

ARH2000 Art Appreciation: American Diversity and Global Arts

ARH2000. Spring Semester, 2020 (3 credit hours)

Monday: Period 8 (3:00- 3:50); Wednesday: Periods 7-8 (1:55- 3:50)

Room: Monday- TUR 2322; Wednesday- TUR 2328

Final exam: April 30, 2020 at 3:00- 5:00pm.

Derek Burdette, Ph.D., Assistant Professor

Email address: dburdette@arts.ufl.edu

Office telephone: 352-273-3059

Office: Fine Arts C 103

Office hours: Wed. 9-11, and by appt.

Course Description: This class introduces students to the visual arts from a global perspective in order to equip them with the knowledge and skills necessary to engage critically with the artistic and cultural landscape of the United States today. In particular, this course helps students master the skills necessary to analyze artworks according to the basic elements and principles of design. It also exposes students to canonical artworks from many of the world's artistic traditions, and helps them appreciate how artists, both inside and outside of the United States, have engaged with art's global histories to make work that reflects the rich diversity of the American experience.

General Education Requirements and Expected Learning Outcomes: This course fulfills the requirements for General Education in the Humanities (H) and Diversity (D) categories. The University of Florida defines those categories as follows:

Humanities (H): Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. (<http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>)

Diversity (D): This designation is always in conjunction with another program area. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. (<http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>)

These general education objectives will be accomplished through:

1. Exposure to a varied collection of artworks from across time and geographical regions and the art historical language necessary to understand them.
2. Repeated practice carrying out visual and contextual analysis of artworks using the principles and elements of design as well as art historical methods (including iconographic analysis, contextual analysis, feminist analysis and critique, critical race analysis and critique, and post-colonial analysis and critique, etc.).
3. Introduction to the perspectives/artworks that have shaped the discipline of art history, along with conversations about how those perspectives resonate or conflict with current values regarding inclusion, diversity, equity and accessibility.
4. Exposure to artists whose biographies and/or artworks enrich our understanding of the historical processes and contemporary experiences characterizing social and cultural differences within the United States.
5. In-depth study of selected artworks that allow students to consider the complexity and nuances of important issues related to the history of art and the diversity within the United States.
6. Assignments designed to help students practice both oral and written communication as they engage with historical material and reflect on its relevance to their own life.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

<http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

Expected Learning Outcomes for Content: *University Outcomes: Students will be able to identify, describe, and explain the history, underlying theory and methodologies used (H). Students will be able to identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (D).* Students will learn about the basic art-historical methods in week two, and apply them to artworks during our in-class discussion and weekly application assignments during the rest of the term. They will also study, write about and make connections between dozens of artworks that have been carefully chosen to reflect a diverse set of perspectives from across the American experience. They will talk, write and present about those artworks in order to deepen their understanding of their significance and what they can teach us about diversity within the US.

Expected Learning Outcomes for Critical Thinking: *University Outcomes: Students will be able to identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (H). Students will be able to analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (D).* Students will study numerous artworks that reflect on the biases inherent in art history's

history, including a persistent Eurocentrism and gender discrimination that has marginalized art from other parts of the globe and led to the creation of a predominantly male artistic canon. They will read about those artworks in the textbook and complete application assignments that help them consider their significance. Those same artworks and assignments will help students consider the historical roots of the social inequality found within the US today.

Expected Learning Outcomes for Communication: University Outcomes: Communicate knowledge, thoughts and reasoning clearly and effectively (H/D). Students will regularly practice speaking extemporaneously about the artworks we study in class, developing oral communication skills. They will also have regular written and visual assignments (creative projects) designed to help them organize their ideas and communicate them effectively in writing. These assignments will include brief paragraph-length descriptions of artworks, reflections papers as well as longer

Textbook and Assigned Readings

We have one required textbook for this class, which is available through the University of Florida's UF All Access program at the bookstore.

- E-Book: DeWitte, Debra J., Ralph M. Larmann, M. Kathryn Shields, *Gateways to Art: Understanding the Visual Arts*, 3rd edition. New York: Thames and Hudson, 2018.
- Note that students MUST acquire the digital access code for *Gateways to Art* to have access to the full suite of resources.

Other required readings are available as pdf's on the **Canvas (E-learning)** site for the course in the page associated with the week/module. Additional class materials, including a copy of this syllabus, will also be posted there.

Requirements and Grading:

Grade Break Down:

- 15% Attendance and Participation
- 25% Weekly "Knowledge Application" Assignments
- 10% Museum Reflection Paper
- 30% Unit Synthesis (3x10%)
- 20% Final "Keystone Artwork" Project

Attendance and Participation (15%): Attendance is extremely important for this class, as many of our learning outcomes can only be achieved by attending class and participating fully in the lecture and discussion. We will circulate a sign-in sheet each day in class. You will be allowed **TWO** un-penalized absences, which assumes that you will need a day here or there because you are sick, etc. For each subsequent absence you will lose 2 points from the "Attendance and Participation" portion of your final grade. Note that this system doesn't distinguish between excused and unexcused absences (with the exception of various serious circumstances), so plan accordingly. Excessive absences are grounds for receiving a failing grade for the class, and failure

to sign in on the attendance sheet will be counted as an absence.

