

# Art 1 • Contemporary Art 1945 - Present

Spring 2012

Instructor: Denise Johnson

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Tuesday & Thursday 2 – 3:20 pm

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## Course Description

This course will explore the history of contemporary art from WWII to the present day. We will trace modernism's provocative experiments with form and examine the collapse of this discourse art historians now identify as postmodernism. Visual language and art terminology will be used to examine artworks from a wide assortment of historic, social, political and personal contexts. Students will develop a critical perspective that is meaningfully articulated through writing along with a general level of knowledge and appreciation for modern and postmodern art and its practice.

## Student Learning Outcomes

Upon completion of the course, you should be able to demonstrate:

- knowledge of key artworks and architecture in their historical context
- comprehension of relevant art historical writing and analysis
- understanding and appreciation for individual, social, and cultural diversity through the visual arts

## Required Texts

Arnason, H.H. and Elizabeth C. Mansfield eds. History of Modern Art. Sixth Edition. Upper Saddle River, New Jersey: Prentice Hall, 2010. (On reserve at the Chaffey College Library RES 700 JOH6)

## Recommended Texts

Atkins, Robert. ArtSpeak: A Guide to Contemporary Ideas, Movements, and Buzzwords, 1945 to the Present. Second edition. New York: Abbeville Press, 1997.

Osborne, Richard and Dan Sturgis. Art Theory for Beginners. Hanover, New Hampshire: Steerforth Press, 2009.

College Dictionary and Thesaurus

## Instructional Websites

This course will be taught from the instructional website: [www.theslideprojector.com](http://www.theslideprojector.com). Lecture presentations, assignments, and other course materials will be available at this site, and you will need to access it regularly. Please let the instructor know if you do not have internet access.

Various course materials will be available on the course moodle site at <http://moodle.chaffey.edu/>. Registered students will use moodle to take online quizzes, review their current grade, utilize a discussion board, and access other course materials.



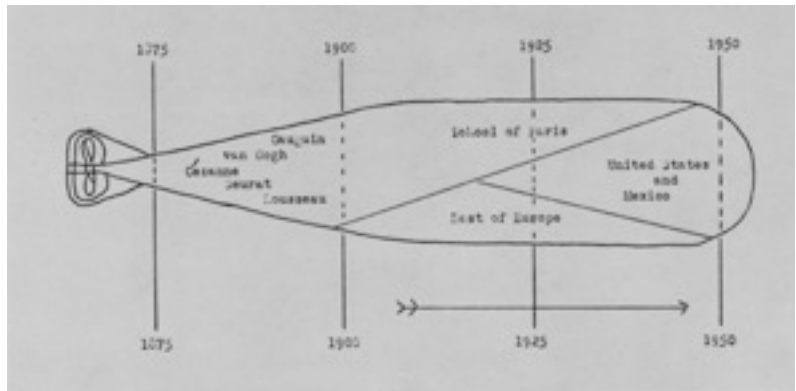
Walton Ford. Grand Tour. 2000.

## Student Resources

To assist your learning, the Chaffey College provides these (and other) valuable services:

## Library

The Chaffey College library is open Monday through Saturday and is closed on Sunday and college holidays. Check the library website at [www.chaffey.edu/library/](http://www.chaffey.edu/library/) or call (909) 652-6800 for current hours. A valid Chaffey I.D. is required for any library services including check out of reserve textbooks and other material to use in the library or for on-line access.



Alfred H. Barr, Jr.'s "torpedo" diagrams of the ideal permanent collection of The Museum of Modern Art, 1941.

## Success Centers

Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computer/resource access to assist students in their academic development and success. Students are highly encouraged to make use of the resources at the Writing Center, located in the library (909) 652-6820 and the Rancho Success Center in the Educational Excellence Building (909) 652 - 6932. Call the Centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information and operating hours.

## Disability Programs and Services

Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please call (909) 652 - 6379 or TDD/TTY (909) 466 - 2829 or visit our website at [www.chaffey.edu/dps/](http://www.chaffey.edu/dps/).



Jean-Michel Basquiat. Untitled. 1981.

## Veterans Services Center

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652 - 6235 for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125.

