

ARTH 101--Introduction to the Visual Arts

Class on Mondays and Wednesdays, 12:00-1:15pm

This is an on-campus/in person course meeting in Planetary 131

NOTE: This course involves an assignment at a museum in downtown Washington, DC. You'll have to get there under your own power and on your own time.

Who Am I and Where Can You Find Me?

Instructor: Dr. Lisa Passaglia Bauman

Email: lbauman@gmu.edu

TA: Alice Farinhas

Email: afarinha@gmu.edu

Office: Horizon Hall 3204

Office Hours: 15-minute drop-in slots on Wednesdays, 1:30-3pm; by appointment for longer conversations

What Is This Class About? / The Course Description

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 an ear for their passion like Vincent Van Gogh



or New York-dwelling hipsters who are trying to hustle us.

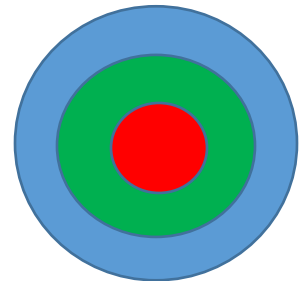
I'm looking at a TOILET



In reality though, art is about problem-solving: 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.

What Do I Want You To Learn? / Student Learning Objectives

I think of all the things I want you to learn as a set of nested circles. All of the work we do in this class serves one of these goals, from simple to complex, from concrete to abstract. There is no busy work, and being able to apply what you know to something new is the work of the FUTURE. Think about Steve Jobs mashing up his desktop computer with his telephone.



Content that is worth being familiar with—the largest circle

(The exams test for this)

- Acquire a thorough command of the terminology and materials of the visual arts
- Perform a visual analysis of the formal elements of a work of art
- Understand the impact of technological inventions on art-making
- Know paradigmatic art objects in relation to the artistic, intellectual, and socio-political context in which they originated

Skills that you need—smaller in scope, deeper in learning

(Emotional Objects Assignment does this)

- Synthesize knowledge components to develop an informed idea
- Engage in generative artistic process, including conception and creation

“Enduring understanding”—the richest, most valuable experiences

(The Museum Scavenger Hunt does this)

- Analyze and interpret the content of material through its social context
- Engage in critical analysis

Who Will You Become As A Result Of Learning These Things? / Meta Cognition

You will become someone who can produce new and original thoughts and work. You’ll be able to defend a position and weigh the merits of other arguments. You will be that person who can be counted on to get the job done, on time and to the best of your ability while juggling the other responsibilities in your life

How Will We Measure How Well You Have Reached The Learning Outcomes? / Assessment Tasks

Attendance and Participation (5% of your course grade): The GMU catalogue reads: “Students are expected to attend the class periods of the courses for which they register...instructors may use absence, tardiness, or early departure as de facto evidence of non-participation.” My expectation is that you are in class, ready to take notes and participate in all in-class exercises. Taking notes is critical for acquiring content (what the exams are based on). In-class exercises are skills-based opportunities for you to break a topic into parts and work out small problems. We won’t have an in-class activity every class or even every week, but to encourage your attendance in this very large lecture class, I am going to use those in-class activities to chart your attendance. There will be at least 12 in-class activities; you can miss 2 of them. And I’ll count your percentage of the remaining 10 as your attendance/participation score. Many of the exercises we do in class will also be opportunities to earn extra-credit points for the exams. Those can’t be made up if you are absent.

GMU has a stated expectation that students will spend 8-10 hours a week on a course like ARTH 101, whether it is f2f or digital. Obviously, 3 of those hours are spent in class each week, but you should understand from the outset that the course does require a time a commitment on your part. I’ll be posting study questions with each lecture. You don’t turn them in; they are simply to help guide your note-taking during the lecture and to help you see the major ideas covered after each lecture. The more serious your commitment to answering those questions is, the more successful you will be. The reverse is also true.

Warm-up Quiz and three exams (65% of course grade): The quiz and exams test for course content. They make sure that you are absorbing the main ideas presented in lecture. Except for the little online quiz whose material will reappear on Exam 1, the exams are not cumulative.

In addition to the warm-up quiz, there are three multiple-choice/short answer exams evenly spaced throughout the semester. They will be held in class during a class period.

Because I want you to be able to select and apply your knowledge to test questions, not spend your time and cognitive resources *remembering* the relevant facts, I will give each of you a 5x8" index card on which you can put any information you want from your notes to use on the exams. Exam dates are listed on the course schedule. Mark your own schedule accordingly.

