

ARH 3800 Criticism of Art

Monday 12:50 PM - 1:40 PM | Period 6

Wednesday 12:50 PM - 2:45 PM | Period 6 - 7

FAC 201

Professor: Allison Moore

Office: FAC 121

Office Hours: M 2-4 PM, W 3-5 PM & by appointment

Email: al.moore@ufl.edu

Spring 2024

School of Art History

College of the Arts

University of Florida

Credits: 3

Course Description:

This class will explore art criticism in the broader complex of the intertwined and often reciprocal relationships between art and writing in a variety of contexts, including in artworks that incorporate text and/or literary references, in poems that respond to artworks (*ekphrasis*), in artworks that incorporate poems, in catalog essays, and in artist books. In examining the relationship between text and image in contemporary art, we will come to understand the specific function of each mode of seeing/reading and we will experience how combinations of different forms create different effects, improving skills in writing, textual and visual analysis, and increasing knowledge in this understudied aspect of the contemporary art world.

Education Outcomes:

*Students will increase skills in visual observation, visual analysis, textual analysis, oral participation, research, essay writing, and critical thinking.

*Students will learn about an important subset of the contemporary art world (artists who are influenced by literary texts or who use literary texts or their own text in their work) and will learn about a wide variety of ways to write about art.

*Through learning about different forms of text and image interactions, students will increase their knowledge and experience in both formats.

Course Objectives:

*To gain knowledge and familiarity with a subset of contemporary artworks that include or are influenced by literary writing or text;

*To gain more fluency in visual analysis, contextual context, critical thinking, analysis of argument, and analysis of quality in writing.

*To improve writing skills on contemporary art. To be able to make an argument using research, formal analysis, and interpretation.

Required books:

Required books are available at the bookstore. I expect you to bring the book to class when it is time to discuss and study the book. All other readings will be posted on Canvas. Please print out the reading and bring it to class for discussion.

Teju Cole, *Blind Spot*. Random House, 2017.

Claudia Rankine, *Citizen: An American Lyric*. Graywolf Press, 2015.

Attendance & Due Dates:

Students are expected to attend all classes. Attendance will be taken at the start of class. Students are permitted only **three (3) unexcused absences**. Except in extenuating circumstances, more than three unexcused absences will affect your final course grade. The instructor may opt to **drop your final grade a half-step for every additional unexcused absence** (B to B-, B- to C, etc.). Absences that are incurred as a consequence of illness, religious observance, or family emergency will be excused with an official doctor's note or written statement, although supplemental assignments may be assigned in order to help keep up with the material and to make up for lost class participation. **Unexcused late arrivals and early departures of 15 minutes or more will count as an absence.**

Students are expected to turn in all assignments on time. **Late assignments will be penalized 1/3 of a letter grade for every twenty-four hours past their due date.** Any extensions or make-up work due to an excused absence must be coordinated with the instructor. The provision of any make up exam is solely at the discretion of the instructor.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Assignments:

Participation: 30%. Active participation is required for this course and **will be factored into your final grade.** Through actively engaging with the material, the professor, and fellow students in the classroom, learning will be enhanced. I will note your participation and I will call on students who do not volunteer to speak. This is engaging and subjective material. There are no wrong answers and no dumb questions. We encourage a culture of respect and a willingness to listen to others with interest. Participation can include full class or small group work, and may include submitting a paragraph summary or written questions before class.

Exhibition Review, 20%. Due Thursday, February 15th, 12:00 am. While Surrealism was originally a literary movement, it is now famous for its artistic contributions. Visit the exhibition *Surrealism at the Harn: A Centennial Celebration* and write an exhibition review. (1000 wc)

Presentation of final project, 10%.

Presentations will occur in the last week of classes. They will be 10 minutes each.

Final Project, 30%.

Thesis topic & outline due 1/31. Rough draft due 3/25. Final draft due 4/26.

The final project is an art history essay that analyzes either an artwork that incorporates text, or takes as its subject a writerly topic, such as comparing and researching historical or contemporary art criticism writers and their place in the art world. (8-10 pages). Instructor will offer a list of topics. Significant improvements must be made between the rough & final drafts.

