ARTH 1020-090 Spring 2016 Art Now

Art 1020-090: Art Now
Department of Art and Art History
Spring 2016 |Online |3 Credits

Instructor: Aubrey Hawks
Email: aubreyvickers@hotmail.com
Office: Art Building Rm. 159
Office Hours: Wed. 11:45 AM-12:45 PM or by appt.
Course Description

Art Now is an introduction to art theories and practices since 1980. Taking a thematic approach, this course will explore some of the key ideas shaping art today. While a fully comprehensive examination of contemporary art is impossible in one semester, this course will provide students with a framework for making sense of the constantly changing global art world.

Course Objectives

Students will:

- Become acquainted with a broad sampling of contemporary art from around the world
- Recognize key patterns and themes in art since 1980
- Develop a vocabulary for talking and writing about contemporary art
- Improve their ability to think critically about visual culture

Teaching & Learning Methods

Each week you will complete a learning module composed of readings (posted as .pdf files), narrated PowerPoint presentations and discussion. I have attempted to make everything as straightforward as possible by grouping everything under 'Modules' and sorting it by week. Weekly tasks are listed in order and labelled. That being said, please email me if there is any confusion about what is required of you. It is your responsibility to make sure you know how to complete your coursework and I will not give extra credit or allow redo's if you fail to voice your concerns BEFORE assignments are due.

Your first task each week will be to complete the assigned reading.

To help you read more actively and to help start the weekly discussions, I will be posting a few key questions to think about each week. The questions will be listed at the top of the discussion page for the week/topic. You will get more out of the reading if you at least attempt to answer the questions. If you are struggling to find answers, please let me know. I am always happy to help. It is also best practice to take notes while you read. Keep a dictionary with you so you can write down definitions to unfamiliar words. Highlight answers to questions or write your own questions in the margins. Your notes will also serve as a great source for discussion comments. If you have specific questions you can post them on the discussion page to get answers from your classmates, or you can send me an email.

Here are a few questions you should be asking for everything you read:

-Who is the author? (Look it up!) How might their perspective influence their writing?
-What is the thesis (main argument)? note: this is not a summary of the essay or a statement of the topic. What is the author trying to prove?
-What are the author's premises? Do they make any initial assumptions?
-How are the sections divided/organized? What are the main points?
-What examples are given to support the author's argument?
-What kind of sources are they using?

-Do you agree with what the author is saying? Are there points you don't feel they defended adequately?

After completing the reading, watch the PowerPoint lectures for the week. Each week there will be between 2-3 presentations with around 45 min. or narration each to correspond with the amount of time you would be in the classroom if you were to take the class on campus.

Finally, you will be asked to respond each week to a group discussion responding to the readings and lectures. The criteria for this discussion will be addressed in more detail under 'Evaluation Methods and Criteria.'

On that note, many of the artworks covered in this class will address sensitive or controversial topics. A respectful and courteous environment is essential to productive and open discussion. Remember that this is a classroom, not an anonymous online forum. Even if it were anonymous, I hope that all of you would be judicious and compassionate in how you address your fellow human beings. While you are welcome to politely express disagreement, inconsiderate or discriminatory comments, whether directed towards the art being discussed or another student, WILL NOT be tolerated and may adversely affect your final grade.

**Evaluation Methods and Criteria**

All written assignments will be turned in on Canvas and should be submitted in .docx format. Written Assignments should be double spaced, 12 pt. Times New Roman font. Late Assignments will be docked 10% per day late. Assignments turned in more than 5 days late will not be accepted.

**Grade Breakdown**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Discussions</td>
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<tr>
<td>Case Studies</td>
<td>10%</td>
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<tr>
<td>Art World Explorations</td>
<td>20%</td>
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<tr>
<td>Formal Analysis</td>
<td>30%</td>
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<tr>
<td>-Worksheet</td>
<td>(10%)</td>
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<tr>
<td>-Essay</td>
<td>(20%)</td>
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<tr>
<td>Final Exam</td>
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**Weekly Discussions**

After both reading and watching the lectures, you are required to post three comments to the weekly discussion. Your first comment should be an original post, about one paragraph long, due the Wednesday of each week. This should be something thoughtful that demonstrates your active reading of the articles or essays for the week and your engagement with the PowerPoint lectures (i.e. use quotes and reference artworks discussed in the presentations). The questions provided as a reading guide can be a great place to start. Your second two posts should be responding to your classmates and are due Friday of each week. Your responses should engage with your classmates ideas in depth, rather than
simply voicing approval ("I totally agree" or "I really like what you said" is not a sufficient response). Add something new to the discussion!

**Case Studies**

The case studies are designed to allow you to apply more general ideas to individual artists, art movements, or groups. Modules on case study weeks will look slightly different from the typical week. For each of these weeks, you will complete three short readings and will then be required to complete a brief worksheet comparing and contrasting the cases discussed in each reading before you can access the PowerPoint presentations and discussion for the week.

**Art World Explorations** (due Jan. 29 @ 11:59 p.m. [review response], Feb. 27 @ 11:59 p.m. [museum worksheet] and Apr. 8 @ 11:59 p.m. [art response])

During the course of the semester, you will be asked to do three assignments designed to help you learn how to find out what is going on in the art world. First, you will write two short, thoughtful reflections: one on a journal article or news review of a work of art or exhibit, the other on a recent work of art not discussed in class. The third assignment is a worksheet to be completed after visiting a museum. Additional guidelines for all three assignments and for finding quality sources will be available through the assignments page on Canvas.

