ART ON THE TOWN

Syllabus: Art 6, 603 - 3 units
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Long Beach City College/Spring 2008
Classroom: K102
Office hours by appointment

Course Description
This is a 17-week class in art and art history for art majors and non-majors. Art on the Town is a guided study of exhibitions and collections of museums and galleries in Southern California. The purpose of this class is to understand artists and art as a visual language capable of communication ideas and to learn to critique art on this basis. It is your effort that will drive the class discussions. Communication is the purpose of art; therefore your communication skills will be judged and honed in this course.

Course Objectives
1. Students will study the history of art by the following methods:
   a. Look at actual works of art in museums and galleries
   b. View reproductions of artworks via slide/power point presentations
   c. Attend lectures and participate in discussions
   d. Read about artists and their art in books, periodicals and on the internet
   e. Write about art and make presentations based on your studies
2. Students will gain an understanding of the basic aspects of art:
   a. Aesthetics: visual and formal qualities
   b. Content: subject matter, ideas and their meaning
   c. Context: influences
   d. Technical aspects: medium, color, etc.
3. Students will learn to recognize, identify and differentiate between major western art-historical periods and between the different types and uses of art:
   a. Understand and articulate ways of analyzing art
   b. Learn basic vocabulary of art in writing and in discussions
   c. Describe individual works of art in formal, conceptual and technical terms
   d. Learn to recognize, identify and differentiate between the different materials and techniques used in creating art
4. Employ critical thinking where art is concerned
   a. Demonstrate critical thinking about art and its role in culture
   b. Demonstrate an ability to discuss & write critically about all aspects of art
   c. Examine patronage, collecting and display of art works in galleries
5. Professional attitude
   a. Attend all classes and field trips on time and prepared to work
   b. Contribute intelligently to class discussions, ask questions
   c. Present well finished work and be prepared to explain it

Text + Readings + Supplies
- The text for the class is Understanding the Art Museum, by Barbara A. Beall-Fofana
  ISBN 0-13-195070-3. It is available in the LBCC bookstore and mandatory for all students.
- Specific books will be placed on reserve in the library for you; each student is required to check out one book for a 2-week period.
- Additional readings may be placed on reserve in the library for you to check out and make copies.
- Purchase a small sketchbook and pencils for taking notes in the museums.

Instruction Facilitation
The course is divided into two segments, field trips to museums and galleries, and lectures that will include presentations of art reproductions and videos. The week before a field trip we will discuss what we will experience on the following trip. The week after a trip we will discuss what we experienced! Then we will go over new material.

Academic Conduct
Honesty is expected from all students. Cheating will not be tolerated. Students are expected to use their own words in written assignments. Plagiarism is copying published works, websites, or the work of other students. Any form of cheating or turning in work which is not one’s own will be penalized with a failing grade for the assignment. LBCC policy requires instances of plagiarism to be reported to the Dean of Students for disciplinary action and the consequences are severe.
ASSIGNMENTS + EXPECTATIONS
The beauty of this class is to learn about art history by seeing actual works of art. I want you to come away with an understanding of the complexities of art and why art is made. You must participate by speaking up in class, keeping notes and sketching images if you need help remembering them, and attending all field trips and lectures. There will be no tests in this class, but there will be homework assignments of reading, exercises from the text, and writing on what you have experienced. These observations will be shared during class time, both during the travel time on the bus, and during the weeks we will be in the lecture hall. LBCC policy states that missing more than 20% (= 3 classes) of course shall be dropped. You will be graded on attendance, worksheets for each trip, reading exercises, and one book project. More than three absences from class will lower your grade by one letter, and so on for more absences. Late assignments will lose 1 point per week.

Attendance: one point for each class attended = 17 points
Assignments:
8 Field Trip Worksheets
3 Chapter Exercises @ 5 pts ea = 55 points
Book Review Paper = 15 points
Presentation = 13 points
TOTAL = 100 points

Grading:
90 –100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
50 – 0 = F

The worksheet is a series of questions for you to respond to. The answers to these questions must demonstrate your understanding of the art and concepts covered in class and on the field trips. Some of your responses will depend on the readings, and/or research you do. They are not meant to be lengthy but concise. You will use these worksheets for class participation. And turn them in (TYPED) the week after the visit, when we will be discussing the visit. Each week the worksheet is late, one point will be deducted. A copy of the worksheet in included at the end of this syllabus.

The Book Project: Each student will be required to check out one of the books on reserve for this class in the library. All of the books are biographies of artists, art collectors and gallery owners, or artist couples and/or friends that influenced each other through friendships and/or rivalries. A complete book list with descriptions is available on the LBCC web based site, under our class number. The length of time for check out is 2 weeks, however you may return and check it out for an additional 2 weeks. Students will be expected to read the complete book, write a review of it, present it to the class, and be prepared to discuss it in class.

This project is two-fold. You must turn in a written book review, and you must make a presentation to the class on the artist and his work. Papers are due April 10th; late papers will NOT be accepted. Presentations begin on March 13th and are included in the syllabus. Check the schedule and plan accordingly; this project is 30% of your grade!

I. BOOK REVIEW – 15 points
A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in your opinion) the author has succeeded, and presents evidence to support this evaluation. The paper should be structured as follows:
1. Introduction
2. What you learned about this artist and their work, including a biography of artist
3. Conclusion
4. Endnotes and image credits: number all footnotes throughout the paper, but place them at the end of the paper. The paper must include illustrations of all work discussed; number them as Fig. 1, Fig. 2, etc., then list the identifications after your endnotes. Image identifications must include the following: Name of artist, title of work, date, medium, size, collection of (if provided), and where you got the image (for example if you found an image on the Getty website, you would write J. Paul Getty Museum).
5. Bibliography: if the book does not provide sufficient color reproductions of their art, use the library and the web to view the work the book references. You must site all sources in the bibliography.
Consider the following when reading:

- Does the book give a "full-length" picture of the subject?
- What phases of the subject's life receive greatest treatment and is this treatment justified?
- What is the point of view of the author?
- Is the treatment superficial or does the author show extensive study into the subject's life?
- What is the relationship of the subject's career to contemporary art history?
- What style of art did they produce?
- Who were their influences, provide illustrations of those influences.
- Did they participate in a particular art movement, define that movement; for example Dali was a surrealist, what does that mean?
- Did their work incite social reform? If so, how and/or were they successful?
- Provide 5 examples of their work as color illustrations in the paper, and write a formal analysis of that work.
- If you are reviewing one of the books on artist couples or rivals compare and contrast their work; how did they influence each other? How did they support each other?

Guidelines for writing a book review can be found at this site:
http://owl.english.purdue.edu/owl/resource/704/01/

Punctuation, Grammar and Spelling must be accurate. Use the spell-check feature of your software. If English is your second language, visit the campus Writing & Reading center for help (see below).

II. PRESENTATION – 13 points

Presentations must be exhibited electronically on the computer and projected on the screen. You may use a power point or keynote presentation, or simply project images; use your own computer (bring the proper cords) or the instructors. Be careful that the image files are large enough to project. Images from the web are not usually large enough to project; some museum sites allow you to download larger images; or you can scan images from books. These should be jpegs, between 4 and 8 inches on the longest side at 72-150 dpi. Do not upsize an image, this will only make them pixilated, and un-viewable; find a larger image to use. Burn your presentation on to a CD, or transfer to a USB port. Make sure that you test this on someone else’s computer before your scheduled presentation to make sure it works correctly. Ask for help if this information is completely foreign to you.

