**ART 178 SYLLABUS**

**DEPARTMENT OF ART**

**College of Arts and Sciences**

**Pittsburg State University**

**Fall 2018**

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**Course Number: ART178 Professor: Dr. Li-Lin Tseng**

**Title: Introduction to the Visual Arts Office: 104 Porter Hall**

**Credit Hours: 3 Office Phone: 620-235-4308**

**Art 178\*01: 308 Hughes Hall (9:00-9:50 a.m.)**

**Art 178\*02: 308 Hughes Hall (10:00-10:50 a.m.)**

**Office hours: M.W.: 11:00-12:00 a.m.; 1:00-3:00 p.m.;**

**F: 11:00-12:00 a.m.; 1:00-4:00 p.m.**

**E-mail (the best way to reach me): ltseng@pittstate.edu**

**Teaching Assistant & Tutor: Ms. Sophia Stapleton**

Email: " Sophia Stapleton" <sstapleton@gus.pittstate.edu>

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*Please take note of the following information as well as the regulations. They have been established for prior versions of the course and remain in effect.*

**This Course Serves as Part of the Pitt State Pathway**

**Pitt State Pathway Mission Statement**

The *Pitt State Pathway* curriculum serves as the heart of a university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The Pitt State Pathway curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

**Element of the Pitt State Pathway to be Covered in this Course:**

**Human Experience within a Global Context:**

**Learning Outcome:** Students will explore global systems conscientiously*.*

**Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves.** Competency in this element means:

* *Applying* cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
* *Analyzing* how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
* *Analyzing* creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;
* *Demonstrating* concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

This course also addresses **the Companion Element: Non-verbal and Creative Expression**.

**Learning Outcome:** Students will communicate effectively.

Competently utilizes and demonstrates human response not expressed in words. These responses may or may not complement written and verbal information.

**Competency in this element means:**

• Interpreting and delivering nonverbal communication as it applies to specific contexts such as art, music, illustrations, theater, dance, digital media, or other forms of context not identified above, as appropriate.

• Demonstrating effective and appropriate delivery/presentation including, but not limited to, facial expression, eye contact, body movement, and vocal variety;

• Demonstrating professionalism;

**I. Course Description:**

Slide lectures presenting principles of art from a non-chronological, multi-cultural perspective. This course emphasizes the various roles played by the artists in diverse societies while analyzing art objects as items of material culture.

**II. Purposes:**

This course will examine art within its socio-historical (cultural) context using methodologies such as: style, iconography, patronage, and art production. The goal of this course is to provide the student with art history terminology and concepts that they can use to discuss and enjoy works of art. This course will not provide a definitive answer to the question “What is art?” but will help the student make better judgments about what art is *for them*.

**III. Course Learning Objectives:**

Upon completion of the course the student will be able to:

A. Describe how visual arts function within diverse societies at different historical moments.

B. Analyze the relationships between art objects and the economic, social, political and historical cultural values they represent.

C. Recognize some of the common media and techniques used in making art.

D. Appreciate ways various cultures have contributed to achievements in art.

E. Explain ways design elements and principles function in art objects across different times and cultures.

F. Illustrate and describe characteristics of various styles according to major periods, cultural traditions, and aesthetic qualities.

G. Use physical evidence to support an interpretive argument.

H. Make critical judgments about art based on a variety of aesthetic theories.

**IV. Methods of Assessment/Evaluation:**

There will be four tests to assess whether students have acquired detailed, specific knowledge of art fundamentals. **A First Hour Exam, a Second Hour Exam, a Third Hour Exam, and a Final Exam**: Exams will presume that students are familiar with course lectures, discussions and readings. Students will be expected to identify images and discuss their significance within the history of art and the culture of that period. Questions may take a variety of forms, but the basic format of the examinations will be:

* 1. **Slide Identification** [noting artist, title, and date]. Analyze or comment on the work in terms of its technique and style, iconography, art-historical significance, and/or cultural and sociopolitical meanings.
  2. **Multiple Choice.**
  3. **Exam Dates.** First Hour Exam: 9/12. Second Hour Exam: 10/17.