## Global Career Center

The Global Career Center, through partnerships with staff, faculty, employers, and the community, empowers students and alumni to make educated career decisions. The GCC has resources available to help students make these important decisions. Many of the services at the GCC are free, including: career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and various workshops that are offered throughout the semester. The GCC is located in AD 189 and can be contacted at (909) 652 - 6511.

## Grading

There are 500 points possible in this class. Forty percent of your grade will be earned by writing a Research Paper, 19% by taking online quizzes, 16% by submitting worksheets, 15% by writing reading and 10% by completing Exhibition and Event Reports.

Students are encouraged to keep track of points earned on each assignment throughout the semester with the grade table included in this syllabus. If requesting an appointment with the instructor to review your grade, you will be asked to bring the table with your earned points recorded to the meeting.

A	100% - 90%	500 – 448 points
B	89% - 80%	447 – 398 points
C	79% - 70%	397 – 348 points
D	69% - 60%	347 – 297 points
F	59% or less	296 – 0 points

### **Research Paper** - 40 + 20 + 20 + 120 = 200 points

Students are required to write a Research Paper that adequately covers a topic relevant to this course. The paper should reflect extensive research on a minimum of three different artworks and should demonstrate a basic understanding and application of the descriptive techniques and art historical methodologies learned during the semester. The paper must follow MLA guidelines, and cite at least four different, credible sources of information originating in print. To organize and manage the various elements of the paper, students will be required to submit a Methodologies Matrix worth 40 points, and a Source Report and Paper Plan, each worth 20 points. The paper itself will be worth a maximum of 120 points.

### **Learning Communities** - 5 X 15 = 75 points

Students will be randomly organized into Learning Communities to discuss course material and to write ten relevant questions (with answers) that will be reviewed by the instructor to assess comprehension and depth of understanding. Well written and critically engaging questions will be used on the upcoming quiz. If the instructor determines that community questions lack rigor, she will use her own questions on the quiz ;0) Communities will submit ten questions , together worth fifteen points, during five meetings over the semester.

### **Quizzes** - (4 X 25) - lowest score + 20 = 95 points

Students will be asked to log onto the class's moodle page to complete four online quizzes, each worth a maximum of 25 points. Quiz questions will be written by Learning Communities and may be multiple choice, fill in the blank, image identification, true or false, or short answer essay. Quizzes will be made available on Thursdays and must be completed by 11:59 pm on the date they are due. Sorry, make-up quizzes cannot be accommodated. However, the lowest quiz score will be dropped. A mandatory, comprehensive final quiz, that is due on the day of the final exam, will be worth 20 points.

### **Worksheets** - 4 X 20 = 80 points

Students are required to submit four worksheets of their choice, worth up to 20 points each during the semester. Credit is earned for effort and completeness – incomplete assignments will NOT earn points. Worksheets are available at [www.theslideprojector.com](http://www.theslideprojector.com) on the "Worksheets" page.

Up to two extra credit worksheets may be submitted for 10 points each. Worksheets requiring students to watch a movie may only be submitted for extra credit points.

### **Exhibition Report** - 30 points

Students are required to view (in person) an exhibition including modern to contemporary works of art held off campus during the semester and submit a Museum Report worth 25 points considering the works on view, organization and curatorial concerns of the exhibition. The report can be accessed on the "Worksheets" page of the Slide Projector.

### **Event Report** - 20 points

During the semester, students are asked to attend an on-campus event and to submit an Event Report for a maximum of 20 points. The Wignall Museum, Art Department, One Book One College program, Chaffey Art Organization and other groups on campus offer relevant and stimulating events throughout the semester. Check the Got Culture? calendar and class bulletin board for upcoming activities. The report can be accessed on the "Worksheets" page of the Slide Projector.

### **Extra Credit**

Multiple opportunities to earn extra credit will be announced during class. However, students are limited to earning a maximum of 25 extra credit points (five percent) during the semester. Any points earned above 10% will NOT be applied to the final grade.

## Policies

To ensure that our learning community functions well and that everyone is treated with the respect that they deserve, we must all agree to the following courtesies and guidelines:

### Attendance

Good attendance is essential to your success! While you will not be graded directly on your attendance, numerous absences are sure to negatively affect your grade.