- **Quiz (5% of your course grade):** So that you have an opportunity to see what the test questions are going to be like before you have to take an exam, you'll take one very short online quiz.
 - **The quiz is available in the Quiz module on Blackboard. It is open from Friday 2/2 at 10am to Sunday, 2/4 at 10am EST.**
 - Multiple choice format, 10 questions; 20-minute time-limit.
 - You may use your notes, but no web resources or assistance from other individuals. I'm not using the Respondus Browser Lockdown, but the Honor Code applies. Don't lose sight of the purpose of this quiz though; this is a chance to see how good your note-taking and active listening skills are. You have three in-class exams in this class, so this is excellent feedback on your skills before we get to those exams.
 - If you encounter a technical problem during the test, you should take a screen shot of the error message or the problem on the screen and email me with that image immediately. I will respond as soon as I can. So long as the error is a legitimate technical issue and you have sent your message at the time the problem occurred, we will arrange a way for you to resume/complete the test
- **Exams (3 @ 20% each)**
 - Exam 1: Monday, February 19, in class
 - Exam 2: Monday, March 25, in class
 - Exam 3: Wednesday, April 24, in class

Exam Absences: Just like at your job, you need to inform people if you are too sick to perform. You have 24 hours from the end of the exam period to contact me to discuss whether a make-up exam is appropriate and possible. If I don't hear from you within 24 hours, you will receive a 0 for that assessment. Better to take the exam and get an F than to receive a 0. All make-ups must be taken within a week of the scheduled exam date unless we determine that your situation makes this impossible. (Warning: I generally give make-up exams during my office hours so this may impact your other classes!) If you are sick a second time and are unable to make a second exam, you'll need to provide written documentation for your illness.

Homework Assignments (worth 30% of your course grade): This is an art history class so assignments should deal with both ART and ITS DISPLAY There are two assignments that allow

you to engage with the course material in different ways. One deals with making art; the other involves a Scavenger Hunt in DC's premier art museum, the National Gallery of Art.

- Assignment #1 (The "Art" Assignment): due Monday, February 26, uploaded to Blackboard by class, NOON/12:00pm.
- Assignment #2 (The Scavenger Hunt): due Monday, March 25, turned in by class NOON/12pm. (This is the same day at Exam #2.)

Late work policy: Projects are due at their deadline after which a late penalty applies: 10% of the points possible will be deducted for every 24-hour period in which you are late. All assignments are due at the exact same time as our class begins, so there should be no confusion. Due dates are on the course schedule. Put them on your personal calendar.

Remaining Class Mechanics

Mason Core: ARTH101 FULFILLS THE MASON CORE "ARTS" REQUIREMENT. This is a 3-credit course. 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.

Textbook: Recommended, not required.

Pamela Gordon, *Art Matters: A Contemporary Approach to Art Appreciation* (Oxford University Press, 2020). This is a new digital textbook, around \$60. If you are new to art history and want to do especially well in this class, you will find reading BEFORE class very helpful.

Tech Policy: Laptops should be used for notetaking only. (Really! I once had a student watching porn in class and the students behind him were NOT HAPPY about it!) Use your cell phone the same way you would if you were in a business meeting with the CEO of JPMorgan. At some point, you'll have to get used to that, so practice now.

Studies have shown that students who write their notes on paper learn more than those who typed their notes.¹ Students who take notes on laptops do take *more* notes. But they *retain* much less. This is because students who use a laptop simply type a record of the lecture. They don't use their brain to process what is being taught. Students who write their notes by hand though are aware they won't catch every word. Writing forces them to focus on listening and digesting, then summarizing in their own written words. The process makes the brain work more efficiently; it also fosters comprehension and retention of the material. Plus you can draw pictures.

Checking GMU email daily: At times I may need to quickly send out information about class, assignments, or resources. Check your GMU email and course blackboard sites daily.

¹ <https://studyskills.com/students/note-taking/>; <https://www.cultofpedagogy.com/note-taking/>

Sending emails to me: Communicate any questions or concerns you may have about the class using your GMU email only. For tips on email etiquette (how to address me, what to write), see <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>

Grading System:

After the little online Quiz, I will set up a heading in Blackboard titled 'Running Course Average' which will reflect your grade in the class inclusive of everything that has been graded up to that particular point. That way you will be able to track your status in the class throughout the semester. The 'Total' column in Blackboard Grades cannot be hidden, but it is not an accurate reflection of your course grade since it does not apply the percentages listed above to your grades. In short, ignore 'Total' and pay attention to 'Running Course Average'.

The only extra credit in this class occurs in those in-class activities, opportunities that are available to every student in this class. So please do not ask me for extra credit just for you because that seems unfair. No individual extra credit assignments will be offered.

