

ART212: Modern Art History, 1900 - 1945 (10939)
Winter quarter 2007 -- Portland Community College, Sylvania Campus
Tues. & Thurs., 9:00 - 10:50 a.m., Room CT212, 4 credits
Elizabeth Bilyeu, Instructor
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Text:

Hal Foster, Rosalind Krauss, Yve-Alain Bois, and Benjamin H. D. Buchloh.
Art Since 1900: Modernism, Antimodernism, Postmodernism. Thames and Hudson, 2004.

- If you plan to take only ART212, purchase VOLUME 1, 1900 TO 1944, ISBN: 0-500-28534-9.
- If you plan also to take ART213 in Spring term, you may want to purchase VOLUMES 1 AND 2 COMBINED, ISBN: 0-500-28543-8.

Please read the designated pages prior to each Tuesday class.

**You will need to purchase a year-long Portland Art Museum College Pass at the Portland Art Museum (\$10.00; valid only with PCC student ID). I will announce details soon.

Please turn off cell phones and all other electronic devices during class. If your cell phone rings or you use electronic devices, you will receive 0 points for attendance that day.

This syllabus may change depending on the instructor's sense of the flow of the course. Assignment and exam calendars may change in response to institutional, weather, or classroom complications.

Course Outline			
Tu & Th, 1/9 & 1/11	Week 1	Introductions, Theory and Approaches to Modern Art Reading: Preface and Introduction, pp. 10-48	Get a PCC student ID card (at Registration or http://www.pcc.edu/pcc/nst/imptdetails.htm). Make sure that you have a Library barcode on your PCC ID (at Library or https://www.pcc.edu/library/forms/barcode.htm). online introductions due (Fri., 1/12)
Tu & Th, 1/16 & 1/18	Week 2	1900 - 1909 Reading: section 1900 - 1909	

Tu & Th, 1/23 & 1/25	Week 3	1900 - 1909 Reading: section 1900 - 1909 Field trip to the Portland Art Museum (1/25); bring \$10 and your student ID to purchase the PAM/PCC student pass.	online assignment due (Mon., 1/22)
Tu & Th, 1/30 & 2/1	Week 4	1910 - 1919 Reading: section 1910 - 1919	visual analysis draft due in class (Thurs., 2/1)
Tu & Th, 2/6 & 2/8	Week 5	1910 - 1919, 1920 - 1929 Reading: section 1910 - 1919, begin section 1920 - 1929	annotated bibliography and outline due in class (Thurs., 2/8) online assignment due (Mon., 2/5)
Tu & Th, 2/13 & 2/15	Week 6	In-class slide midterm quiz: ATTENDANCE REQUIRED! (Thurs., 2/15)	
Tu & Th, 2/20 & 2/22	Week 7	1920 - 1929 Reading: continue section 1920 - 1929	online assignment due (Mon., 2/19)
Tu & Th, 2/27 & 3/1	Week 8	1930 - 1939 Reading: section 1930 - 1939	research/analysis paper due (Thurs., 3/1)
Tu & Th 3/6 & 3/8	Week 9	1940 - 1944 Reading: section 1940 - 1944	optional service learning portfolio due (Thurs., 3/8)
Tu & Th,	Week 10	Conclusions and Roundtable	online assignment due (Mon., 3/12)

3/13 & 3/15		Reading: Roundtable	
Fri., 3/16/07			Fri., 3/16/07, take home final essay exam due

Course Description and Objectives

The turn of the Twentieth Century witnessed revolutions in science and technology, psychology and philosophy. Through lectures, class discussions (face-to-face and online), videos, field trips, and textbook readings, we will examine and analyze the visual arts to reveal some effects of those changes, and to gain insight into our modern world. In conjunction with mastering historical information, you will practice looking at, thinking about, talking about, and writing about twentieth century art. Skills learned in this class may be carried over into further studies in the humanities and sciences and into your daily lives. See Service Learning handouts for a timeline of benchmarks and deadlines.

Outcomes for the Course

The student will

appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement
view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment
generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad

Optional Service Learning Component

In lieu of a research paper, you may do a service learning project related to our subject. The purpose of this assignment is to allow you to explore in depth a particular historical aspect or style of art or architecture during the time periods and in the cultures that we will study this quarter -- Modern Art from 1900 to 1945. You will formulate learning outcomes for an art history lesson, visit a local school, teach the lesson, and reflect on your own learning experiences as well as your students' learning. See Service Learning handouts for a timeline of benchmarks and deadlines.

Face-to-Face Class and Activities

We will meet face-to-face in CT212 twice each week to discuss and to review your weekly readings in the textbook. These meetings will last approximately 1

1/2 hours. You may use the remaining time to visit a campus computer lab to check the online course site and work on your online activities. On the days that you have field trips, plan on attending for the full class period.

You will have one in-class midterm quiz. Your visual analysis, bibliography and outline, and final analysis/research paper should be turned in during our face-to-face class meetings.

Online Activities

Depending on the size of the class, you will be divided into discussion groups of approximately 7-10 people. Four times in the term, you will discuss online a question related to course material. These online assignments may include outside activities that you will do on your own prior to discussion.