The deadline to add this course is January 23. If you wish to drop this course, it is your responsibility to formally drop via MyChaffey View by February 10 without record, or by April 11 with a "W" grade.

### Complete Assignments Before Class Begins

Assignments should be turned in at the beginning of class. Those completed in class will NOT be given credit.

### Late Assignments

You may turn one assignment in one class day late. The late assignment will not be marked down, however any assignments turned in more than one class late, or in addition to the one accepted assignment, will NOT receive credit.

### Respect is Key

We will often consider provocative and challenging subject matter in this class and must therefore agree to respect each other's views and identities. Our diverse backgrounds and opinions are assets and no student shall be made to feel inferior or uncomfortable because of their race, ethnicity, gender, sexual orientation, religious beliefs or physical/ intellectual abilities.

All members of the Chaffey College community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of our community and resisting behavior that may cause danger or harm to others which shall include, but not limited to, violence, theft or bigotry. All members of the Chaffey College community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

### Take a Break from Texting!

Please DO NOT text message during class. If you need to attend to an important message, please leave the classroom and return when you can fully commit your attention to the class discussion.

### Cheating and Plagiarism Policy

Integrity is an essential component of the student academic experience. The academic evaluation a student receives for a course becomes a permanent college record and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at the college will be a model for the professional integrity they practice when they complete their college work. Accordingly, Chaffey College has classified academic dishonesty into the following categories and included examples for each category: cheating, unauthorized collaboration, facilitating academic dishonesty, interference or sabotage, plagiarism, fabrication and retaliation.

### Study Time

Students should plan on spending two to three hours reading, fulfilling assignments and studying for this class for every hour spent in the classroom. That's 96 to 144 hours of Art 1 study time this semester!

### Submission Deadline

With the exception of the Final Exam, all course work must be submitted by the last day of lecture. NO COURSE WORK WILL BE ACCEPTED AFTER 3:20 PM ON May 16!!!

### Grades

Grades will be available online by January 4.



Saburo Murakami. Breaking Through Many Paper Screens. 1956.

**Class Schedule and Required Reading** - This is a tentative schedule, and may be changed as needed.

Date	Discussion Topic & Activity	Assignment Due
January 18	Introduction	
January 23	The Modern Avant-Garde Chapters 15 & 16	Student Information Sheet
January 25	Europeans in New York Pages 403 - 408	
January 30	Breaking It Up Pages 409 - 419 Is he the greatest living painter in the US?	Worksheet #1
February 1	New York Becomes the Center Pages 419 - 428	
February 6	Existential Angst	Worksheet #2
February 8	Dialogue with Europe Pages 439 -471	Learning Community 1
February 13	The Hero's Gesture Pages 428 - 438	Quiz 1
February 15	Action vs. Abstraction Pages 518 - 531 Guardians of the Avant-Garde	Worksheet #3
February 20	President's Day - NO CLASS	
February 22	The Beat Generation Pages 486 - 491 The World of Mrs. N.	Worksheet #4
February 27	The Gap In Between Context page 588 According to What: Jasper Johns's Flag	Worksheet #5
February 29	Consuming America Pages 492 - 508	Methodologies Matrix
March 5	East Coast Pop! When Pop Turned the World Upside Down	Worksheet #6
March 7	West Coast Funk Pages 509 - 517	Learning Community 2
March 12	Nouveau Realisme Pages 472 - 486	Quiz 2
March 14	Minimalism Page 532 - 546	
March 19	Spring Break	
March 21		