GRADE	POINTS	
A+	97-100	Startlingly good, exceeding my expectations; Projects are well-written. NOT given for simply following directions
A	93-96	
A-	90-92	
<hr/>		
B+	87-89	Good effort with a good result
B	83-86	
B-	80-82	
<hr/>		
C+	77-79	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
C	73-76	
C-	70-72	
<hr/>		
D	60-69	Warning: accepted under protest
<hr/>		
F	59 and below	Unacceptable as college-level work. See me if you find yourself in this situation

Weather and Emergencies: Closings and emergencies are announced on the GMU homepage. However, you can receive notification by cell phone or email if you register for Mason alerts at <https://ready.gmu.edu/masonalert/>. In cases of inclement weather or emergency situations that affect the entire campus, I will revise the class schedule and assignments as appropriate. Check our course page on Blackboard for instructions. In general though, even if class is cancelled due to inclement weather, assignments are still due on assigned dates since they are turned in electronically through Blackboard.

University Policies

Mason's Nondiscrimination Policy²

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, gender, disability, veteran status, sexual identity, or age. Mason shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. In our classroom, we are striving to create a learning environment that fosters respect for people across the entire range of human identities. If you feel that our learning environment is falling short, please do not hesitate to tell me. I am committed to listening, to hearing you, and to working together to create an inclusive, antiracist learning environment.

Chosen Names and Pronouns³

Our classroom and George Mason University should be places that are welcoming and inclusive. I encourage you to inform me of your chosen first name and pronouns before the start of class so I may properly address you in class and via email. Information about making this information available through Mason records is found at <https://registrar.gmu.edu/updating-chosen-name-pronouns/>. I use she/her/hers as my pronouns. You may address me as either Dr. Bauman or Prof. Bauman.

Disability Accommodations⁴

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu and Phone: (703)993-2474.

Sexual Harassment, Misconduct, and Violence⁵

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. <https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/> speaks to the specifics of Mason's process, the resources, and the options available to students and employees. You may seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or email titleix@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.

² Statement taken from guidance provided by the Stearns Center for Teaching and Learning and Dr. Huerta's HIST 499-003 Spring 2021 syllabus

³ Statement concept and some language taken from Dr. Huerta, HIST 499-003 Spring 2021 syllabus

⁴ Statement provided as guidance from the Office of Disability Services and the Stearns Center

⁵ Statement provided as guidance from the Stearns Center

Academic Integrity⁶

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, give full credit; and
3. if you are uncertain about the ground rules on a particular assignment, ask for clarification

I think of it this way: Your written work is to be the product of you own thinking. Same with the exams. Don't leave anything around your desk, put your phone away, and obviously no talking during them—not even to yourself. Please take care of your bathroom business before coming to the test.

And finally, Professor Bauman's personal advice:

Because I don't want to think that the syllabus is just one rule after another in a long, freighted contract, let me offer a different type of introduction:

To my class:

I think when people say they love something (like "I love candy")



what they really mean is that they want everyone else to love it too. I love this class, and I hope you enjoy yourself as well. I've been doing this for a little while and I've discovered a few things that you might find helpful.

1. Meet the people next to you. Seriously. Everybody is new on the first day, so you might as well say hi. Introduce yourself. When you are on a desert island, it is polite to know the names of those on it with you. Unlike television, in real life people have to work together, rely on each other, and resolve conflicts constructively. You will be spending the rest of the semester with the people in this room, and when you miss a class they will be the people you need to talk to for notes. Saying you don't have anyone to get

⁶ Language taken from Dr. Huerta's HIST 499-003 Spring 2021 syllabus

notes from in a class is hilarious to me when I am looking at the stacks upon stacks of grading I have from all of the individuals in a class. By simply talking to the people next to you, you have the power to profoundly shape the feel of a class and make it a place that everyone is excited to be.

2. Make sure you understand the syllabus. (After class, the first thing you should do is get an academic planner, or some other calendar, and mark it up with the syllabi that you receive from all your professors.) For example, in this class remember late work gets a pretty hefty penalty. Look at your schedule now and discuss conflicts with your professors right away.
3. Realize that every day in a class is important. Don't ask a professor if it is or isn't, just know that it is. Strictly speaking professors don't spend a lot of time preparing for a class that isn't important. That would be a waste of time.
4. Take risks. Healthy risks. Don't jump off a cliff. Rather, try things you don't think you are good at. Ask a question in class if you are someone who is uncomfortable in front of an audience. If you're the kind of person who ALWAYS answers the questions, sit in silence and listen to your colleagues through an entire class period every now and then.
5. When you look at a class and consider your future employment, it is important to realize that though the content may not seem to tie into your plans, the skills you are learning (writing, speaking, critical thinking, meeting deadlines) will help you go far. Focus on improving them every chance you get. I can't believe how many meetings I go to where note-taking is involved.
6. Go meet with your professors during their office hours. They like what they do and love meeting students!

You are the future; let's get you well prepared for it.