



Clarke College

Art in the United States

Art152-6

2D Lab/Atrium Complex: M/Th: 5:20 – 7:30p

Spring Semester 2007

1.15 – 3.12.2007

Jennifer Walker, Instructor

Office: 306EKH

Office Phone: 588-6350

Office Hours:

T: 9 – 11a

Th: 1 – 5p

And by appointment

E-Mail: jennifer.walker@clarke.edu

Objective:

The objective of this course is to introduce students to the visual arts of the United States -- from the Colonial period to the present -- and to help them appreciate and understand the creative process. In this class students will develop visual literacy through exercises in formal and stylistic analysis. Specific objectives include: achieving a comprehensive knowledge of US art; studying works of art within a cultural context; examining the historical, political, religious, economic, and social environment of the peoples in question; communication through use of all applicable art terms and vocabulary; and demonstrating an ability to differentiate between dissimilar cultures, distinctive styles, and diverse geographical areas.

Outcomes:

In light of the stated objectives students should be able to: understand the complexity of the historical, political, religious, economic, cultural, and social environment that brought about change in artistic creation and expression throughout the history of the US; identify major themes, concepts, and stylistic characteristics in architecture, sculpture, painting, and the minor arts; and be aware of borrowings, developments, and innovations.

Mission Statement:

Through active participation in this course, students will develop knowledge, skills, and values defined in the Mission Statement of Clarke College.

Required Text:

Craven, Wayne. *American Art: History and Culture*. Boston: McGraw Hill, Inc. 2003.

Course Requirements and Outcomes:

Part 1: Three Examinations (20% each):

Requirement: The exams may include single slide identifications, comparative identifications with a short essay, and a comprehensive essay that will address topics, problems, and questions covered in class and in the readings. Students will need to formulate their own study guide based on individual class notes and the assigned readings.

Outcome: To prepare for these exams, students will need to synthesize the information presented in class and in the assigned readings. In order to demonstrate a full understanding of Art in the United States, students will need to:

- Identify major artistic movements
- Distinguish between the different styles
- Develop a comprehensive visual recognition of works of art
- Recognize the craftsmanship of a particular artist
- Analyze artistic processes and techniques
- Understand and use the specialized vocabulary related to the study of art and this historic period
- Evaluate how the art of the past inspires and informs the work of contemporary artists
- Compare and contrast pictorial, sculptural, and architectural works
- Translate the visual to the verbal in essay format

Part II. Research Project and Presentation: (see list of topics at the end of the syllabus) (10% +10%)

Requirement: Each student will choose a specific historic building in Dubuque or Galena. Students are expected to thoroughly explore their chosen theme by gathering as much information as possible about the structure selected: Visit the structure; use the library resources (public library, center for Dubuque History at Loras); visit the Dubuque Historical Society; interview the business or residents of the building for information; take a Historical Walking tour of Dubuque. Using a Power Point presentation, each student will present his/her findings to the class in a 10-15 minute presentation. Students will approach their discussion in the light of the architectural styles we will cover in class. Student presentations will be supported by a 2-3 page paper to be submitted by February 15, 2007.

Outcome: The purpose of this exercise is to familiarize the class with local architecture and how it reflects, supports or contrasts national movements of the same period. Students will be expected to have hands-on research and to critically analyze regional movements that may or may not support the more widely-known styles covered in class. In order to effectively “teach” the material, students will need to prepare a presentation that is organized, visually interesting, and comprehensible. Ideally, the presentation should engage and challenge the audience. Through completion of this assignment, students will:

- Develop a solid understanding of their chosen topic, essentially becoming an “expert” able to answer questions from classmates and the instructor
- Learn to conduct original research and to assemble necessary data to prepare a cohesive presentation and paper
- Organize a presentation that uses visual resources (slides, transparencies, power point, the internet)
- Refine skills related to research and communication
- Learn how to actively engage the audience

Part III: Book Report & Class Discussion (10% + 10%)

Requirement: Each student will select a biography of an American artist or architect to read and to discuss with class. Topic and book are to be approved by instructor. After reading the book, students are required to write a 3 – 4 page summary of the artist’s life and work, based on the biography. Students will be asked to share their findings and reactions with the class in a 5 – 10 minute discussion group. Each student will need to have the book with them for the presentation, as well as any handouts or images that enhance your discussion. The book report is due on the same date as the class book discussion.

Outcome: An essential part of any art history class is conducting research and writing about art and artists. This assignment will afford each student the opportunity to study one artist or architect in depth as well as to learn to cull and summarize the most important information in a succinct and communicative fashion. Additionally, students will be able to:

- Craft a description so that it delivers an argument or point of view
- Organize an interpretation built around the analytic skills developed in class
- Explore formal aspects of a work of art (style, iconography, color, light, line, composition, materials, space, size and surface texture)

- Understand how to ground a specific artist or work of art within a historical context (outline cultural, socio/political, economic, or environmental issues)
- Avoid the subject "I" by keeping the paper formal
- Learn how to paraphrase secondary sources (unless the student is completing a critical study of current scholarship, only primary source material may be placed in quotes)
- Avoid plagiarism

Policies and Accommodations:

Regular attendance is essential, because the images on the tests will derive largely from those both illustrated by Craven and shown in class. If you are absent, you are responsible for contacting a classmate about whatever material you missed. I am unable to teach absent students via e-mail, phone, office hours, etc.

