Art 001D: 20TH Century Art

Cynthia Napoli-Abella Reiss  West Valley College  Room AAS 10
FALL 2008; MW 10:55-12:20  HBA: 1.3 hours per week
Office Hours Wednesdays 1:30-4:30  (Come see me, I don't bite!)
Email: cnapolia@uci.edu  (West Valley Office: AL3)

<table>
<thead>
<tr>
<th>Texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong>  Available on the web site</td>
</tr>
</tbody>
</table>

**Scope of the Course:**

This course serves as an overview of the historical and social forces that shaped the works of the various artists of the 20th Century, from the Post-Impressionist period to the present Post-Modernist style. The course will examine the roots, main currents, forms, styles, content, aesthetics, and ideological dimensions of 20th Century art, as well as the extent to which it has captured the spirit of 'Modernism' and 'Post-Modernism'.

**Resources**

Companion Website: www.creiss.wetpaint.com and wvmccd.angellearning.com

1. Syllabus can also be viewed at above website.
2. FOR ANGEL your student id number is your log in
3. And your password is your 6 digit birth date

**Image Database:**  wvmccd.angellearning.com

**Reserve reading assignments and articles also available online.**

**Course Requirements**

Much of the material--images and concepts--that we will cover in the course will be in addition to your text. Visual memory is a difficult skill to acquire, and it is crucial that you respond and post comments to reinforce and elaborate the text and other readings.

1. *Journal assignments, in-class assignments, participation - 15 points*
2. Blogs - 20 points
3. *In class assignments 10 points*
4. *Museum Paper - 15 points*
5. *Midterm - 25 points*
6. *Three quizzes 30 - points*
7. Final Exam 15 points -- Refer to Final Exam Schedule

I've given a breakdown of the way your grade will be determined here; I intend to reward for improvement generously.

*Check on the bottom for description of journal assignments

**Reading Assignments**

All of the reading assigned in the syllabus is required. Assigned and reserve readings will drive specific discussion days (marked on syllabus) and will figure prominently on the exams.
**Journals**

You must write about one slide image viewed in class every lecture night. The journal entry will be from 3-5 paragraphs long in a composition book that I will collect in the every quiz day. The first paragraph will be a formal analysis of the piece in descriptive detail, which allows me to “see” the piece through your writing. Look at pertinent chapters in your Writing About Art book to help with this exercise. The second paragraph will contextualize the piece by giving me a social, cultural and political context. YOU MUST USE A SOURCE FOR THIS PARAGRAPH- NO Wikipedia -AND YOU MUST CITE THE SOURCE (Otherwise, that would be plagiarism, my friend). The third paragraph will be a subjective analysis which will allow me to access your feelings about the piece through your detailed justifications. (i.e., The piece makes me feel uncomfortable because of the excessive use of grey and black and the absence of bright colors. The figure is unrecognizable and unfamiliar. The jagged edges create texture which entice yet distance me. ) Statements like “I do not like the piece because it is ugly or boring” are unacceptable.

**The journals plus surprise in-class assignments are worth 15 points.**

**BLOGS**

1. Create a blog:
   - go to [www.blogger.com](http://www.blogger.com)
   - follow the directions
   - once you have created your blog post the URL on the discussion forum of [www.wvcart1d.wetpaint.com](http://www.wvcart1d.wetpaint.com)

2. Your first blog will be to choose and upload any 5 pieces of art that describes you. Explain how each piece reveals, illustrates, and discusses aspects of your personality.

3. A blog must be created every week. Your blog must relate the reading, the lecture, and the movements we are discussing that week to something in YOUR world. On occasion you will ALSO get a directed question for a blog that week, in which case there will be two Blogs that week due.

4. I will grade this at the end of the semester but will check it throughout the semester

5. Part of your grade will be your comments on other people's Blogs.

6. The objective of this is to have you digest and reflect about the art in the books and see how it relates somehow, someway to your own everyday life in the 21st century. Because IT DOES! ... if it doesn't you are not doing what you should be doing.

7. The quality of the blog will be dependent on 1) whether it is “real:” Was this blog created through several days of reflection and a genuine effort at connecting it to your world or was it written quickly? Was it written by cutting and pasting from the web? 2) grammar and spelling: a) no text shorthand can be used and b) no slang or foul language c) was it timely? Weekly blog MUST be submitted by 11:59 pm of the Saturday of the week, otherwise no credit will be given to the blog for that week. 20 points
Museum Paper

Choose two pieces from the museum of your choice. Make sure you obtain a ticket stub or a signed slip as proof of your museum visit. Use an Audio guide or take a docent tour if possible. Find a “theme” that runs through your two chosen pieces. The theme could range from similarity in subject matter, difference in the representation of subject matter, use of color, use of line, the use of politics, the representation of women...in essence, your “theme” could be anything that you think will be an interesting point of comparison and contrast for the two works.