Third Hour Exam: 11/12.

Final Exam: 12/7.

**GRADING:**

1. 4 sets of discussion questions (5% each) 20%
2. The first exam 20%
3. The second exam 20%
4. The third exam 20%
5. Final 20%
   1. **Human Experience within a Global Context**: Students’ developing knowledge in this area will be assessed by way of four exams and four sets of online discussions. Students will also accomplish Milestone II (“Interprets how various art forms respond to and influence society and culture”).
   2. **Non-Verbal and Creative Expression:** Students’ developing knowledge in this area will be assessed by way of four exams and four sets of online discussions. Students will also accomplish Milestone II (“Demonstrates effective non-verbal and/or creative expression”).
   3. **Course Learning Outcomes**: Quality of knowledge and understanding of concepts will be accessed by taking four exams and four sets of online discussions. Students will be assessed with outcome criteria posted within Canvas Rubrics specific to each assignment.

**V. Required Textbook:**

Henry M. Sayre, *A World of Art,* 7th edition. New Jersey: Prentice Hall, 2012.

All recommended readings can be found on Canvas.

**VI. Importance of Lectures and Assigned Reading**

Looking at great art seems easy; reading, writing and discussing it presents the greater challenge. The students who meet this challenge will be those who attend class, participate in discussions, stay current with the readings, and complete assignments on time. Lecture material does not replicate the readings. Therefore, it is imperative that students attend class regularly and take good notes. Classroom lectures assume the student has already completed the reading assigned for that week.

**VII. Teaching Strategies:**

Course material will be presented by the instructor in slide lectures, class discussions, videos, and assigned readings. Students will build skills by taking exams and writing short essays.

**VIII. Content:**

This course introduces the student to the understanding and enjoyment of the visual arts. Art terms and applications will provide knowledge of how art is mediated through techniques like painting, sculpture, film, and photography. Art forms and classifications will be introduced to help the student become familiar with diverse styles and various periods. Finally, since art is primarily shaped by the social, political, economic and religious forces surrounding it, this course takes a multi-cultural and inter-disciplinary approach that places works within their various social contexts.

**VIIII. Attendance**:

Since the lectures do not replicate the readings, most of the information you will be tested on will be offered during class sessions. Therefore, attendance at all lectures is significant*.* Attendance will be taken daily.

No penalty for the first three absences.

Four absences will lower the final grade by 15%. In other words, 100 points would be reduced to 85, resulting in a final grade of B instead of an A.

Five absences will lower the final grade by 30%. In other words, 100 points would be reduced to 70, resulting in a final grade of C instead of an A.

Six absences will lower the final grade by 45%. In this example the final grade would be 55 which is a failing grade. Therefore, any student who has more than five absences will not pass this course.

**X. Special Needs:**

If you have learning disabilities or other problems that make class participation difficult, please let me know as soon as possible. In addition, refer to the PSU Student Handbook where you will find resources for students with special needs.

**XI. Academic Honesty and Integrity Policy:**

Please see **ARTICLE 30. ACADEMIC MISCONDUCT on page 10-11 of this syllabus or at** the PSU website:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

**XII. Concealed Carry Weapons Policy**

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, testing without personal properties in close proximity, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy  ([http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf](http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf" \t "_blank)) to ensure they understand the requirements related to concealed carry.

**XIII. Note:** “*This course counts towards the academic component of the IKE Certificate of International Knowledge and Experience. The IKE Certificate may be earned by students in any major. The academic component consists of five courses - two semesters of a foreign language, and three courses with international content in three different disciplines. To receive the certificate, students must also complete a second component, either by studying abroad, or by participating in co-curricular activities on campus. Completion of the IKE certificate as an undergraduate is noted on a student’s PSU undergraduate transcript, although graduate students may also earn the certificate. To be added to the IKE Canvas group and start tracking your progress towards the certificate, please e-mail your GUS number in a request to* [ike@pittstate.edu](mailto:ike@pittstate.edu) *.*”

--by Alexandria Mott, IKE Assistant

***\*\*\*****Please come see me during office hours, or contact me by e-mail, if you have questions about any aspect of this course. I am happy to address queries and concerns.*

**COURSE SCHEDULE**

**WEEK ONE**

**M 8/20** **INTRODUCTION**

**PART I THE VISUAL WORLD: UNDERSTANDING THE ART YOU SEE**

**W 8/22** **Chapter One:** **A World of Art**

Reading:

1. *A World of Art*, pp. 1-10.