Date	Discussion Topic & Activity	Assignment Due
March 26	In the Nature of Materials Pages 626 - 637 The Fictive Spaces of Richard Serra	Worksheet #7
March 28	Anti Form Pages 547 - 556 & context page 593 Spatial Overtures	Worksheet #8
April 2	Earth & Ideas Pages 587 - 593 & 615 - 626	Research Paper Plan
April 4	Art in Flux Pages 593 - 597	Learning Community 3
April 9	The Artist's Body Pages 597 - 602 Marina Abramovic & Vito Acconci	Quiz 3 Worksheet #9
April 11	Gender Politics Pages 603 - 614 & 646 - 657 The Sexual Politics of the Dinner Party	Worksheet #10
April 16	80s Art Boom Pages 696 - 723	Source Report
April 18	The Return of Painting Pages 637 - 646 & 695 - 717	Worksheet #11
April 23	The Graffiti Show Pages 718 - 723	
April 25	Postmodernism Pages 658 - 686 The Polemics of Play	Learning Community 4
April 30	Appropriation Pages 686 - 694 The Work of Art in the Age of Mechanical Reproduction	Quiz 4 Worksheet #12
May 2	Culture Wars Chapter 26	Research Paper Worksheet #13
May 7	Politics Pages 744 - 768	
May 9	Sensation	
May 14	Current Trends	Worksheet #14
May 16	Art in the Global 21st Century Pages 769 - 773	Exhibition & Event Reports Learning Community 5
May 23	Grade Appointments 2:15 - 4:45 pm	Final Quiz

## Grade Table

Use this table to keep a running score of the number of points you have earned in this class. At any point in the semester you can compute your grade by dividing the number of points you have earned by the number of points possible at that time, which will give you a percentage (points earned ÷ points possible = %). Look your percentage up on the second page of this syllabus to find your general grade.

Bring this table, with earned points recorded, to any meetings with the instructor considering your grade!

Assignment	Points I've Earned	Points Possible	
Research Paper	Methodologies Matrix	out of 40 points	
	Paper Plan	out of 20 points	
	Source Report	out of 20 points	
	Research Paper	out of 120 points	200 points
Quizzes (subtract lowest)	Quiz #1	out of 25 points	
	Quiz #2	out of 25 points	
	Quiz #3	out of 25 points	
	Quiz #4	out of 25 points	
	Mandatory Final Quiz	out of 20 points	95 points
Worksheets	Worksheet #	out of 20 points	
	Worksheet #	out of 20 points	
	Worksheet #	out of 20 points	
	Worksheet #	out of 20 points	80 points
Learning Communities	Community #1	out of 15 points	
	Community #2	out of 15 points	
	Community #3	out of 15 points	
	Community #4	out of 15 points	
	Community #5	out of 15 points	75 points
Reports	Exhibition Report	out of 30 points	
	Event Report	out of 20 points	50 points
Sub-Total			
Extra Credit			Maximum 25 points
	Total		out of 500 points

## Have you considered in A.A. in ART HISTORY?

The Art History program prepares students for transfer to four-year colleges and universities and for careers in education, museums, research, and related fields. Students learn the major theories and artistic movements in Art and Architecture from the ancient to the modern world, and evaluate the influences that social, political, and religious institutions have in the creation of art. The program addresses the dynamic fields of both Western and Non-Western Art and Architecture, as well as the critical roles that Photography, Contemporary Art, and Graphic Design have in shaping our society. Students should consult with the intended transfer institution to determine the appropriate courses to complete at Chaffey.

To obtain an Associate's Degree in Art History, students must complete both the major requirements below and the graduation requirements listed on pages 24-25 of the college catalog.

Major requirements for the Associate in Arts Degree:

- Art 1 Contemporary Art: 1945 - Present
- Art 3 Art History of the Western World: Ancient to Medieval
- Art 5 Art History of the Western World: Renaissance to Modern

Plus one studio course:

- Art 10 Fundamentals of Design in Two Dimensions
- Art 12 Fundamentals of Design in Three Dimensions
- Art 14 Introduction to Drawing
- Art 18 Introduction to Ceramics
- Photo 7 Introduction to Digital Photography
- Photo 10 Beginning Photography

Plus one course from the following:

- ART 9 Art of the Pre-Columbian Americas (Non-Western)
- ART 11 Asian Art History (Non-Western)
- ID 13 Non-European Architecture and Design (Non-Western)

Plus two courses from the following:

- ART 6 Women Artists in History
- ART 407 History of Design
- PHOTO 1 History of Photography

or,

Plus two courses from the following:\*

- ART 10 Fundamentals of Design in Two Dimensions
- ART 12 Fundamentals of Design in Three Dimension
- ART 14 Introduction to Drawing
- ART 18 Introduction to Ceramics
- PHOTO 7 Introduction to Digital Photography
- PHOTO 10 Beginning Photography



viewer with Ron Mueck's A Girl 2006

**Student Information Sheet**

The information you share here will be used by the instructor to get to know you and will be kept in confidence.