In addition to the visual and thematic comparison you will need to do a brief history of each of the painters you are discussing. You will need to use internet sources – again Grove’s Dictionary Of Art would be a tremendous source—and/or written sources to supplement your paper.

A bibliography must accompany your paper.
Your paper must be submitted in Turabian Style, as described in Sylvan Barnet’s A Short Guide to Writing About Art.

As this is a research paper – please make sure that it is objective, not subjective.

Exams

Yes, they are cumulative. Each exam tests what has been covered up until that point. Any exceptions to this will be noted in class (e.g., if we don't quite make it to where the schedule says we should be). The tests are primarily essay-based, and they will primarily examine your understanding of broad concepts rather than just dates and names.

Due Date and Makeup Exam Policy

A due date is a due date. This policy exists primarily for the students who struggle to get their work in on time every semester, and make it. Please leave yourself at least two hours for your computer to crash, generic "printing problems" and other all-too-often occurrences. Save your work on multiple floppies, or preferably on multiple hard drives. Please do not inadvertently "kill off" a relative to save the end of your semester. No late papers will be accepted. In the event of a real emergency, to your health or to a loved one, please notify me at home by phone as soon as possible. This goes for missed exams or quizzes as well. Make-up exams will only be scheduled in extreme circumstances and with written documentation of the emergency.

Attendance

The lectures of this course emphasize areas related to the development of the arts, such as historical and political events, religious movements, etc., that are not thoroughly covered in the text. Relationships between the visual arts and the other humanities of the various cultures will also be examined. The text serves only as a summary of course content, providing limited examples for study. Therefore, effective note taking, concentration, and regular attendance are a must to achieve a satisfactory grade.

Attendance is mandatory.

If you decide to drop the class you are responsible for dropping by the deadline. Failure to do so may result in an “F”.
Questions to Ask of Painting

• What is the subject? Is it religious, secular, mythological, or historical? How does the title relate to the subject? (Keeping in mind that in many cases paintings were not titled by the original artists.) • Can you identify a system of lines in the painting? In other words, are diagonal, vertical or horizontal lines painted or suggested? • What sort of pictorial space is used? Is it deep or shallow? Did the painter use linear or atmospheric perspective, or foreshortening? Do the perspective lines point to something in the picture? • Is the color realistic, expressionistic, or symbolic? In other words, does the color look "real?" Is color used to emphasize a certain feature of the painting or to structure the composition in any way? • How big is it? • How is light used? Does it appear artificial? What is the apparent source of light, and what does it emphasize? • How are the human figures related to one another? Do they link with each other or contrast, are they active or passive? Who is the most important figure? Follow their eyes and see where they look. Do they look out at the viewer, or do their eyes point to a significant object or person? Are the all the same size? Are they in proportion? Who are they? If they are portraits, are they idealized or naturalistic? • Are the figures set in architecture or landscape? What is their relation to the background? • What is the medium? What type of paints were used on what type of surface? • What is its architectural context? • Is it part of a cycle of paintings? • Who was the patron? Under what circumstances? • Does the contemporary image represent the original appearance of the painting, or does the original appearance need to be mentally constructed? • What type of work is it? Does it conform to a tradition within that type? (For example, if it is an altarpiece, does it conform to established altarpiece traditions?)

Disability Statement:

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation required that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact DESY located in the Learning Services building 408.741.5085.

Unlawful Discrimination/Sexual Harassment:

If you have a complaint or someone has shared information with you as a student that is unlawful discrimination or sexual harassment, contact the Associate Vice Chancellor of Human Resources at West Valley-Mission Community College District (408.741.2060). If the Associate Vice Chancellor of Human Resources is not available, contact the President of West Valley College. Dr Philip Hartley (408.741.2097).

Policy on Academic Dishonesty (refer to WVC catalog , p. 181)

Note: the college’s policy on Academic dishonesty covers in-class cheating, out-of –class cheating, plagiarism, and furnishing false information.

Go to this website for more information regarding plagiarism: Owl.english.purdue.edu/handouts/research/r_plagiar.html