

Nineteenth Century Art

Art 108 Spring 2021

Thursdays, 4-6:50 pm

Professor: Elaine O'Brien

Open office hours: W 1–3 pm

<https://csus.zoom.us/j/83272361145>

Or email me for an appointment

eobrien@csus.edu

<https://www.csus.edu/indiv/o/obriene/index.htm>

This course does not begin, as you might expect, in 1800 and end in 1900. Instead, it starts in the mid-eighteenth century in Europe with the Enlightenment, the Industrial Revolution, and the passing of the Old Regime. Then it opens onto the revolutionary era beginning in France at the turn of the nineteenth century with Neo-Classicism. Romanticism, Realism, photography, and the rise of avant-garde modernism at mid-century follow. We spend time in the 1870s with Impressionist painting's formal radicalism and the emergence of the avant-garde modern art world. Our focus on Europe and the United States' visual culture, including Native American art, expands to global production with case studies that include nineteenth-century court arts in India, the Native in Mexican painting, and the creative interaction between Japanese and Western artists. Women's art and the situation for women artists are also features of the course. In your term paper, you can explore an aspect of your own identity and artistic heritage that deserves more art historical attention. Learning the story of art in the first modern century will give you a deeper understanding of the forces that continue to shape art and the possibilities of creative life today.



Mary Cassatt, *Young Women Picking Fruit*, 1892, oil on canvas, 52x36"

Prerequisite: Upper-division standing and Art 1C or equivalent

Required Texts:

- Readings available on Canvas

Learning Objectives:

- Gain knowledge about 19th-century art and its contexts
- Develop an understanding of the relationship between artworks and artists' lived experience
- Develop skills for writing and talking about art
- Develop critical thinking and worldliness
- Gain an appreciation for multiple interpretations of artworks
- Develop an understanding of the roles of artists and art institutions in society

Course Requirements and Grade Basis:

- Participation: attendance, breakout room engagement and Chat reflections

15%

• Quizzes	15%
• Reading Response Papers	35%
▪ Research essay and presentation	<u>35%</u>
	100%
<u>Extra Credit:</u>	05%

15% Participation: Good participation is preparation, engagement, and how much you help others learn: a positive, questioning attitude. *Participation is evident in Zoom breakout room discussions and chat reflections, attendance, being on time and staying to the end of classes.*

Attendance: For an excused absence, email me and see me during office hours to explain why you missed class. If you have a medical excuse or other evidence, you can email that to me.

- Two *unexcused* absences do not affect your grade.
- Three *unexcused* absences - reduce your grade by one letter.
- Each subsequent *unexcused* absence reduces your grade by one letter.
- Five *unexcused* absences result in automatic failure.
- Chronic unexcused lateness or leaving early (more than three times) can reduce your grade by one letter.
- Scheduled appointments, transportation problems, and job demands are not excused.
- **Illness and family/childcare and emergencies are excused. If you can't email me proof, such as a health professional note, don't worry. See me during my office hour or by appointment to explain the situation and probably get excused.**

Chat Reflections: Classes will end with a 5-15 minute reflection in the Zoom chat box or a Canvas text box.

NOTE: Exchange contact information with two students in the class. Students can answer many questions about the class. If you miss a class, they can give you their notes to copy.

If you have a disability and require accommodations, you need to provide disability documentation. Go to Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me early in the semester during my office hours.

If you are experiencing challenges with food, housing, financial or other unique circumstances impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

15% Quizzes: Classes will begin with a 10-minute quiz. Changes in the quiz schedule are announced in class and Canvas. *NOTE: A quiz might include artworks and information covered in previous tests.

The quiz has two parts:

- 1) Slide identification: give the artist's name and nationality, the title of the work, date, medium(s), location if it is architecture or public sculpture.
- 2) Brief essay: Elaine will have the essay question on her PowerPoint.

- The essay questions will draw from *readings and *lecture notes.
- Scoring is on a scale from 1-10 points based on mastery of the material.
- The lowest score is deleted from your record for the course quiz grade.
- No makeup quizzes are given, but one "free" quiz (missed or low score) is subtracted from the total grade.
- The slide lectures are available on Canvas just before they are shown in class. Zoom classes are recorded and available for review on your Canvas Zoom page.

35%: Research Paper and Presentation: Select a topic in global nineteenth century art that you find fascinating and vital. A subject that has been neglected by art history and that you personally relate to would be excellent.

The final draft is six to eight pages (c.1200-1600), 12 font, double-spaced, Chicago style format.

- The research essay is a 5-part assignment:
 - 1) proposal, consisting of a topic, working title and one-paragraph description of topic and working thesis and preliminary research bibliography in Chicago citation format (due February 18) 50 points
 - 3) first draft (due April 1) 100 points
 - 4) final draft (due May 6) 100 points
 - 5) 10- PowerPoint presentation minute (May 6 or 13 TBA) 50 points

❖ Recommended: Download and use *Endnote* for your bibliography and citations.
<http://csus.libguides.com/EndNote>

Online resources for writing your research paper:

- Use the *Chicago Manual of Style* (<http://www.chicagomanualofstyle.org/home.html>) for guidance in writing research papers and formatting citations in Chicago/Turabian style.
- For help with writing a thesis statement, go to <http://www.easybib.com/guides/how-to-write-a-strong-thesis-statement/>
- Use peer-reviewed art history sources only. (See definition of "peer-review" and a short animated video that explains it: <https://apus.libanswers.com/faq/2154>) See me for approval about exceptions.
- Use *OneSearch* and WorldCat (OCLC) (access through the University Library Database page) for books in libraries worldwide that you can order through Interlibrary Loan. Allow a minimum of two weeks, so do it right away! ****During the pandemic lockdown, you can order books from the Sac State library, including books in the CSU system's libraries and**

Interlibrary loan, and pick them up from the lockers near the main entrance.

Research Paper final draft (due May 6): See the sample student research paper on Canvas in Announcements.

- Final draft of research paper: approximately 1200 words, *not* including citations. The first and second draft should have a cover page *in Chicago style cover-page format* with your name, title of the paper, course name, and date.
 - Include good-quality reproductions of all artworks referred to in your paper with figure captions (artist's name, the title of work, date, medium, current location) and figure numbers noted in text parenthetically next to the first time the artwork is referenced.
- Your Research Paper grade is based on effort, quality, and presentation from start to finish.

Grading rubric for first draft and final draft are identical:

- Strength and clarity of thesis: 20 points
- Logic of argument (thesis) development (composition): 15 points
- Strength of visual evidence: 15 points
- Quality of scholarly sources: 15 points

NOTE: Wikipedia is good for preliminary searches, but it cannot be cited as a source for research papers because the authors are anonymous and might not be reliable.

- Accuracy of citation usage and format (footnote and bibliography): 10 points
- Quality of writing (grammar, syntax, punctuation, spelling, etc.): 20 points
- How clearly and concisely the conclusion sums up and evaluates the thesis: 5 points
- Professional presentation: 5 points

Research paper: 100 total points: 100-90=A, 89-80=B, 79-70=C, 69-60=D.

Grading rubric for research paper portfolio:

- Proposal and research bibliography: 50 points
- First draft: 100 points
- Final draft: 100 points
- PowerPoint Presentation: 50 points

NOTE: This class adheres to university policy on plagiarism. Please review the policy:

<http://www.csus.edu/umanual/student/stu-0100.htm>

- Plagiarized papers receive an automatic F.
- Cite all information that is not general knowledge and any direct quotations. All sources, including Web sources, must have named expert authors and full bibliographical information or they cannot be used in research papers.
- ❖ Note: Quote only when needed to persuade your reader about the credibility of your argument. Most information can be paraphrased. Cite all information, quoted or paraphrased.



Anonymous (Cheyenne) *Last Bull Captures a Horse*, 1871-6. Pencil and colored pencil on paper

Power-Point Presentation of Research Essay Thesis: 50 points / A 10-minute illustrated presentation of your topic and argument (thesis) on May 6 or 13. We will schedule the talks and go over format and contents in class.

35% Reading Response papers, 1-page (200 words) each

Reading Response assignments are indicated on the syllabus schedule.

***NOTE**: Reading response papers are not accepted late except for excused absences. The response papers are often the basis of class discussions and must be on time so you can contribute to the discussion and get more out of the lectures.

***NOTE**: Your lowest-scoring reading response paper is dropped from the final grade calculation.

Format:

1. At the top left of your paper, write 1) your name, 2) date, 3) author's name, 4) title of the reading including subtitle (put quotation marks around the title), and 4) date of the original publication of the article.
2. Find and quote *the author's thesis statement* in the article. Use quotation marks and put the page number in parentheses next to the quoted thesis statement.
3. Paraphrase the author's thesis statement – put it into your own words and sentence structure. Each paraphrase should be about equal in length to the quotation.
4. *Quote and paraphrase three (3) supporting points* the author makes - from the beginning, middle, and end of the reading.

NOTE: A "Supporting point" gives *evidence* that proves the credibility of the author's thesis such as a quote, an aspect of the art, a historical fact.

5. Conclude with a short paragraph about what you learned about 19th century art from the reading.

Schedule of Classes and Assignments (subject to changes announced in class, email or Canvas):

January 28: Introductory

Assignment: Add your picture to the Canvas roster and Zoom screen

Reading Response: Petra Chu, "Rococo, Enlightenment, and the Call for a New Art in the Mid-Eighteenth Century"

February 4:

Reading Response: Excerpts from Thomas Crow, "Patriotism and Virtue: David to the Young Ingres c. 1780-1810)"

February 11:

Reading Response: "The Tensions of Enlightenment: Goya."

February 18: Research paper proposal and bibliography due

Reading Response Paper: 1) Linda Nochlin, "The Imaginary Orient"

2) "Eugène Delacroix, Letters and Notes from His Voyage to North Africa."

For the Delacroix reading, add c. 100 words to your Nochlin Reading Response about Delacroix's Orientalist attitude towards the people and culture he encountered in North Africa.

February 25:

Reading Response: 1) David Llewellyn Phillips, "Photography, Modernity, and Art" and 2) Charles Baudelaire "On Photography" Salon of 1859. To your reading response paper for Phillips, quote Baudelaire's thesis statement in "On Photography" and paraphrase it.

March 4:

Reading Response: "The Rhetoric of Realism: Courbet and the Origins of the Avant-Garde."

March 11:

Reading Response, Stephen Eisenman: "Manet and the Impressionists."

March 18:

Reading Response: Michael Sullivan, "Western Influence on the Japanese Color Print"

SPRING BREAK _____

April 1: Research Paper First Draft Due

Reading Response: Linda Nochlin, "Issues of Gender in Cassatt and Eakins 1860-1900"

April 8:

Reading Response: Eisenman, "The Appeal of Modern Art: Toulouse-Lautrec c. 1880-1900"

April 15: Reading Response: Frances Pohl, "Old World, New World: The Encounter of Cultures on the American Frontier."

April 22: Reading Response: Stacie Widdifield, "Dispossession, Assimilation, and the Image of the Indian in Late 19th Century Mexican Painting"

April 29:

Reading Response: Marika Sardar, "[Nineteenth-Century Court Arts in India](#)"

May 6: **Research Paper Final Draft Due** // PowerPoint presentations of research papers

May 13: PowerPoint presentations of research papers