
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, History of Visual Art Fall 2020

Course: Arts 170 - Intro to Visual Arts

Instructor Information:

Instructor Name	Deborah Handler
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Office Hours:	

BFA and MFA from the School of the Art Institute of Chicago
Substitute Teaching for the Chicago Public Schools, 2018 - 2020 and 2005 - 2009
Art Instructor at Walter Dyett Academic Center, Chicago Public School 2004-2005 (school closed)
I am a working artist. I have run workshops for other artists in my studio.
I have had a relationship with SAIC in having interns work in my studio for credit.
I have mentored graduates of SAIC and continue to have those relationships through the years.
I have shown work professionally, (internationally, nationally and in the metropolitan area).
I was a finalist in the Large Donor Fellowship (\$35,000 grant) at SAIC in my final semester in graduate school.
I had previously taught Art in Baltimore for adults with disabilities.
I was a supervisor for Americorps, where i created curriculum to supplement students' learning in after school programming for Baltimore Public Schools in partnership with the Baltimore Police

Course Information:

Course Time: Monday and Wednesday at 1:45 pm

Classroom: ZOOM Classroom

Prerequisites: N/A

Required Books and Materials: “Exploring Art a Global, Thematic Approach”
by Margaret Lazzari and Dona Schlesier

Learning Outcomes and Competencies:

Students are expected to complete the readings and demonstrate the vocabulary specific to our readings. They should be able to participate in discussions that pertain to the readings as well as the videos and slide shows using the vocabulary specific to the study of Art History. Students will be expected to explain the ideas behind the period in which the work is created. Students will be expected to develop a critical thinking component in regard to looking at artwork and its relationship to its time. Students will become familiar with a general knowledge of materials used in historical times and contemporary times. They will be expected to use that knowledge when describing artwork for analysis. Students will also be expected to know how to analyze an artwork from a material, idea based, contextual and meaning based approach. Students will be expected to write a paper concerned with their particular topic of artist or Art Historical period. They will be expected to turn in a first draft and second draft before they complete the final giving them the opportunity to refine and think through the ideas that they want to cover..

Course Description:

This course will be an introduction to Visual Art History from a global and thematic concern. The book, “Exploring Art” will be a main resource and the use of media such as video and power point will also be used. The focus is the clear recognition that all societies, cultures, civilizations make things. Those things will be what we will be talking and thinking and reading about. The study of Art in this context will be the focus. Students will be encouraged to find their own connections to work in the process of exploring this global approach to Art. The hope is that these students become more engaged in the looking and thinking about the visual world.

Learning Strategies:

The book “Exploring Art” will be the major resource for the various approaches to the humongous topic of Visual Art History. We will be using the vocabulary that is part of the readings to lay the foundation for what is the ability to think critically. The array of artifacts and art touched on in this book will help to make students understand the depth of the topic. There will be a weekly writing component regarding what the week’s readings were about. Each student will be expected to do a powerpoint presentation picking a topic that the student finds interesting. This presentation will once again involve the vocabulary, ideas and approaches to how one analyzes a work of art. The videos will consist of a variety of kinds of art, art making, artists and art movements. These videos will not be western centric but rather touch on the whole world of complexity that is Art.

The final paper will be a kind of summation of how they approach and think about a particular artist or movement or phenomena. The semester will be devoted to two drafts and the final with regard to writing the paper. They will become familiar with footnotes and how they can work as asides as well as acknowledging resources. The discussion through some zoom and blackboard will make them feel more comfortable expressing and defending their opinions.

Experiential Learning Opportunities:

Students will be required to go beyond the text book and the supplied links to find visual resources from any of the enormous range of museums throughout the world that have made their collections available online. This is a major resource and they will be expected to use it.

Students will also be required on a regular basis to post on blackboard an art related video that they found interesting. This will also require their fellow students to comment on blackboard.

Assessments:

Major Assignments:	participation on blackboard discussions weekly Final Paper with 2 drafts Postings of video links and work from museums globally on Blackboard (every week)	26% 35% 14%
Assessments: <quizzes, tests, and any others>	Power Point Presentation	20%
Class Participation:	attendance meaning weekly active blackboard	5%
Total		100%
Grading Scale:		
100% – 92%: A	91% – 90%: A-	81% – 80%: B-
89% – 88%: B+	87% – 82%: B	71% – 70%: C-
79% – 78%: C+	77% – 72%: C	61% – 60%: D-
69% – 68%: D+	67% – 62%: D	
59% and below:	F	

Course Schedule:

I reserve the right to change this schedule to meet the needs of the class.

Week one - M we will meet and go over the book “Exploring Art” and get a general overview of how i expect the class to work. The first assignment will be reading chapters 1 and 2. The first discussion board will be posted on Blackboard where there will be question regarding the reading. Please read and look at the images. They are equally important.

Week one - W We will not meet. I will have a link posted on Blackboard that will take you to two videos. Those will need to be responded to on Blackboard regarding what are the overarching ideas in the videos about art and art making. I have found amazing videos on instagram that if we can find a way to post them, I would very much like to see what you are looking at and how it pertains to the topics of the week.

Week two - M read chapter 3 and 4 and find examples of artwork that are in any of those categories (5 pieces). Describe the material that is used in the making of the work. If it does not have that information then google using the title or the time period and location of the work if it is ancient and not ascribed to an artist. Start trying to understand the ways to identify art. Look up any of the major museums in the world. No Chicago museum please. Go to Lagos or Egypt or Paris, or Tokyo or etc.etc. etc. I want you to be explorers in the age of Covid.

Week two - W - Discussion board answering these questions:

1. How does scale effect meaning?
2. How does the way we approach an artwork make meaning?
3. Compare Morris Louis' *Blue Veil* (page 97) with Edward Hopper's *Nighthawks* (page 89). Do they have anything in common, color, composition, intention story? How are they different? Which do you prefer and why?

Week three - M Read chapter 5 and 6. Pick out an artwork from the chapter and research it by only using sources on the web that have authors, no sites with easy summaries and no author or serious listing in its bibliography or notes. It should answer these questions: title, where it was made, where it is now if it has moved. Who made it or what people are responsible for it. What is it made of and how was it made. What do you think its meaning is or its purpose. What do you think of this work. Begin your first draft of your paper by locating a topic. Think about the work you have looked at and the historical periods as well. If you want to text or call me about this I am more than happy to try and direct you.

Week four - M

Week four - W

Week five - M

Week five - W

Responsibilities	
Attending Class	This is a confusing topic. We will have days that you all must be on zoom for a presentation. I am hoping that we can do some discussions on zoom but it has been a bit difficult previously. I would assume that once a week you will need to be on zoom for the beginning of the class to answer questions and give some notes or feedback as a group. Most of the work will be directed through blackboard. Your attendance will be understood by how little or how much you post. The readings will have questions that need to be answered and I will be setting up a way in which you can not see what others have posted until you have stated and fixed your answers, not in right or wrong terms but rather so you will not copy for any reason. Assume your own voice please.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. The way this will work is as I stated above. Blackboard has a way to keep you all in your lane regarding

CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. <Modify as needed to reflect your class policies></p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent. <Modify as needed to reflect your class policies></p>
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources

CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