**F 8/24 Chapter One:** **A World of Art**

Reading:

1. *A World of Art*, pp. 10-19.

2. “Development in Asia” in *A World of Art*, pp. 435-437.

**WEEK TWO**

**M 8/27 Chapter Two:** **Developing Visual Literacy**

Reading:

1. *A World of Art*, pp. 20-29.

2. “The Rise of Islam” in *A World of Art*, pp. 443-447.

Recommended:

“Profile: Shirin Neshat,” in *Themes of Contemporary Art: Visual Art after 1980*, pp.65-71. (On Canvas)

**W 8/29** **Chapter Two:** **Developing Visual Literacy**

Reading:

1. *A World of Art*, pp. 30-41.

2. “Development in Asia” in *A World of Art*, pp. 454-459.

**F 8/31 Chapter Three: Seeing the Value in Art**

Reading:

1. *A World of Art*, pp. 42-45.

2. “Postmodern Directions” in *A World of Art*, pp. 527-543.

Recommended:

Peter Schjeldahl, “Those Nasty Brits” in *The New Yorker*, Oct. 11, 1999: 104-105. (On Canvas)

**WEEK THREE**

**M 9/3 LABOR DAY: NO CLASS**

**W 9/5 Chapter Three: Seeing the Value in Art**

Reading:

1. *A World of Art*, pp. 46-49.

2. “Futurism” in *A World of Art*, pp. 516-517.

Recommended:

Theodore Roosevelt, “A Layman’s Views of an Art Exhibition,” in *Documents of The 1913 Armory Show* (Arizona: Hol Art Books, 2009), pp. 49-54. (On Canvas)

**F 9/7 Chapter Three: Seeing the Value in Art**

Reading:

1. *A World of Art*, pp. 49-57.

2. “Pop Art and Minimalism” in *A World of Art*, pp. 526-527.

Recommended:

Maya Lin, “Making the Memorial” in *The New York Review of the Books*, Nov.2, 2000: 33-35. (On Canvas)

**WEEK FOUR**

**M 9/10 Review for Exam I**

**W 9/12 Exam I**

Written responses to the first set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

**PART II THE FORMAL ELEMENTS AND THEIR DESIGN:**

**DESCRIBING THE ART YOU SEE**

**F 9/14 Chapter Four: Line**

Reading:

1. *A World of Art*, pp. 58-65.

2. “The High Renaissance” in *A World of Art*, pp. 466-472.

**WEEK FIVE**

**M 9/17** **Chapter Four: Line**

Reading:

1. *A World of Art*, pp. 65-77.

2. “Post-Impressionism” in *A World of Art*, pp. 509-511.

3. “Neoclassicism” in *A World of Art*, pp. 495-498.

**W 9/19 Chapter Five: Space**

Reading:

1. *A World of Art*, pp. 78-89.

2. “The Early Renaissance” in *A World of Art*, pp. 462-466.

3. “The Fauves” in *A World of Art*, pp. 514.

**F 9/21**  **Reading: TBA**

**WEEK SIX**

**M 9/24 Chapter Five: Space**

Reading:

1. *A World of Art*, pp. 90-99.

2. “Romanticism” in *A World of Art*, pp. 498-501.

3. “Baroque” in *A World of Art*, pp. 483-489.

**W 9/26 Chapter Six: Light and Color**

Reading:

1. *A World of Art*, pp. 100-105.

2. “The Mannerist Style in Europe” in *A World of Art*, pp. 481-483.

**F 9/28** **Chapter Six: Light and Color**

Reading:

1. *A World of Art*, pp. 106-113.

2. “German Expressionism” in *A World of Art*, pp. 514-515.