Grading Scale:

A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E, I, NG, WF	59 and below

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Class Demeanor & Required Materials:

Students should come to class ready to learn. Computers and tablets are permitted ONLY for note taking. **Cell phones should be turned off and packed away for the duration of class. Inappropriate usage of devices will result in a deduction of the participation grade.** Students are expected to assist in maintaining a classroom setting that is conducive to learning. Be aware that you are not the only person who can see your screen. Respect your classmates and the learning environment by not offering a distraction. **The professor reserves the right to disallow laptops and require paper notebooks and pens if computer are used for surfing or distraction.**

Email:

Announcements about the class will be sent out over email or through the Canvas Announcements feature. Please check your UF email regularly. If you send the professor emails, please do so from your official UF account (rather than through Canvas) and practice email etiquette and courtesy when messaging (write a clear subject line, include a salutation and closing, address your instructor as “Professor” or “Dr.,” etc.). For more information on email etiquette, see the guide from Inside Higher Education: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emailsessay>

COURSE SCHEDULE

week 1 introduction & 1950s, Beats & New York School

M Jan 8 introductions.
Christian Viveros-Fauné “Re: Art Criticism Today”
<http://brooklynrail.org/2012/12/artseen/re-art-criticism-today-christian>

W Jan 10 **1950s, Beats & New York School**
read: Jack Kerouac, introduction and look at *The Americans* by Robert Frank
NY School: Frank O'Hara, John Ashbery, John Yau

week 2 **current criticism & writer-critics**

M Jan 15 no class: Martin Luther King, Jr. holiday

W Jan 17 *NY Times, New Yorker, Hyperallergic, Artforum, 'Even, Cabinet, Gulf Coast*
Holland Cotter, Jason Farago, Peter Schjeldahl, John Yau, Jerry Saltz, Quinn
Latimer.

week 3 **contemporary artworks that incorporate text**

M Jan 22 Jacob Lawrence, *The Great Migration*. Lawrence Weiner, Mel Bochner,
Christopher Wool, Raymond Pettibon.

W Jan 24 William Pope L., Kay Rosen, Lalla Essaydi, Barbara Kruger, Jenny Holzer.

week 4 **artists who engage with text I: Glenn Ligon**

M Jan 29 read: selection from *Invisible Man* by Ralph Ellison, 1952.
Glenn Ligon, Jeff Wall, Shaun Leonardo

W Jan 31 read: *Stranger in the Village* by James Baldwin ***Thesis & outline due.**
Glenn Ligon's *Stranger*

week 5 **artists who engage with text II: Roni Horn**

M Feb 5 read: Eva Heisler, "Roni Horn and Emily Dickinson: The Poem as Place"
read: selection of poems by Eva Heisler

W Feb 7 read exh cat: *If on a Winter's Night...Roni Horn* by bell hooks & DeDuve

week 6 **politics of race: prose poems & contemporary Black artists**

M Feb 12 Claudia Rankine, *Citizen: An American Lyric*. Minneapolis: Graywolf, 2014.

W Feb 14 Claudia Rankine, *Citizen*, cont. ***Surrealism Essay due Feb 15 @ midnight.**

week 7 **artist books**

M Feb 19 read: Ch 5: Wind & Ch. 7 Sky from *Thunder & Lightning: Weather Past, Present,*
Future by Lauren Redniss. NY: Random House, 2015.

W Feb 21 Kiki Smith, *A Vitreous Eye* & **visit Harn to see Kiki Smith and Henri Cole.**

week 8 photography & poetry

M March 4 Kwame Dawes & Joshua Cogan, *Hope's Hospice*. Peepal Tree Press, 2009.

W March 6 Marvin Bell & Nathan Lyons, *Whiteout*. Lodima Press, 2011.
Forrest Gander & Jack Shear, *Knot*. 2023

Spring break

week 9 artist books

M March 18 Teju Cole, *Blind Spot*.

W March 20 Teju Cole, *Blind Spot*, cont.

week 10 artist books, cont.

M March 25 Teju Cole, *Blind Spot*, cont. ***Rough draft of final project due.**

W March 27 Teju Cole, *Blind Spot*, cont.

week 11 ekphrasis: poets respond to art

M April 1 *Thrall*, Natasha Tretheway

W April 3 *Bearden's Odyssey*, ed. by Kwame Dawes & Matthew Shenoda

week 12 collaborations: all in the family

M April 8 Jorie Graham & Beverly Pepper, *In the Pasture*, 2001

W April 10 Bahman Mohassess & Rooja Mohassessy, *When Your Sky Runs Into Mine*, 2023.

week 13 prints & paintings & poems

M April 15 Sue Havens et al, *Battery Journal: Uni-Verse Poetry-Prints-Proofs by Visionary Humans*.

