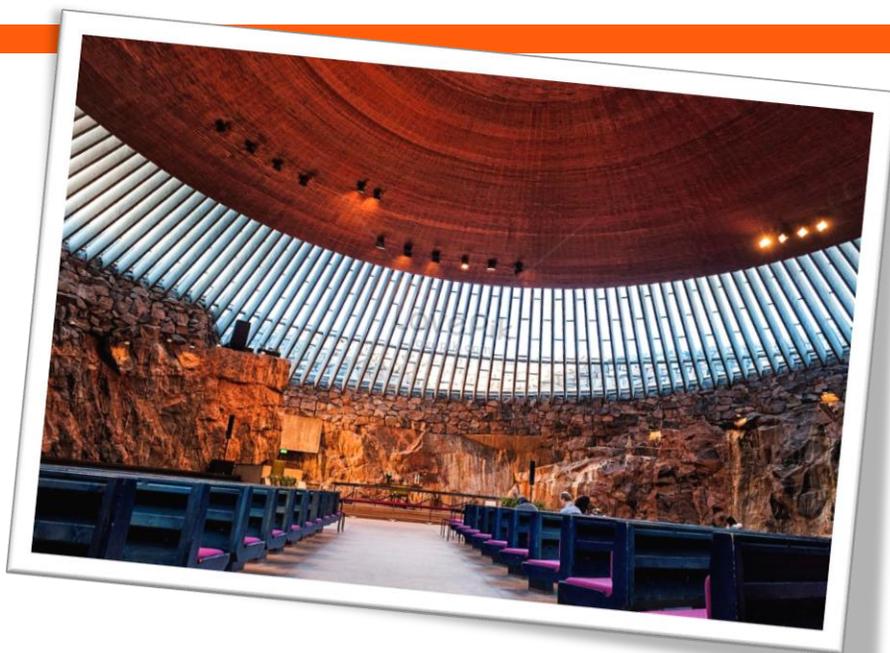
Office Hours: 15-minute drop-in slots on Tues, 10:30-11:30; or by appointment for longer conversations on Thurs, 10:30-11:30

Office: Robinson B373

## Course Requirements

Learning is not a spectator sport. This course is fast-paced. I assume you have read the textbook before you come to class.

**Quizzes (75%):** There are 5 quizzes total. You should mark those dates on your personal calendar immediately. I won't give a quiz earlier or later than the scheduled slot. Yes, this includes Thanksgiving break, weekend plans, and end of the semester issues. Please do not request special favors that cannot be granted to all of your peers. Only in extreme circumstances will a makeup quiz be provided for a student who misses one. Extreme circumstances include death in the family, hospitalization, car accident on the way to school. Extreme circumstances do not include oversleeping, missing the bus, alarm clock failure, not knowing we had a quiz. If you cannot make a quiz at the specified date and time, you have 24 hours to contact me and provide me with a legitimate written medical excuse or police report, on printed letterhead stationery, with a phone number I can



call for confirmation. I mean this seriously. **If I don't hear from you within 24 hours of the quiz and if you do not have a legitimate written excuse, you will receive a 0 for that quiz.** Better to take the quiz and get an F than to receive a 0. All make-up quizzes must be taken within one week of the scheduled quiz date.

**Project (25%):** This assignment will be posted on Blackboard and you will upload your work to Blackboard. I will

take this work late but a late penalty will apply: 5 points off for every day it is late and, yes, the weekend counts.

**Extra credit:** Occasionally there will be unannounced in-class activities that can earn you extra credit points on the next quiz.

## Grading Scale

- **A** (90-92 is an A-; 93-100 is an A) startlingly good, exceeding my expectations, and well-written. Must be imaginative; NOT given for simply following directions
- **B** (80-82 is a B-; 83-86 is a B; 87-89 is a B+) Good effort with a good result.
- **C** (70-72 is a C-; 73-76 is a C; 77-79 is a C+) Perfunctory; or tried but missed the point; or did something well but it wasn't the assignment; or a good idea but careless or sloppy.
- **D** (60-69) Warning: accepted under protest
- **F** (Below 60) Unacceptable as college-level work; see me immediately if you find yourself in this situation.