**WEEK SEVEN**

**M 10/1 Chapter Six: Light and Color**

Reading:

1. *A World of Art*, pp. 114-131.

**W 10/3 Chapter Seven: Other Formal Elements**

Reading:

*A World of Art*, pp. 132-141.

**F 10/5** **Chapter Seven: Other Formal Elements**

Reading:

1. *A World of Art*, pp. 142-149.

2. “American Modernism and Abstract Expressionism” in *A World of Art*, pp. 523-526.

**WEEK EIGHT**

**M 10/8 Chapter Eight: The Principles of Design**

Reading:

1. *A World of Art*, pp. 150-161.

2. “Gothic Art” in *A World of Art*, pp. 451-453.

**W 10/10 Chapter Eight: The Principles of Design**

Reading:

1. *A World of Art*, pp. 162-175.
2. “Impressionism” in *A World of Art*, pp. 506-508.

**F 10/12** **FALL BREAK: NO CLASS**

**WEEK NINE**

**M 10/15 Review for Exam II**

**W 10/17 Exam II**

Written responses to the second set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

**F 10/19** Reading: TBA

**WEEK TEN: PART III: THE FINE ARTS MEDIA: LEARNING HOW ART IS MADE**

**M 10/22 Chapter Nine: Drawing**

Reading:

*A World of Art*, pp. 176-185.

**W 10/24 Chapter Nine: Drawing**

Reading:

*A World of Art*, pp. 185-197.

**F 10/26 Chapter Ten: Printmaking**

Reading:

*A World of Art*, pp. 198-203.

**WEEK ELEVEN**

**M 10/29**  **Chapter Ten: Printmaking**

Reading:

*A World of Art*, pp. 204-214.

**W 10/31 Chapter Ten: Printmaking**

Reading:

*A World of Art*, pp. 215-225.

**F 11/2** **Chapter Eleven: Painting**

Reading:

*A World of Art*, pp. 226-233.

**WEEK TWELVE**

**M 11/5 Chapter Eleven: Painting**

Reading:

*A World of Art*, pp. 233-243.

**W 11/7** **Chapter Eleven: Painting**

Reading:

*A World of Art*, pp. 244-259.

**F 11/9 Review for Exam III**

**WEEK THIRTEEN**

**M 11/12 Exam III**

Written responses to the third set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

**W 11/14 Film Screening:** The Gold Rush (1925) by Charlie Chaplin

**F 11/16 Chapter Twelve: Photography and Time-Based Media**

Reading:

*A World of Art*, pp. 260-273.

**WEEK FOURTEEN**

**M 11/19 Chapter Twelve: Photography and Time-Based Media**

Reading:

*A World of Art*, pp. 274-283.

**W 11/21** THANKSGIVING BREAK: NO CLASS

**F 11/23** THANKSGIVING BREAK: NO CLASS

**WEEK FIFTEEN**

**M 11/26 Chapter Twelve: Photography and Time-Based Media**

Reading:

*A World of Art*, pp. 284-293.

**W 11/28 Chapter Thirteen: Sculpture**

Reading:

1. *A World of Art*, pp. 294-317.

2. “Egyptian Civilization” in *A World of Art*, pp. 420-423.

**F 11/30 Chapter Thirteen: Sculpture**

Reading:

*A World of Art*, pp. 318-327.

**WEEK SIXTEEN**

**M 12/3** **Chapter Fourteen:** **The Crafts as Fine Art**

Reading:

*A World of Art*, pp. 328-355.

**W 12/5 Review for Final**

**F 12/7** **FINAL**

Written responses to the fourth set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

**“ARTICLE 30. ACADEMIC MISCONDUCT**

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

Giving or receiving unauthorized aid on examinations,

Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,

Submitting the same work for more than one course without the instructor's permission, and,

Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students’ quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student’s final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog’s Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University’s Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

University Academic Honesty Committee

The Academic Honesty Committee is convened under the auspices of the Provost. It is composed of nine members. The Faculty Senate Executive Committee is responsible for appointing six of these members. All must be full-time members of the teaching faculty. Members chosen by the Executive Committee serve staggered two-year terms. The Faculty Senate Executive Committee shall make its appointments at the beginning of the academic year. In addition to its six faculty members, the Academic Honesty Committee shall include three student members. Two (2) students of senior status shall be appointed by the Student Government Association. An additional (1) student shall be appointed by the Graduate Student Association. The students from both organizations will be appointed annually and at the beginning of the Fall semester.