Discussion Area Postings and Summaries

The WebCT Discussion Area will be the primary online tool for this class. It will be our forum in which to discuss focused topics related to art in the early twentieth century. I will present questions and/or topics for discussion. You will post short essays responding to the discussion topic, and then you will be expected to post replies to the postings of your classmates in your discussion group. The WebCT Discussion Area will then be a resource for you to answer essay questions on the midterm and final exams.

20% of your grade will be based on your thoughtful participation in these online discussions.

You will compose two types of messages in the Discussion Area: postings and replies.

Posting:

A posting will entail answering the discussion questions relating to the assignment. While the postings won't be formal essays, you should write complete sentences and paragraphs in "correct" English. You need not worry about minor errors, but you should strive to be as clear and complete in your answers as possible. You will post to the members of your discussion group. I will provide specific directions for your posting in each assignment. An initial posting will be usually more formal than a reply. Your essays should be 200-400 words.

Reply:

A reply takes up one of your classmate's ideas and expands upon it, disagrees with it, or takes it in a new direction. You will read your classmates' postings and

replies, choose one or more, and reply. It is often helpful to focus on a particular idea, use the "quote " button on the initial message, and include just that part of your classmate's posting that you are replying to. A reply is posted only to submissions (not to other replies). Your replies should be substantial, thoughtful responses to ideas you think are important (at least 100 words).

I want this to be a safe environment for everyone to express themselves, and I insist that criticism be constructive. You should not criticize without suggesting alternative approaches or admitting that you have none. Discussion should focus on ideas and not individuals. Use the following guideline for online discussion.

Netiquette (Online Etiquette)

Written communications can enable you to get to know your instructor and classmates on a deep, rather than just a superficial level. You will have opportunities to express your thoughts in depth through the online communication tools in WebCT, but there are special rules of personal conduct that apply to online communication in this class.

1. Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line if appropriate to something more meaningful.)
2. Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment. A useful test for anything you're about to post or mail is to ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread.
3. Be tolerant of views expressed by others. Your PCC online classroom may well be bringing you together with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
4. When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end.
5. Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, it is more difficult to interpret the shades of meaning in the messages. People may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
6. Avoid using all capital letters, which are interpreted as shouting.
7. Don't send commercial advertisements or "chain mail" to your classmates.
8. If you want to post a message only to one person, send a private email message instead of posting to the discussion board.

9. The discussion board is not a chat room. Use standard English grammar and spelling, not abbreviated chat language. You are expected to post messages of substance, not simply "I agree".

Late Work

You must post your assignments and make your replies in a timely manner so that you do not hold up the learning of your group and the class! Late work receives at most half credit. After one week, late work will receive 0 points.

Online Access to the Course

Using your browser, go to <http://webct.pcc.edu/>. This page gives you instructions on how to determine your login and password. It takes 24 hours after you are registered in Banner to be entered into the online portion of the class.

We will address username and password questions during the first classes.

**Once inside the course site, make sure that your browser version supports the WebCT software. For help, see <http://webct.pcc.edu/support/>

Student Expectations and Assessment Process

Prerequisites: Recommended prerequisites are WR121 placement and RD115 placement.

Attendance: Because class participation is included in the grading process, students are required to attend every class. Absences must be explained in writing to the instructor.

Grading: Late work receives no more than half credit (after one week, no credit).

Assignment	Maximum Points
Visual analysis draft related to Museum visit	5
Annotated bibliography and outline	5
Research/analysis paper OR service learning project	20
in-class midterm quiz	20
online assignments	20
take home essay test	20
consistent, thoughtful participation	10
TOTAL POINTS POSSIBLE	100

A = 90-100

B = 80-89

C = 70-79

D = 60-69

Outcome Assessment Strategies

The student will

- comprehend, apply, analyze and evaluate reading assignments
- identify artwork and architecture, and relate facts and ideas about these works of art in exam format
- research, plan, compose, edit and revise papers

-- To audit this class, students must contact the instructor by the end of week 3. Once you request this option, you may not receive a letter grade.

-- For students enrolled P/NP, a C grade is required for a Pass. Students must request this grade option by the end of week 8. Once you request this option, you may not receive a letter grade.

-- An I (incomplete) is given only when prior arrangements have been made with the instructor. Students must make arrangements for an incomplete grade by the end of week 9. The student must complete 70% of the required work before the end of the term (before 3/16/07).

-- If you decide not to complete this course, you must officially withdraw through registration by the end of week 8.

Academic Honesty

In all cases of written work, plagiarism or cheating will result in a grade of 0 points for that assignment. Plagiarism is using someone else's words without giving them credit in your written work. Please talk with the instructor if you need clarification on the definition of plagiarism. For more information on College policy, see the "Academic Integrity Policy" published in the "Students Rights and Responsibilities Handbook:"

http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.htm

Special Requirements

If you require specific instructional accommodations, please notify the instructor by the end of week 2.

Office Hours and contact information

Mailbox in CT216

Office in CT204 --

Mondays, Wednesdays, 11:00 am - noon;

Tuesdays and Thursdays 12:30 - 1:00 pm; 3:00 - 4:00 pm.

but please make an appointment. These times are flexible; and due to travel logistics, I may not be in the office as scheduled on field trip days. I am also the office most Friday mornings, but please make an appointment in case I have meetings.