Although the lecture format dictates that the instructor do most of the talking, this course requires your participation. Regular participants in discussion will receive favorable consideration in grading, while the opposite holds true for the silent types.

Cell phones, pagers, and other communication devices are to be kept quiet and out of view.

Deadlines on assignments are strictly enforced. Every day that an assignment is late accounts for one full grade level reduction.

Do not presume that you will be given a make-up test if you miss an exam. To be considered for a make-up test, you or your representative must take two steps. Before the regularly scheduled exam, alert me that you will be absent. By 5pm on the first working day after the exam, provide me with a written explanation of your absence. Only a medical excuse signed by the attending physician, or official documentation of a personal emergency, will be accepted.

Statement on American with Disabilities Act

Any student who needs accommodations must contact Myra Benzer in the Learning Center. Be sure this happens very early in the semester. The Learning Center is located in the upper level of the Clarke College Library.

Statement on Academic Honesty

Although course activities encourage collaboration and shared learning, acknowledging others for their contribution is crucial. Do not copy words, ideas, papers or parts of papers from any source without giving credit through acceptable forms of documentation. Do not lend out your ideas, papers, or parts of papers to others. Passing off someone else's work as your own or allowing your work to be used this way is a serious break in the academic integrity of this class and the college. It may result in failure or expulsion.

Disclaimer -Dates May Change:

Due to class accommodation scheduled dates for assignments, tests, projects and products may change. Assignments are subject to revision dependent upon the progress of the class.

Tentative Schedule

JANUARY

- 15 Introduction: The New World: Chapter 1
18 17th & 18th Architecture, Painting, & Sculpture: Chapters 2 – 5
22 Late 18th Century Architecture, Sculpture & Painting: Chapters 6 – 12
25 **EXAM 1 & Video Presentation**
Topic due for DBQ presentation - first come, first choice
29 Romantic Architecture: Chapter 13 & 14
19th Century Landscape Painting: Chapter 15
19th Century Genre & Portrait Painting: Chapter 16

FEBRUARY

- 01 19th Century Sculpture: Chapter 18
18th & 19th Century Folk Art: Chapter 19
05 Late 19th Century Architecture: Chapter 20 & 21
Art Nouveau & the Decorative Arts: Chapter 22
Late 19th Century Painting: Chapter 23
All Power Points emailed to me by class time
08 **EXAM 2 & Video Presentation**
Book selection due by end of class
12 **Dubuque Architectural Presentations as Assigned**
15 **Dubuque Architectural Presentations as Assigned**
All Dubuque-area Research Papers Due
19 Early Modern Architecture: Chapters 27 & 28
Early 20th Century Realistic Painting: Chapter 29
Early 20th Century Modernist Painting: Chapter 30
22 Dada, Surrealism & Early 20th Century Sculpture: Chapter 30 & 32
Late 20th Century Architecture: Chapters 33 & 34
26 Abstract Expressionism & Color Field Painting: Chapter 36
Hardedge, Pop Art & New Realism in Painting: Chapter 37
20th Century Sculpture: Chapter 38 & 39

MARCH

- 01 **EXAM 3 & Video Presentation**
05 **NO CLASS – WINTER BREAK**
08 **NO CLASS – WINTER BREAK**
12 **LAST CLASS – BOOK REPORT DUE & DISCUSSION +
CURATOR’S GAME**

Dubuque & Galena Historic Structures

DUBUQUE

- Five Flags Theater – 4th & Main
- Redstone Inn – 5th & Bluff
- St. John’s Episcopal Church – 1410 Main Street
- Schrup Mansion (the Mandolin Inn) – 201 Loras Boulevard
- Hoffmann Funeral Home – 1640 Main Street
- St. Raphael’s Cathedral – 2nd & Bluff
- Stampfer House – 195 W. 17th Street
- Behr Funeral Home – 1491 Main St.
- St. Luke’s Methodist Church – 1199 Main Street
- “Bissell Block” – 1100 – 1150 Main Street
- Stout House – 1105 Locust Street
- Egelhof-Casper Funeral Home FIND OUT WHAT THIS IS NOW – 1145 Locust
- Street Gothic Revival House – 1207 Grove Terrace
- Hancock House – 1105 Grove Terrace
- Ellsworth House – 1492 Main Street
- Ryan House – 1375 Locust Street
- Queen Anne House – 1337 Main Street
- Old Jail – 36 E. 8th Street
- Mathias Ham House – 2241 Lincoln Avenue
- Old Log Cabin – Eagle Point Park
- Octagon House – 3rd & Alpine
- Olinger House – 1611 Main Street
- Dubuque County Court House – 7th & Central

Galena

- Dowling House
- Market House
- Grace Episcopal Church
- Belvedere House
- Grant’s House
- Washburn House
- Hunkins House
- DeSoto House
- Steamboat House
- Turney House
- Melville House
- Fire Department
- Victorian House
- Town Hall
- Parnel House
- Windham Row Apartments
- Simeon Minor Apartments