**IMPORTANT DATES**

**September 17.** Final drop deadline

**October 14. No classes.** BUT Tuesday, October 15, your Monday classes meet instead of your Tuesday classes.

**November 27-December 1.** Thanksgiving break. No classes.

**December 7.** Last day of classes

**Why Taking Notes by Hand is better for your Grade**

A recent study tested how note-taking by hand or by computer affected learning. For questions that asked students to simply remember facts, like dates, both groups did equally well. But for "conceptual-application" questions, such as, "How do medieval art and the art of the Renaissance differ in their approaches to the human body?" the laptop users did "significantly worse."

<https://linguistics.ucla.edu/people/hayes/Teaching/papers/MuellerAndOppenheimer2014.OnTakingNotesByHand.pdf>

**8 Reasons to Go to a Museum**

Studies show people who go to museums have lower levels of cortisol, the stress hormone, and elevated levels of dopamine, the love hormone. Turns out art makes you happier.

<https://moa.byu.edu/eight-reasons-to-visit-an-art-museum/>

**Why We Love Beautiful Things**

Science is starting to reveal why certain patterns have universal appeal, and why the sight of an attractive object literally makes us reach out for it.

<https://www.nytimes.com/2013/02/17/opinion/sunday/why-we-love-beautiful-things.html?smid=nytcore-ipad-share&smprod=nytcore-ipad>

# The Fine Print

**Plagiarism and Cheating**

These are not fooling-around offences with me. Your writing assignments are to be the product of your own thinking and of your writing. Every year I write this and *still* two or three students go to the Internet and begin to cut-and-paste as if that's writing. It's not. It's plagiarism. The function of this class is to teach original, disciplined thinking, clear persuasive writing, and mastery of both a set of concepts and the examples that make those concepts possible. If you don't do the work, you won't gain the benefits. Ditto with the quizzes. Don't bring study materials in, don't leave anything around your desk, and obviously no talking during them—not even to yourself. If you must go to the bathroom during a quiz, you will need to leave your phone at your seat.

**Classroom Atmosphere**

Courtesy and common sense please. We're all adults; sometimes emergencies come up. However, talking to friends during lectures and wandering in and out are badly distracting to everyone else. If you know you will have to leave a few minutes early, please sit close to the door on the aisle.

**Tech Policy**

Please put your cell phone away during class. Laptops can be used for note-taking only.

**Disability Accommodation**

If you have a learning disability, it must be properly documented by the Office for Disability Services. I need to see and sign the documentation from ODS well before tests and assignments are given to accommodate you. Please contact them for more information.

<http://ods.gmu.edu/> (703.993.2474)

**English as a Second Language**

If English is not your first language, please discuss any concerns you might

have about the writing assignments with me. And don't forget about the Writing Center (<http://writingcenter.gmu.edu/>)

**Questions, Problems, Frustrations**

These are what your professors are here to help you deal with! I place a priority upon making myself accessible to students and try to be extremely flexible when it comes to meeting and talking with students who would like help. This course is my responsibility; don't hesitate to come to me if you have a problem or complaint. I can't promise I'll be able to fix everything, but I will do my best.

**Sexual Harassment, Misconduct, and Violence**

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to *Mason's Title IX Coordinator* per *University Policy 1412*. You may seek assistance from Mason's Title IX Coordinator, Jennifer Hammat, by calling 703-993-8730 or email [cde@gmu.edu](mailto:cde@gmu.edu). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as *Student Support and Advocacy Center* (SSAC) at 703-993-3686 or *Counseling and Psychology Services* (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.



# Schedule

I reserve the right to alter the schedule due to snow days. If we have a snow day, I will post an updated schedule on Blackboard once the university has recalibrated the academic calendar.