Presentations should be 15 minutes long and must include the following:

2. Bio of the artist, influences, style of the work
3. 5 Images of the artist's work (or the work collected or exhibited) and their identification
4. Conclusion: your opinion

The presentation is a summary of the paper you wrote. The purpose is to share this with the class. Class discussion and questions will follow your presentation. Presentations will be scheduled in groups; for example the students reading the books on collectors and gallery owners will be scheduled on the same day to facilitate discussion and comparisons.

Non-credit (Art 603) students have the option of using books, in lieu of electronic presentations, for illustration purposes.

Disability: If you need any accommodations in this course, please notify me immediately. Students with disabilities must be registered with the DSPS office (call extension 4558).

Resources

Writing and Reading Center: The WRC is available to all students who need assistance in improving writing, reading, vocabulary, spelling and punctuation or research writing skills. Students are advised to come to the WRC at the beginning of the semester to arrange their schedule. FREE tutoring is available. Visit the website: http://wrc.lbcc.edu/

LAC Campus: L149 at the LAC campus. Spring 2004 hours: M-Th 8 am - 8 pm, F 8:30 am - 12:30 pm, Sat 10 - 2. Closed Sunday. Contact by phone (562) 938-4520
SYLLABUS SCHEDULE – SPRING 2009
Syllabus + Scheduled tours are subject to change – For all bus trips, meet in Parking Lot D

JAN 16 – INTRODUCTIONS
• Lecture: Introduction to the Study of Art
• Class Exercise: What does art mean to you?
• Read: Chapters 1, 2, & 3
• Assignment #1: Chapter 1, page 6 For Your Consideration: Exercise 3 (paragraph 3)
  o to complete the assignment visit 1 of the following websites:
    ▪ Getty http://www.getty.edu/
    ▪ Los Angeles County Museum of Art http://www.lacma.org/
    ▪ Hammer Museum of Art, UCLA http://www.hammer.ucla.edu/
    ▪ Orange County Museum of Art http://www.ocma.net/index.html
  o Type your response, no more than one page. Due Jan. 23 for class discussion.

JAN 23 – MEET IN CLASSROOM
• Homework Due: Assignment #1
• Lecture: Formal Analysis; Fisher Collection
• Read: Chapters 4, & 5
• Assignment #2: Chapter 5, page 33 For Your Consideration: Exercise 1 (paragraph 1)
  o Answer the question as it pertains to Rembrandt’s The Polish Rider, then
  o Visit the Getty website at http://www.getty.edu/
  o Browse the collection and choose two paintings that use different systems of perspective
  o Print out the images to accompany your response to the questions; note the url of the page you are
    looking at and type this in your paper (we will look at them in class)
  o The goal is to find two forms of perspective that are different from The Polish Rider – so you have 3
    types altogether
  o Type your response, no more than one page. Due Feb 6

JAN 30 – TRIP #1: USC FISHER MUSEUM
• Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
• Assignment #3: Fisher Worksheet
  o Read the questions, take notes during the tour, type your responses, due Feb 6
• Read: Chapter 6

FEB 6 – MEET IN CLASSROOM FROM 11 AM TO 1:15 PM
• Homework Due: Assignment #2 & 3
• Class Discussion: Fisher, and Assignment #2
• Class will then move to University Art Museum at CSULB, use your own transportation, parking passes will
  be available – you must arrive by 2 PM!
• TRIP # 2: UAM, CSULB – 2 PM
  o Tour of Paul Shambroom: Picturing Power
• Assignment #4: UAM Worksheet
  o Read the questions, take notes during the tour, type your responses, due Feb 20
• Read: Chapters 7, 8 & 10 (before we go to the Hammer)
• Assignment #5: Chapter 7, page 44 For Your Consideration: Exercise 1 (paragraph 1)
  o To fulfill this assignment go to the library and check out an art book that contains an image of a
    painting, sculpture, or photograph that you find beautiful
  o Respond to the questions, bring the book to class on Feb 27
  o Type your response, no more than one page. Due Feb 27

FEB 13 – NO CLASS

FEB 20 – TRIP #3 HAMMER MUSEUM OF ART
• Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
• Homework Due: Assignment #4 – hand it in on the bus
• Assignment #6: Hammer Worksheet
  o Read the questions, take notes during the tour, type your responses, due Feb 27

FEB 27 – MEET IN CLASSROOM
• Homework Due: Assignment #5 & 6
• Class Discussion: Hammer exhibition; and the books you bring to class
• Lecture:
MAR 6 – TRIP #4 BERGAMOT STATION
  • Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
  • Assignment #7: Bergamot Worksheet
    o Read the questions, take notes during the tour, type your responses, due Mar 13

MAR 13 – MEET IN CLASSROOM
  • Homework Due: Assignment #7
  • Class Discussion: Bergamot visit
  • Student Book Presentations: Collecting/gallery – Guggenheim/Halpert/Steiglitz
  • Read handout for next field trip to MoLAA

MAR 20 – TRIP #5 MUSEUM OF LATIN AMERICAN ART, LONG BEACH
  • NO BUS. MEET AT THE MUSEUM
  • Bring your sketchbook and pencils for note taking.
  • Assignment #8: MoLAA Worksheet
    o Read the questions, take notes during the tour, type your responses, due Mar 14

MAR 27 – MEET IN CLASSROOM
  • Homework Due: Assignment 8
  • Class Discussion: MoLAA exhibition
  • Student Book Presentations: Diego Rivera/ Frieda Kahlo/ Kahlo & Rivera
  • Lecture: Photography

APR 3 – TRIP #6 GETTY MUSEUM
  • Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
  • Assignment #9: Getty Worksheet
    o Read the questions, take notes during the tour, type your responses

APR 10 – MEET IN CLASSROOM
  • Homework Due: Assignment 9
  • Class Discussion: Getty
  • Student Book Presentations: Cameron/Arbus/Modotti/Post-Wolcott/ManRay/Wright
  • Lecture: Matisse & Picasso

APR 17 – NO CLASS SPRING BREAK

APR 24 – TRIP #7: NORTON SIMON
  • Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
  • Assignment #10: Matisse Drawings Worksheet
    o Read the questions, take notes during the tour, type your responses, due May 1

MAY 1 – MEET IN CLASSROOM
  • Homework Due: Assignment 10
  • Class Discussion: Matisse Drawings
  • Student Book Presentations: Picasso/Matisse & Picasso/Pollock & Krasner/Kandinsky & Munter/Miller & Penrose

MAY 8 – TRIP #8: ORANGE COUNTY MUSEUM OF ART
  • Bus leaves at 11:00 am, meet in lot D. Bring your sketchbook and pencils for note taking.
  • Assignment #11: Illumination… Worksheet
    o Read the questions, take notes during the tour, type your responses, due May 15

MAY 15 – MEET IN CLASSROOM
  • Homework Due: Assignment 11
  • Class Discussion: Illumination…
  • Student Book Presentations: O’Keeffe/Helmann/Rauschenberg/Hesse/Calder/Haring

MAY 22 – MEET IN CLASSROOM, LAST CLASS
  • Student Book Presentations: Cassatt/Benton/Klimt/Klee/Dali/Lempicka

**Student Presentation schedule subject to change based on # of students in class and actual books read.
ART ON THE TOWN WORKSHEET | LONG BEACH CITY COLLEGE | SPRING 2009 | ART 6/603

Student Name: __________________________________________________________

Name of Museum and Exhibition: __________________________________________

A. Describe the focus of the exhibit and what is it attempting to communicate:

B. Choose one artist or piece of art in the exhibit/museum that interested you and respond to the following questions:

1. How would you describe the work of the artist, what is the subject matter and content?

2. What are the technical aspects of the work? What medium does the artist employ?

3. What is the context of the work? What influenced this artist; can you relate this work to another artist or period in art history? Do research!

4. What aesthetic aspects in the work attracted you? Does the work have a visual style that you recognize and can describe?