“Knowledge Application” Assignments (25%): Each week we will have assignment designed to *apply* your knowledge to the visual world around you. The exact nature of these assignments will differ based upon the material, but *all* of them will require you to extend beyond recollection to actually apply what we learn in class to something outside of class. The assignments will be found on canvas, and should be completed by the assigned date (some will be on Wednesday, and some on Friday of each week). More details regarding the individual assignments can be found in the assignment on canvas.

Museum Assignment (10%): This assignment is designed to help us reflect on how museums shape our experience with artworks. We will visit the Harn Museum of art together during week 4 (Wed. January 29th) and during that visit you will do two things: carefully consider how the museum scripts your viewing experience and select a single artwork to analyze within the museum context. You should consider how you are led through by signs- written or architectural- that inform your interaction with the objects on display. Then, once you settle on a single object within the museum context, you should carefully consider the way in which the curatorial choices regarding its display influence your reception. After our visit, you will compose a three-page paper compiling your findings. More details regarding the assignment will be forthcoming.

Unit Syntheses (3x10%): The units for this class can be loosely broken down into three thematic units: Art and its Contexts; Art and the Human Experience; and Art, Society and Politics. For each of three units, which are made up of roughly five weeks of materials, you will complete a culminating assignment that draws the material together and helps reinforce your understanding of key themes and ideas (much like a midterm and final exam would do). For each assignment, you will review the material and select representative artworks that connect to the big ideas covered and the theme of American diversity. You will write a brief essay pulling them together and supporting your ideas with material we covered in class (lecture notes, videos and textbook readings). Together, these three Unit Syntheses will ensure that we reinforce the major learning outcomes of the class, replacing the “memorize and purge” model of standard exams with a more substantial engagement with material. More details regarding the assignment will be forthcoming. See the due dates for the Unit Synthesis assignments below:

F- February 14: **UNIT 1 Synthesis Due**

F- March 20: **UNIT 2 Synthesis Due**

F- April 17: **UNIT 3 Synthesis Due**

Final “Keystone Artwork” Project: (20%): This semester we will look at 15 “keystone artworks” that act as windows into the big ideas and themes that underpin our class. These keystone artworks provide in-depth case studies that help us really consider the complexities surrounding an artwork, many of which we could not appreciate if we just studied it for a few minutes before moving on. For your final project you will pick a single artwork that acts as a

“keystone artwork” for the theme of American diversity, or a single aspect of that larger idea. You can select the artwork from the textbook, many fascinating artworks are included in sections of the textbook we did not cover in class, or you can find an artwork outside of the text. In any case, you must select your artwork by **Monday February 10** when we will complete an in-class research tutorial using your artwork. This will help you become familiar with the basics of art historical research and help you begin to compile information for your final presentation. Your research will culminate in the last week of class with presentations on **Monday, April 20 and Wednesday April 22**.

Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

-----	94–100 A	90–93 A-
87–89 B+	84–86 B	80–83 B-
77–79 C+	74–76 C	70–73 C-
67–69 D+	64–66 D	60–63 D-
59 and below	F	

If you have questions about how grade points are assigned by the University, go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Reminders and Requirements

UF Requirements and Policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Statement Regarding the Honor Pledge: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations: I, along with the rest of the University community, am working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting

accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Diversity Statement: The intent is that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. The intent is also to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be our responsibility. The intent is that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.

Changes to the Syllabus: While this document provides guidelines for the class, I do reserve the right to change the syllabus at any time during the semester if the need arises. Each class is different, and sometimes it takes some tweaking to get the right readings, topics, and assignments. Being flexible with the syllabus allows us to get it right.

Notes on Technology and Communication

- **Communication and Respect:** We all must strive to be good communicators to make this class successful. This means listening respectfully to others in class (faculty and students) and engaging in respectful conversation. It also, perhaps just as importantly, means maintaining professional standards while communicating via email and outside of class. With that in mind, please use formal, respectful, and professional standards when corresponding via email. This means beginning emails with a formal greeting, employing proper grammar, and avoiding unprofessional colloquialisms.
- **Laptop computers:** In a small class like this, I prefer that we all use notebooks rather than laptops because this allows us to engage without distractions or barriers. So, for most lectures I will ask you to stow away your computers. We will use the computers on certain moments (to do group assignments, to access digital materials, etc.). If you know that taking notes on your computer is required for you to achieve the learning outcomes, please come speak to me in week one about accommodations.
- **Cell Phones:** Please refrain from texting during class. If it becomes a problem, I will simply ask you to put your phone away. If it happens repeatedly, I will ask you nicely to leave class and mark you absent for the day.
- **Canvas:** Access to, and familiarity with, Canvas is a pre-requisite for this class. Please make sure that you are familiar with our course site on Canvas so that you will have access to announcements, assignments, readings, etc. Canvas support can be found at:
 - <https://elearning.ufl.edu/student-help-faqs/>
 - The help desk can be reached 24 hours a day, 7 days a week at (352) 392-HELP (4357) or via email at helpdesk@ufl.edu
- **Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they

receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

Course Schedule

The precise course schedule will be available to students enrolled in the course on the first day of classes.