Phone: 503-977-8332; email: ebilyeu@pcc.edu
You may also email me privately in the WebCT course site.

Portland Community College
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ART212: Modern Art History, 1900 - 1945
PCC, Sylvania
Winter 2007

In lieu of a research paper,
SERVICE-LEARNING ART HISTORY PROJECT GUIDELINES
25% of your final grade

****final reflective paper and portfolio/journal due by Thursday, March 8, 2007.**

The purpose of this assignment is to allow you to explore in depth a particular aspect or style of art or architecture during the time periods and in the cultures that we will study this quarter -- the early 20th century (1900-1945). You will formulate learning outcomes for an art history lesson, visit a local school, teach the lesson, and reflect on your own learning experiences as well as your students' learning. At the appropriate level for your students, your lesson should address elements of visual analysis of art objects that you learn this quarter with components of historical, social, and cultural analysis. You may want to include slide viewing, discussion, and a hands-on art project as part of your lesson. Keep it simple! You may need to locate materials for the project.

First, review the topics on your syllabus and in the chapters of your textbook. Choose a topic that interests you. Focus on aspects of the art world between 1900 and 1945. Look up that subject a bit more to see if you would like to explore it in depth, and begin to formulate learning outcomes for your school lesson. Hint: Your textbook is an excellent place to start! The author lists a bibliography at the end of the book.

Visit PCC's Service-Learning website for more information about the goals of learning through serving: <http://www.pcc.edu/resources/service-learning/>

(Week 2) On or before Thursday, January 18, turn in a brief paragraph proposing your topic for service-learning. You are encouraged to submit your topic earlier. You may email your topic idea to the instructor before 1/18 at ebilyeu@pcc.edu -- In addition, select a school from the list provided. Call the contact person, and explain that you are a PCC student interested in service learning. The teacher should help you with the students' ages, levels of comprehension, and you can

begin to research and prepare your lesson accordingly. **In a journal format, begin reflecting on your experiences developing the lesson, and continue throughout the project.**

(Week 3) On Thursday, January 25, bring to class (Portland Art Museum field trip) a thorough list of learning outcomes for your art history lesson and preliminary thoughts as to how to meet these outcomes in your lesson. Please word process your work.

(Week 4) On Thursday, February 1, I will collect a detailed outline of your lesson plan including materials needed to meet your learning outcomes. Don't forget to include components of an introduction and conclusion to the topic you will explore. You DO NOT need to use any particular stylistic format in your outline. The purpose is for us both to see a clear direction for your art history lesson. You should also include a statement of your research methods (where you are finding your sources), and a bibliography. Use standard bibliographic format (MLA or Chicago: <http://www.pcc.edu/library/tutorials/citing.htm>), and please word process your work. (5 points)

(Weeks 5, 6, 7 and 8) Present your lesson to your class. Don't worry if the lesson doesn't go as expected. Make sure that you and the students have a good time. If you do, learning is bound to happen!

(Week 9) On Thursday, March 8, turn in a 2-3 page word-processed reflective paper (and checklist) about your experiences. Be honest about what worked well and what didn't. Discuss how you might change your lesson the next time. Reevaluate your learning outcomes and the lesson. Did the students meet the outcomes? How? Describe at least two aspect that you found valuable from this experience. What advice would you give to a colleague doing a similar project next term? As a sort of portfolio, include your journal of the development of the project; your original lesson plan with modifications; and any other supporting materials to help me evaluate the process of your experience. (20 points)

Grading service-learning project -- 25 points total

- list of learning outcomes, outline of lesson plan, and research methods and bibliography (5 points);
- reflective paper and checklist and other materials (20 points)

For help with **visual analysis and bibliography**, see

Barnet, Sylvan. *A Short Guide to Writing About Art*. New York: Longman, 2000. On RESERVE shelf (2-hour) in PCC Sylvania Library.

For information on **writing bibliography, footnotes, endnotes, and**

parenthetical notes, see

The Chicago Manual of Style. Chicago: University of Chicago Press, 2003.
On reference shelf in PCC Sylvania Library (REFERENCE 808.027 C45 2003).

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 2003. On reference shelf in PCC Sylvania Library (REFERENCE 808.02 G53 2003).

Researching

Start your research in the PCC Library. Check the book shelves and the databases. Plan ahead; you may need to request books from other libraries.

For a start, the PCC Library has Groves Dictionary of Art in online format. The SUMMIT database is a good resource to view books and materials at libraries all over our region. Use the PCC Library web resources at <http://www.pcc.edu/library>

Use indexes like Magazine Articles Online (EBSCOhost) to find periodical articles. If the PCC Library does not have the periodical articles, you may need to interlibrary loan them. Ask the reference librarian, and SEARCH EARLY!

You may also want to try other libraries in the area, especially the public libraries. You may want to research in the libraries at Lewis and Clark, Reed, or Portland State University. You may use the PSU Library and other local college libraries with a valid/current student ID card from PCC.