The Vice President of the Faculty Senate will serve as the Academic Honesty Committee Chairperson. If the Vice President of the Faculty Senate is excluded because of possible bias, the President of the Faculty Senate will appoint a temporary chair. The Academic Honesty Committee Chairperson is responsible for advising the Provost on cases involving alleged student academic dishonesty.

The committee may impose one or more of the following sanction(s):

The imposition of a grade of "XF"

The addition of a permanent note on the student's transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)

Disciplinary probation

Suspension

Expulsion from the university

The decision made by the Academic Honesty Committee may be appealed to the Provost. The following procedures shall be adhered to:

Step 1: The instructor charging a student with academic dishonesty shall submit a written request for hearing to the Chairperson of the Academic Honesty Committee, giving full detail of the alleged act(s) of academic dishonesty and send copies of the request to their department chair and dean. The Chairperson of the Academic Honesty Committee will then convene the committee and inform its members of the details of the incident. The aforementioned request shall be forwarded by the Chairperson of the Academic Honesty Committee to the student(s) charged with academic dishonesty. The committee shall then schedule a hearing to be held within fifteen (15) class days from the time of the instructor’s request.

Step 2: The instructor, and student(s) charged with academic dishonesty, will be notified of the time and date of the said hearing at least five (5) class days before the hearing is to be held. The instructor, and student(s) charged with academic dishonesty may seek advice concerning the hearing from any person such as a faculty member or department chairperson. The instructor and each student(s) may also be accompanied to the hearings by an advisor. The student(s), at their own cost, has the right to provide a transcriptionist at their hearing. Note: The university attorney has the right to be present at any Academic Honesty Committee hearing.  
The two parties, the instructor and student(s) charged with academic dishonesty, may each request removal of any one member of the committee. This request shall be presented to the chairperson of the committee in writing at least two (2) class days prior to the time of the hearing. After the request for removal has been made the chairperson will notify the individual and the respective individual will be removed from the hearing.

Step 3: The Academic Honesty Committee will conduct an appropriate hearing and may gather additional evidence pertaining to the issue.   
During the hearing, the instructor, student(s) charged with academic dishonesty, and witnesses with direct firsthand knowledge of the incident shall have the opportunity to testify (within the guidelines and time frames established by the committee). Hearings are evaluations by members of the university community and are not legal proceedings. Cross-examination is the prerogative of the instructor, the student(s) charged with academic dishonesty, and the committee. For future reference, the hearing shall be audio tape recorded (Committee deliberations on sanctions shall not be recorded). During the entire process the proceedings of the committee shall be closed and confidential, unless the matter becomes the subject of litigation.

Step 4: Within five (5) class days of the conclusion of the hearing, the committee will render a written opinion concerning its findings, as well as a written verdict which the Provost will impose.

Step 5: Upon notification of the imposed sanction, the student(s) will have five (5) class days to appeal to the Provost. This appeal must be in a written format and must provide detail for the reason of the appeal.

Step 6: Once the Provost receives the appeal, he/she will have 8 class days to review the hearing and, in consultation with the President, render a decision. The Provost may uphold, or overturn the Academic Honesty Committee’s sanction(s) or propose an alternate penalty which the student may accept.

Removal of Sanctions

After two (2) years have elapsed, the student may present a written request for removal of the imposed sanctions to the Provost. If the request is not granted, the student may present up to 4 more requests for removal but in no case can the student present more than 1 request per year academic year.

If the request is granted, the student will be returned to good standing with the university and /or have the notification of the disciplinary action removed from their transcript, provided that no other sanction for academic dishonesty has been imposed in the interim. It shall be at the Provost's discretion to determine what fairness requires.”

--This quote is directly taken from the PSU Website at

http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot