



Jacob Lawrence, *The Great Migration Series*, Panel #40: *The Migrants Arrived in Great Numbers*, egg tempera on panel, 1941.
Jacob Lawrence prints with be on view at the Crocker Art Museum from January 27 to April 7, 2019, in an exhibition titled *History, Labor, Life: The Prints of Jacob Lawrence*.

Modern & Contemporary Art 1C: Rococo to the Present

Spring 2019

TTH: 4:30-5:45 pm

Mendocino 1005

Instructor: Elaine O'Brien Ph.D.

Office: Kadema 190

Office Hours: M 1:30-3 PM, TH 10:30 AM-12 PM

and by appointment eobrien@csus.edu

Course Description :

This course introduces the history of art and architecture from the middle of the 18th century to the present. We begin with the Rococo, a period and style that marks the dissolution of the age of absolute monarchy in Europe and the beginning of the modern era. In the contexts of the revolutionary changes that marked modernity – industrialization, urbanization, capitalism, global trade networks and markets, class struggle and colonialism - we study artists' responses to their times in major works of art. Subjects include Neo-Classicism, Romanticism and the rise of the avant-garde, Realism, Impressionism, and the new 19th-century art media of photography and film. Symbolism, Fauvism, Cubism, Surrealism, Dada, and many canonical artworks of the 20th

century through Pop and Minimal art of the 1960s are introduced. Postmodern art: conceptual art, performance, Neo-Expressionism, video, and new media from the 1970s to the 1990s mark the major cultural turn that characterizes art today. The course concludes with exemplary works of global contemporary art made in the 21st century.

Heads up: This course contains content that you might find disturbing. Do not take it if you get too upset by art that challenges norms, including, societal, religious, and sexual norms.

This course satisfies General Education requirements for AREA C: The Arts and Humanities. It is recommended for freshman or sophomore years. There are no prerequisites, but it is recommended that Art 1A and/or Art 1B be taken before Art 1C.

Catalog description: A 3-unit lecture-based survey of the history of world art from the late 18th century to the present, from the European Rococo, Enlightenment, the age of science and revolution, through Neo-Classicism, Romanticism, and the rise of the international avant-garde, Realism, Impression, Symbolism, photography, and film. In the 20th century, Fauvism, Cubism, the Bauhaus, Expressionism, Pop, Minimal art, Postmodernism, conceptualism, performance, video and new media are considered from global perspectives and artistic production. Part of the art history foundation sequence. It is recommended that ART 1A and/or ART 1B be taken before ART 1C.

Required text:

Kleiner, Fred. *Gardner's Art through the Ages*, Book E, Backpack Edition: Modern Europe and America, 14th Edition.

Learning Objectives:

Students will be able to:

1. Explain how historical contexts shape artworks
2. Identify and explain the historical significance of major works of modern and contemporary art
3. Analyze, research, and question works of art and what has been written about them in art history and criticism
4. Understand the social value of works of modern and contemporary public art through direct observation, critical readings, written response and class discussion
5. Appreciate art history as a conversation consisting of multiple interpretations of artworks and overcome the mistaken notion that there is one “right” interpretation
6. Evaluate artworks independently and appreciate the art museum as a place of inspiration, pleasure, and lifelong learning
7. Gain some of the worldliness needed for our global, multicultural era

GE Area C Learning Outcomes for C1 (Arts):

The learning objectives associated with C1 should focus on artistic processes and how works of art reflect the cultural contexts in which they were produced. Specifically, students completing the C1 requirements should be able to:

- Think conceptually and critically about medium, performance or presentation, and production for at least one art form.
- Demonstrate knowledge of artistic production, aesthetic properties, and the way historical forces shape creative work.
- Have an acquaintance with a broad understanding of art forms, genres, and cultural sources.
- Be able to develop and defend informed judgments about creative work.
- Demonstrate knowledge of the conventions of at least one of the disciplines in the arts.

To help you achieve learning objectives:

- Tips for Successful Students: <http://homepage.usask.ca/~clv022/success.htm>
- **Note:** College courses require around nine hours per week of study outside of class (time for reading, writing, and test preparation). Click [here](#) and scroll down to *standard study time requirements* and time management tips.
- CSUS Student Tech Center: <http://www.csus.edu/stc> Free classes and one-on-one help
- For free, one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. **The Reading and Writing Center** can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128. We also offer tutoring for one unit of academic credit through ENGL121. For current Reading and Writing Center hours and more information, visit the website at www.csus.edu/writingcenter.

Course Requirements and Grade Basis:

• 5 quizzes (10 points each)	50
• Crocker Art Museum Report	10
• Public Art Assignment	20
• Take-home final	<u>20</u>
Total	100 points

Course Policies

- **Attendance** is taken almost every time from quizzes and ungraded in-class response papers.
 - **Three unexcused absences reduce your grade by one letter grade; each subsequent absence reduces your grade by a whole letter. Five unexcused**

absences result in automatic failure. Chronic lateness or leaving early (more than three times) can reduce your grade by one letter.

- Excused with evidence: Illness and family/childcare emergencies are excused with a written note from your health-care practitioner or the student health clinic.
 - Not excused: Scheduled appointments, transportation problems, and job demands are not excused.
 - Note: I often excuse students who explain the reason for their absence to me in person during my office hours or by appointment.
 - Please do not hesitate to come to see me about family emergencies or any situation that will keep you from class. We can probably work something out that's fair to you and the other students.
 - **An email cannot excuse an absence.** But *always* feel free to email me.
- **Cell phones and all electronic devices must be turned off and out of sight during class.** I will ask you to leave the class and count you as absent.
 - **No small screens are permitted, but large-screen laptops for note taking *only* are permitted on aisle seats near the front of the classroom where I can see your screen when I walk up and down the aisles.** If you are in a seat where I can't see the screen, I will ask you to move or close your laptop and put it away. If you are using your laptop for purposes other than note taking, I will ask you to leave the class and count you as absent.
 - **No sleeping in class.** Sleepers lower overall class energy and morale. If you are sleeping, I might ask you to leave class and count you as absent.
 - **No eating or drinking, please.** I will ask you to put it away.
 - **NOTE:** Remarkably good attitude is noted on the roster as "good attitude." Remarkably bad attitude is noted on the roster as "bad attitude."
 - **NOTE:** For personal questions that require my full attention, such as your progress in class, or situations that are affecting your performance, please see me during my office hours or by appointment (not before or after class). Email me for an appointment or any questions about the class that your student colleagues can't answer.

University Policy on Dropping a Course

*Drop courses through the second week of the semester through the Student Center. You don't need signatures, but you must drop online. **There is no such thing as an automatic drop.** Instructors have the authority to drop students, but they are not required to do so. Even if your instructor asks you to leave the class, the drop must be entered on [My Sac State](#). Failure to drop a course according to University policy is likely to result in the assignment of a failing grade of "WU" or "F" in that course. If you are uncertain which classes you are enrolled in, log in to [My Sac State](#) and check your Student Center or check with the Student Services Counter, LSN Hall, first floor.*

50%: Quizzes: Six (timed) 15-25-minute quizzes are on the schedule. One (a missed or lowest score) quiz is dropped. Your quiz average is derived from five out of the six quiz scores. Quiz schedule and format changes are announced in class.

Quiz format:

- Identification of one to three artworks from the lectures since the previous quiz. Identify 1) full name and nationality of artist, 2) title of artwork and 3) date (within a quarter century until 1900; for art made in the 20th and 21st centuries, know the date within the decade), 4) period or movement, 5) medium, and 6) three or more historically significant points about the artwork.
- I might also ask you to identify artwork from a previous quiz, so correct and review your quizzes before each new quiz.
- Usually, but not always, there will also be a short essay question on history and ideas emphasized in the week's lectures and the textbook. You are responsible for the information in the textbook.
- Quiz scoring is on a scale from 1-10 points based on the mastery of the material you demonstrate.
 - Quiz points are totaled and averaged at the end of the semester. Your lowest score or missed quiz is dropped. Your top five quiz scores are averaged and count for 50% of your course grade.
 - Keep your quizzes for possible discrepancies at the end of the semester.
 - No makeup quizzes will be given, but one quiz (missed or lowest score) is subtracted from the total.

Suggestions for how to study for an art history quiz:

- Form a study group or get a study partner.
- Review the description of the quizzes on the syllabus.
- Go to the Art 1C PowerPoint lectures on the course website.
- Make flashcards – one for every artwork that was shown in lecture.
 - 1) On the front of the card draw a thumbnail sketch of the artwork. Put no written information on the front of the card.
 - 2) On the back, write down information about that artwork focusing on why the artwork is historically significant. Include information from both *Art through the Ages* and class lectures about this work and related works. Include titles of artworks and names of related artists.
 - 3) For essay questions, think about what you would ask about this work if you were the professor. It will always be something I emphasized in lecture. Use your notes to review the points emphasized in lecture.

10%: Crocker Art Museum response: (Due March 26)

Visit the Crocker Art Museum on O Street: <https://crockerartmuseum.org/visit>

NOTE: You may instead visit the UC Davis Shrem Museum or a Bay Area contemporary art museum. See me for approval and adjustment to the Crocker assignment for larger and smaller museums.

****Before you go to the museum:**

- Watch this 3-minute video:

<http://youtu.be/drrBd1bCiW0?list=PLdGqz6dgvIzZlgSGtCMrwxPJVEoPkYwiT> Check the museum website for open days and hours, exhibitions on view, the cost to students (bring your ID), parking and other information you need.

NOTE: Third Sundays are free!

- **At the museum**, pick up a map at the front desk and ask where to find art made after 1960.
- **You must choose a work made after 1960**. No credit for pre-1960 artwork.
- Have someone else take a picture of you with the artwork. (You do not have to look at the camera :) Flash is not allowed. Include the entire artwork if possible. *Selfies won't work and are not accepted because they're too close*. If you go alone, ask a stranger in the gallery or the museum guard to take it for you.
 - The Shrem museum at UC Davis is free but does not allow photography of some of their artworks, so ask, and if the guard says no, do a 15-minute pencil sketch of the artwork plus a photo of you in the middle of the gallery.
- Email me the photo of you with the artwork as a JPEG attachment: eobrien@csus.edu
- In the body of the email or as an attachment, put 1) all the ID information from the wall sign (full name of artist, title, date, medium) and 2) two well-written, thoughtful paragraphs (around 150 words) a) describing the artwork and b) explaining why it's your favorite contemporary work in the museum.
 - ****Do not email me a link to documents on the cloud**. I will return your email, ask you to resubmit correctly, and mark your paper down ½ point.
 - The museum assignment is graded on a scale of 1-10 based on how thoughtful, complete, and well written your response is and the quality of the photograph
 - Late submissions are marked down 1 point (out of 10 total) per week. Early submissions are welcomed and earn 5 extra credit points.
 - No car? [Click here](#) for map and directions for taking the bus from campus to the Crocker.

20% Public Art Assignment: (Due April 30) – You may turn in the paper before the due date to earn 5 points extra credit.

- Submit it as an upload to CANVAS ONLY.
 - * Late papers are not accepted unless you have extenuating circumstances. See me in person during my office hours to explain why your paper is late. **Public art assignment description:**
- Create a photo essay with pictures of you visiting **three** public art murals and sculptures.
- One of the three public artworks can be on campus. The other three must be in the city.
- Study the information and maps available at the links below and plan a self-guided public art tour.
- Write a *150-200-word response to each* of the **three** public artworks you visit.
 - Start each written response by listing the artist's name, title of the work, date, medium, and location.

- Describe the artwork and what feeling and/or meaning it conveys to you. ○ If other people are walking by or standing around, ask them what they think of the art. Do they think it makes the campus or neighborhood more attractive or interesting? Write down their names with their permission and quote them. Does the artwork tell a story that they appreciate? If there is no one to ask, answer the questions yourself.
 - Speculate in two or three sentences what Judy Baca would say about the artwork and why. Refer to her essay, “Whose Monument Where?”
 - Conclude with your own opinion of the aesthetic and/or educational value of the artwork to the public. ○ Take *three* photographs of *each* of the three artworks - the whole work, different sides of a sculpture, and details. It’s good to have pictures of people with public artworks, especially if you interviewed them for this assignment, so if they don’t mind, include them in your photographs.
- ❖ **NOTE: One of the photographs of each public artwork must have you with the artwork.** No selfies because they’re too close. You’ll need to ask someone to take the pictures with you in them. **Your paper will not be read or graded without photographs of you with the three works of art.**

Resources for the Public Art Assignment:

Sacramento Metropolitan Arts Commission (SMAC) SMAC Public

Art self-guided tour information:

<http://www.sacmetroarts.org/Programs/Public-Art/Public-Art-Tours>

SMAC Public Art Map:

http://www.sacmetroarts.org//media/MetroArts/Files/APP/APP_artToursBrochure.pdf?la=en

Wide Open Walls (murals)

Website with bike and pedestrian tour maps: <http://www.wow916.com/map.html>

Map: <http://www.wow916.com/images/location-map.pdf>

Independent mural blogs with maps and information:

<https://thekachetlife.com/sacramento-mural-guide/>

<https://journalistnate.com/sacramento-mural-map/>

20%: Take home final (Due May 9) (12-font, single space, 1000 words): I will give you the take-home final questions on **May 2**. **You will draw on information you learned in class ONLY: your notes from class lectures, assigned reading, projects and course textbook.** Put information from textbook in your own words. Do not quote from or plagiarize the textbook

***NOTE: PLAGIARIZED take-home finals earn an automatic F.**

Please ask me if you're not clear about plagiarism. Here is the University's definition: "At Sacramento State, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgment. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgment is not necessary [only] when the material used is common knowledge."

<https://www.csus.edu/umannual/student/stu-0100.htm>

Schedule:

- The schedule is subject to changes announced in lecture.
- Art 1C PowerPoint lectures are uploaded to the course website just before class and remain there throughout the semester. You can download them for flashcards.

January 22: Introduction

January 24:

Homework: Due January 29

- Post your picture on Canvas.
- Download, print out, read, mark for discussion, and bring to class the essay, "Whose Monument Where: Public Art in a Many-Cultured Society" by Judy Baca.

****NOTE:** After class discussion on January 29, you will turn in the printed-out and marked article with your name on it for "complete" credit.

- The PDF is available on the "Readings" page of the Art 1C website:
<https://www.csus.edu/indiv/o/obriene/art1C/Readings/Baca%20Whose%20Monument%20Where.pdf>
- *Print out the Judy Baca essay about the social role of public art; underline her thesis statement and three supporting points (facts that prove her thesis is credible). Bring your marked hard copy of the article to class for discussion. Take notes on it during class discussion.
- **This is a "credit/no credit" assignment. You will turn it in after class for credit and attendance marks. I will return them so you can review them for the first quiz on February 5.**
- Not sure what a thesis statement is? Read this: [What is a thesis statement?](#)

NOTE: On *the first quiz, February 5*, I will ask you to describe 1) the content of the mural, *The Great Wall of Los Angeles*, and 2) who the artists were, and 3) Judy Baca's thesis (her argument or point of view) in your own words in one or two sentences.

January 29: In small groups for class discussion, debate the thesis of the Judy Baca essay and the question of the social responsibility of public artists and artworks.

View video in class: *Exit from the Gift Shop*. Take notes. The film is about graffiti. Compare the social role of illegal street artists in the documentary with the legal public artists like Baca and Christo.

Homework: Study Chapter 26: Rococo to Neoclassicism

January 31: Mid-18th Century

February 5: European Enlightenment and Neoclassicism

Quiz 1 – One of the two questions will be, “In your own words, restate the thesis of ‘Whose Monument Where?’ The other question will be, “What are the Art 1C course attendance, cellphone, and laptop policies?”

Read: Chapter 27: Romanticism, Realism, Photography

February 7: Early Nineteenth Century

February 12: Romanticism, Orientalism, Occidentalism

February 14:

February 19: **Quiz 2** / Realism

Read: Chapter 28: Impressionism, Post-Impressionism, Symbolism

February 21:

February 26: Impressionism

February 28:

March 5: **Quiz 3** / Post-Impressionism

Read: Chapter 29: *Modernism in Europe and America: 1900-1945*

March 7: Post-Impressionism

March 12: Symbolism and Fauvism

March 14: Expressionism

March 19 & 21: Spring Break – NO CLASS

March 26: Dada / **Crocker Art Museum Assignment due**

March 28: Cubism / African Diaspora Harlem Renaissance

April 2: Quiz 4

April 4: Surrealism

April 9: Abstract Expressionism

April 11: Mexican Muralism

April 16: sixties and seventies

April 18:

April 23: Quiz 5/ eighties and nineties

Read: Chapter 31: Contemporary Art Worldwide

April 25:

April 30: Public Art Assignment due / Class discussion of public art

May 2:

You will get the take-home final essay questions. See syllabus page 7 for a description of the take-home final. TAKE-HOME FINAL IS AVAILABLE ON THE "READINGS" PAGE OF THE WEBSITE AND ON CANVAS

May 7: twenty-first century

May 9: Quiz 6 / Take home final due. This last class is an in-class discussion of your take-home finals as a review of the course. *Attendance* at this class is required and part of your take-home final grade.