**Formal/Visual Analysis** (worksheet due Mar. 11 @ 11:59 p.m., essay due Apr. 15 @ 11:59 p.m.)

This will be an in-depth formal analysis of an artwork that you will choose from among the works we have discussed in class. You should begin the process by carefully examining the work you choose and completing the formal analysis worksheet provided on the assignment page. I will give you feedback on your worksheet which you will then use to write a brief essay (500 words, give or take) making an argument for a particular reading of the work using primarily the formal evidence you noted in the worksheet. This essay should not require any research or outside sources.

**Final Exam** (due Apr. 29 @ 11:59 p.m.)

This will be an at-home, extended essay exam. You will be given four prompts and will choose three of them to answer with 250-500 word essays. I will post the prompts on Sunday, April 24th and you will have until April 29th to complete the exam. As long as you are attending and participating in class, you should be able to answer all of the questions without additional research. Since you are being given extra time and space to complete the exam, I expect thoughtful answers and good grammar.

**There will be no extra credit assignments for this class.**

**Content Disclaimer/Accommodation Policy**

Contemporary art occasionally engages with life experiences in ways that are provocative or even shocking. Many works shown in this class could be challenging or uncomfortable for some students and in certain cases might conflict with a student’s core values. While it is not my intention to offend, shock, or change anyone’s sensibilities, a ‘G’ or ‘PG’ rated contemporary art class is not possible. Any graphic or explicit works shown in class are important parts of the contemporary art cannon, and while they will be addressed with utmost decorum, they will not be censored. It will not be possible to make general content...
accommodations for this course as it would exclude a significant portion of important class material. If this is an issue for you, please take the time to consider whether you are committed to taking this class. However, if you have a specific concern, please email or come talk to me within the first two weeks of class and we can decide together on an appropriate course of action.

**Academic Dishonesty**

The assignments given in this class should not require the use of outside sources, however, if you do use someone else’s words or ideas, you should cite the source properly using MLA or Chicago style formatting. Any use of another person’s ideas without proper citation, whether by intention or neglect, is plagiarism and will not be tolerated. Plagiarism on any assignment will result in a failing grade on that assignment and can result in a failing grade in the class.

**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, http://disability.utah.edu/, 162 Union Building, 801.581.5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Class Schedule**

**Week 1 (Jan. 11-17): Foundations- Visual Analysis**


**Week 2 (Jan. 18-24): Modern Art - Abstract Expressionism, Conceptualism and Pop**

**Mon. Jan. 18: Martin Luther King Jr. Day- No Class**


**Week 3 (Jan. 25-31): Postmodern Mediums- New(?) Approaches to Art Making and Marketing**


Review Response due Friday, Jan. 29 @ 11:59 p.m.

Week 4 (Feb. 1-7): The Artist- Appropriation, Curation, Collaboration and Labor
Pg. 949-953


“When Spin is Art,” a short collection of articles on the Richard Prince case.

Week 5 (Feb. 8-14): High Art/Low Art- Popular Culture Crossovers
Case Study One:


Allen Schwartzman, selections from Street Art. The Dial Press, 1985. Pg. 4-17, 98-105.

Case Study 1 Worksheet due: Wednesday, Feb. 10 @ 11:59 PM

Week 6 (Feb. 15-21): Time and Place: Experiencing Contemporary Art
Mon. Feb. 15: President's Day- No Class

Pg. 1096-1099.

Week 7 (Feb. 22-28): The Museum- Institutional Critique and Alternative Venues
Bruce Fergusen, “Who speaks, TO WHOM and FOR WHOM and under WHAT CONDITIONS,”
Pg. 35-40.


Museum Worksheet due Saturday, Feb. 27 @ 11:59 pm

Week 8 (Feb. 29- Mar. 6): Censorship- The Culture Wars and Other Case Studies

**Week 9 (Mar. 7-13): Identity and the Body of the Artist: Gender, Sexuality, Race**


**Formal Analysis Worksheet due Friday, Mar. 11 @ 11:59 pm**

**Week 10 (Mar. 14-20): SPRING BREAK**

**Week 11 (Mar. 21-27): Diversity and Identity cont.- Case Studies**

**Case Study 2:**


**Case Study 2 Worksheet due: Wednesday, Mar. 23 @ 11:59 PM**

**Week 12 (Mar. 28-Apr. 3): Responses to War and Violence**

Susan Sontag, Regarding the Pain of Others, 2003. (selected sections)

**Week 13 (Apr. 4-10): Monuments and Memory**


**Art Response due Friday, Apr. 8 @ 11:59 p.m.**

**Week 14 (Apr. 11-17): Science and Technology**


**Formal Analysis Essay due Friday, Apr. 15 @ 11:59 p.m.**

**Week 15 (Apr. 18-24): Social Media and the Internet**

Vito Campanelli, “To Flow, or Not to Flow” from Web Aesthetics: How Digital Media AffectCulture and Society. Institute of Network Cultures, Rotterdam, 2010. Pg. 90-99

Linda Noorland, “When the Rainbow is an Option,” from Any Ever.

Screen at home: Ryan Trecartin I-BE Area (at least 45 mins.)

[http://www.ubu.com/film/trecartin_area.html](http://www.ubu.com/film/trecartin_area.html) (Links to an external site.) (Links to an external site.)
Final Exam due Apr. 29 @ 11:59 pm