W April 17 *Bomb & Brooklyn Rail* poetry sections; eileen myles: poem in Artforum. Sean Scully & Federico Garcia Lorca. John Yau & Pat Stier.

week 14 final projects

M April 22 presentations

W April 24 presentations

Final essay due on Friday April 26th @ midnight.

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Health and Wellness: Campus Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center. Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website: <https://shcc.ufl.edu/>

University Police Department: Visit UF Police Department website <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>. For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://uflib.ufl.edu/>

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <https://academicresources.clas.ufl.edu/>

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: Visit Student Honor Code and Student Conduct Code webpage for more info: <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COVID-19

Eckerd College is committed to the health and well-being of our community. All students must report a positive COVID-19 test to covidcare@eckerd.edu and should not attend class if they have symptoms. Protocols may be found at eckerd.edu/coronavirus. While masks are not required in classrooms, individuals who would like to take additional precautions can do so by wearing a mask. Students can pick up KN95 masks at Campus Activities in Brown Hall, and disposable masks will again be available in the classrooms.

Contingency Statement:

If for any reason, Eckerd College is evacuated, students who leave campus for stays of overnight or longer should bring their texts, notes and syllabus so that they are ready to continue their course work. In such an event, check your Eckerd e-mail from your off-campus location and continue with the course work according to the syllabus and as delivered via Moodle. If this occurs, we will continue the class via Zoom at the assigned class time. Reading assignments will be turned in online before class, essays will be turned in online by their required deadlines, and the midterm and final exams will be converted to take-home exams (the final will be assigned one week early and due when the final exam would have been due). If we are also unable to attend a museum, students will write their essays on an online museum and further instructions will be given by the professor at that time.

Title IX Statement

Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit <http://www.eckerd.edu/titleix/>

Student Mental Health and Wellbeing:

Eckerd College is committed to supporting and advancing the mental health and well-being of our students. If you are experiencing mental health concerns Counseling Services is located in Edmundson Hall and offers free and confidential appointments. You can request an appointment by completing a confidential form on the Counseling Services website (eckerd.edu/counseling). If someone you know is experiencing mental health concerns and you would like someone to reach out to them, please reach out to Student Outreach & Support (SOS) by completing a referral form at care.eckerd.edu. If you have experienced power-based interpersonal violence (sexual harassment, sexual assault, relationship violence, stalking) and are in need of confidential support, please reach out to Advocacy and Prevention Services by emailing advocacy@eckerd.edu

Accessible Education Services

Eckerd College is committed to providing support services that enable students with disabilities to participate in, and benefit from, all College programs and activities. Eckerd College has placed Accessible Education Services (AES) in Counseling Services to ensure that otherwise-qualified individuals with disabilities are protected from discrimination in the educational setting. Accessible Education Services staff members serve as advocates, ensuring that students who qualify for support services receive the appropriate and reasonable accommodations. Accommodations will be determined based on the individualized needs of the student, any relevant diagnoses and the recommendations made by the professional who conducted the disability evaluation. Examples of accommodations provided to students with disabilities include: extended test time, a testing area with reduced distractions, note takers and ADA-compliant housing. Further information can be found on the AES website (<https://www.eckerd.edu/counseling/>).

Honor Code

“On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate those behaviors in others.” Students must write “pledged” and sign it on every assignment.

Academic Dishonesty

Academic dishonesty occurs when a student fails to abide by the Eckerd College Honor Code. Any misrepresentation of a student’s academic work may be considered academic dishonesty. Academic dishonesty is defined as a violation of the Eckerd College Honor Code related to courses, coursework, or fulfillment of academic requirements. Academic dishonesty includes, but is not limited to 1) Cheating, which includes obtaining information illegitimately, giving others information illegitimately, or acting as an accomplice in a situation of academic dishonesty; 2) Plagiarism; 3) Misrepresentation.

All allegations of academic dishonesty involving students are addressed using the Academic Honor Council Procedures.

Notes on lectures:

The professor does **not** give permission for any student to sell class notes. Recording of lectures *may* be allowed, with instructor permission, for educational reasons only.

Religious observance of holidays:

Any student who anticipates being absent from class due to the observance of a religious holiday should inform the professor in writing by the third class meeting.