Day	Before class reading	In class
Tues. 8/27		Syllabus review and introduction to the course.
Thurs. 8/29	<p><b>Required Reading:</b> Hunter Rawlings, "College is Not a Commodity," <i>Washington Post</i>, June 9, 2015. <a href="https://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/?utm_term=.adfc72d2ffb9">https://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/?utm_term=.adfc72d2ffb9</a></p> <p>Text: Introduction, 20-35</p>	<b>What is art? Style, Form and Content; Context</b>
Tues. 9/3	Text, Introduction, 35-39; and "Engaging with Form and Content," 170-189	<p><b>What is art? Style, Form and Content; Context</b>, continued</p> <ul style="list-style-type: none"> <li>• Example of formal analysis</li> <li>• Stylistic analysis, iconographic analysis, contextual analysis</li> </ul>
Thurs. 9/5	Text: 42-54	<b>Elements of Art: Line</b>
Tues. 9/10		<p><b>QUIZ #1</b>—worth 10% of your course grade</p> <p>Discuss photo assignments</p>
Thurs. 9/12	Text: 54-75	<b>Elements of Art: Shape and Form; Volume, Mass, Texture</b>
Tues. 9/17	Text: 76-94; and "Art as an Illusionistic Window," 615-622	<b>Elements Of Art: Value, Space and Perspective</b>
Thurs. 9/19	Text: 95-112; and "Perception, Senses, and Psychology," 608-610	<b>Elements of Art: Color</b>
Tues. 9/24	Text: 113-124; and "Kinetic and Light Sculpture," 255-256	<b>Elements of Art: Time and Motion</b>
Thurs. 9/26		<b>QUIZ #2</b> —worth 10% of your course grade
Tues. 10/1	Text: 125-139	<b>Principles of Design: Unity and Variety (and the Contrast between them); Balance</b>
Thurs. 10/3	Text: 140-158	<b>Principles of Design: Scale and Proportion; Focal point and Emphasis</b>
Tues. 10/8	Text: 159-169	<b>Principles of Design: Pattern and Rhythm</b>
Thurs. 10/10		<b>Catch up and Review</b>
Tues. 10/15		<p><b>No Class</b></p> <p><b>Monday classes meet on Tuesday this week.</b></p>

Thurs. 10/17		<b>QUIZ #3</b> —worth 15% of your course grade  Photo assignment Part One due today
Tues. 10/22	Text: 379-389 Also "Carving" and "casting," 247-251; "Ideal Proportion," 664-667, and "Iconic Portraiture of Leaders," 628-629	<i>The Classical World</i>
Thurs. 10/24		<b>No Class—I AM AT A CONFERENCE</b>
Tues. 10/29	Text: 390-409 Also "Glass," 290-292; "Metalwork," 292-294; "Tempera," 214-215; "Connecting with Gods," 582-583	<i>An Age of Faith—the Middle Ages</i>
Thurs. 10/31	Text: "The Renaissance in Northern Europe," 464-467 And "Printmaking," "Relief Printmaking," and "Engraving," 226-231 And "Oil," 216-218	<i>God is in the Details—the Northern Renaissance</i>
Tues. 11/5	Text: 460-464, and 468-473; Also "Fresco," 212-214	<i>The Age of Man—the Italian Renaissance</i>
Thurs. 11/7	Text: "Protestant Reformation," 474-476; "Italian Baroque," 477-481; "Northern Baroque," 481-485; Also "Gentileschi," 219; "Etching," 232,	<i>The Age of Grandeur—the 17<sup>th</sup> century</i>
Tues. 11/12		<b>QUIZ #4</b> —worth 20% of your course grade  Photo assignment Part Two due today
Thurs. 11/14	Text: 486-500	<i>The Age of Modernity—19<sup>th</sup> century</i>
Tues. 11/19	Text: 501-523 Also "The Dawn of Photography," 316-321;; "Lithography," 234-235; "Monotype," 237-238	<i>The Age of Modernity, continued</i>
Thurs. 11/21	Text: 524-538 Also "Readymades," 254-255;	<i>Revolution in Color and Form—the early 20<sup>th</sup> century</i>
Tues. 11/26	Text: 538-545 Also "Serigraphy," 235-236; "Earthworks," 252-253, "Construction," 253-254; "Assemblage," 254; "Conceptual Art," 351-352; "Performance Art," 353-356	<i>Art after World War II</i>
Thurs. 11/28		<b>No Class – THANKSGIVING BREAK</b>
Tues. 12/3	Text, 546-561 "Installations and Environments/Out of the Shadows" 356-361	<i>The new millennium</i>
Thurs. 12/5		<b>QUIZ #5</b> —worth 20% of your course grade