Name	please paste current photo here
Student ID #	
Email Address	
Additional Info	
Learning style	
What are your goals for this class?	

**Subject Background**

Please circle the response that best applies to you.

How familiar are you with women's contributions to western art history?	Know it well	Familiar	Unfamiliar	No idea what it is
How comfortable are you interpreting and understanding works from different periods?	Very comfortable	Comfortable	Uncomfortable	It's painful
How familiar are you with MLA style?	Very familiar	Familiar	Not familiar, but I think I know what it is	No idea what it is
What is your ability to find relevant and credible information on art historical issues, periods and theories?	Expert	Above Average	Average	Unable
How familiar are you with using art historical methodologies to interpret and better understand works of art?	Very familiar	Familiar	Not familiar, but I have an idea	No idea how to use them

## Learning Style Assessment – Which method of consuming information best describes you?

		Learner Type
<p><i>I do better with instructions in writing so I can read them over a few times and refer back to them.</i></p>	<ol style="list-style-type: none"> <li>1.Remove the protective film on the back and edge of the door or drawer front before mounting/assembly.</li> <li>2.Assemble the drawer and fit the hinges.</li> <li>3.Immediately after removing the film the surface is especially sensitive to scratches. You can increase resistance to scratches by curing.</li> <li>4.Wash with a soft cloth, using a mild soap solution (max. 1%). Note! Do not use any cleaners containing alcohol or abrasives.</li> <li>5.Wipe clean and let harden for 24 hours.</li> </ol>	<p><b>Visual – Verbal</b></p> <p>You learn best when information is presented visually and in a written form. You benefit from information obtained in class notes and the textbook. You tend to like to study in a quiet room.</p> <ul style="list-style-type: none"> <li>• Make flashcards of images, vocabulary words and key concepts</li> <li>• Write out explanations of artworks</li> <li>• Copy information from the textbook into a computer word document</li> </ul>
<p><i>I do better with instructions that have pictures or if I see a video/ DVD about the topic/ task.</i></p>		<p><b>Visual – Nonverbal</b></p> <p>You benefit from information obtained from pictures and diagrams. You tend to like to work in a quiet room and may not like to work in groups. When trying to remember something, you often visualize a picture of it in your mind.</p> <ul style="list-style-type: none"> <li>• Mark up the margins of your textbook with key words and drawings of key concepts</li> <li>• Create tables and charts with graphics that help you understand course material</li> <li>• As much as possible, translate words and ideas into symbols, pictures and diagrams</li> </ul>
<p><i>I do better with instructions if I am told them out loud or I say them out loud a few times.</i></p>		<p><b>Auditory</b></p> <p>You learn best when you can hear the information being presented. You benefit from listening to a lecture and participating in group discussions. When trying to remember something, you can often “hear” the way someone told you the information.</p> <ul style="list-style-type: none"> <li>• Tape lectures with a recorder equipped with a counter. Make note of the time that a key concept or work was discussed</li> <li>• Read your textbook and notes out loud</li> <li>• Talk your way through test questions and homework assignments</li> </ul>
<p><i>I do better with instructions if I am actually shown how to do a task and then allowed to do it myself right away.</i></p>		<p><b>Tactile – Kinesthetic</b></p> <p>You learn best when physically engaged in a “hands-on” activity. You learn best when you can be physically active in the learning environment and benefit from in-class demonstrations, hands-on experiences and field work outside the classroom.</p> <ul style="list-style-type: none"> <li>• Make your learning tangible by making models or going to museums where you can gain first-hand experience</li> <li>• When studying, walk back and forth with notes or the textbook in your hands</li> <li>• Keep your hands moving with small, textural objects</li> </ul>

\*For a more detailed assessment of your learning style and useful strategies for learning that fit your type go to [www.dvc.edu](http://www.dvc.edu) > online courses > Learning Styles Website or <http://www.metamath.com/lswb/dvclearn.htm>