AR249: 20th Century American Art
Spring 2017 (online)

INSTRUCTOR’S CONTACT INFORMATION
Instructor: Professor Silvia Rhor
Office Hours (online): Monday 4-5pm, Wednesday 12-1pm, Friday 10-11am
Office Phone: 412-578-6208
E-mail: scrhor@carlow.edu

COURSE OVERVIEW
This course examines visual art (primarily painting & photography) in the United States in the 20th century. Following a chronological format, we begin with the 1893 World’s Columbian Exposition and end with a discussion of 9/11 memorials. Students will study modern art movements such as Regionalism, Abstract Expressionism, Pop Art and Minimalism, as well as post-modern art production that defies and questions the “isms” of modernist movements. Throughout, we place special emphasis on race, class, gender and the socio-political context of art making and art reception. In addition, we highlight the importance of art institutions, exhibitions, and art collecting in shaping culture in the US in the 20th century; the concept of collecting forms the basis for the class signature project as well. The intersection and critical analysis of art and identity (personal and national) is a strong focus in this class. Student will engage with this issue through required resources, discussions and class projects.

COURSE OBJECTIVES
In this course, students will
1. Learn and identify the major art movements, relevant terms, key artists and art works of the 20th century in the United States
2. Assess and interpret visual art of this period, employing accurate critical and formal vocabulary and basic art historical methodology
3. Analyze art of this period within its socio-political and cultural context, with special emphasis on the issues of modernism and modernity, immigration, race, gender, politics, national and personal identity
4. Engage in critical dialogue over key issues related to course content
5. Make use of web-based museum and cultural resources and digital tools to complement and enrich course content and demonstrate learning

6. Effectively and respectfully articulate and defend personal observations and opinions

7. Practice perspective taking through class projects and class exercises.

8. Synthesize course learning by building a virtual art collection

REQUIRED RESOURCES

1. Textbook: Erica Doss, Twentieth-Century American Art (Available in the Carlow University Book Store)

2. Celtic Online Schoology AR249 Site: In this course we will use CelticOnline Schoology as the primary Learning Management System (LMS). All primary materials for the class (syllabi, required resources, key works, quizzes, discussion boards, assignments, signature projects) are posted on CelticOnline. In addition, I will also post announcements, extra readings, and special links. It is imperative that you learn to navigate the site and visit the site often. Your success in this class is largely dependent on your successful mastery and use of the resources on this site. If you are having trouble accessing the site, contact Instructional Technology at x8700.

3. Required Resources (Essays & Videos): Folders of required readings and videos are included in each subtopic. You must read and view these resources. The material covered in these materials form the basis for quizzes, discussion boards and assignments.

4. Key Works: A folder of Key Works is included on the Schoology site for each subtopic. Please study the works and visit the links provided for each work.

CLASS FORMAT

This is an asynchronous class, meaning that both students and the instructor will sign in to the course pages on their own schedules and work independently of each other. However, there are fixed weekly deadlines for assignments, quizzes and discussion boards. It is your responsibility to organize your schedule accordingly to meet those deadlines. No late work will be accepted in this class. If you miss a deadline, you will receive a zero for that assignment. I have added a Weekly Planner & an Outline of Course Modules to the Course-At-A-Glance section of the Schoology Site to help you better organize your schedule.

WORKLOAD & ONLINE LEARNING

Although this is an asynchronous online course, the class is rigorous and the workload will be heavy. Each student is expected to spend between 10 to 12 hours a week on this course. It is important that
you read and review the documents related to online learning in the Pre-Module for the course. These documents outline myths and expectations regarding online learning and workload for this course. In addition, these documents will help you successfully navigate the online learning environment.

**COURSE REQUIREMENTS & GRADING OPPORTUNITIES**

Final grades will be based on the following grading opportunities, **totaling possible 900 points:**

- **Knowledge Checker Quizzes** (20 points each, Best 10/11, 200 points total)
- **Discussion Board Participation** (20 points each, Best 11/12, 220 points)
- **Collectors Corner Signature Project**
  - Collection Acquisitions (10 points each, 11 total, 110 points)
  - Catalogue Entries, (50 points each, 5 final entries, 250 points total)
  - Collectors Statement & Reflection, (50 points)
  - Critiques on other Collections (25 points each, 2 Critiques, 50 points total)
- **Field Trip Questions & Response** (20 points)

**DESCRIPTION OF GRADING OPPORTUNITIES**

1. **Knowledge Checker Quizzes:** You are required to take a quiz at the end of each subtopic within the modules. The questions on these quizzes are drawn from the required readings and resources, key works, and textbook readings. The quizzes are mostly multiple-choice questions. There are ten questions on each quiz. Quizzes are timed (25 minutes each), and you will only have one attempt at each quiz. Your lowest quiz grade will be dropped.

2. **Discussion Board Participation:** On most weeks you will be required to participate on the Discussion Boards. You will be assigned to a specific Discussion Board question related to the subtopic for the week. You are required to post one initial response Thursday of every week and one reply to the same thread by Sunday. Although you will only be required to participate on one Discussion Board question per week, you are highly encouraged to read through ALL of the Discussion Boards at the end of the week. For more guidelines on the discussion board, tips on how to create a successful discussion board post, and the grading rubric for the discussion board, please see the Discussion Board guidelines section of the Schoology site.

3. **Collectors Corner Signature Project:** The signature project for this class is a collecting activity based on role-playing pedagogy. Each student will assume the identity of a collector, and collect works of art throughout the semester that are consistent with that identity and that are representative course content. This project is multi-step and progressive. Students will: 1. Acquire works of art for each subtopic and create a media album of these works, 2. Develop full
catalogue entries for five of their acquisitions, 3. Write a collectors statement/reflection at the end of the term. Students will also visit fellow “collectors” collections in the Midterm and Final Modules. For more guidelines on this signature project and to read the individual assignments and rubrics, please see the Collectors Corner Signature Project section of the Schoology Site.

4. Field Trip Questions & Response: In this class we will make one virtual field trip to the Andy Warhol Museum in Pittsburgh, Pennsylvania. Students will be required to submit questions for museum staff after viewing the virtual field trip and provide a short reflection on experience on the Discussion Board for that week.

INSTRUCTOR AVAILABILITY
I hold three virtual office hours throughout the week (see Information at the beginning of this document). I answer emails and hold phone meetings during those office hours. If you need to speak to me outside of those times, please email me to make an appointment. I answer emails during my office hours. Though I will try to email outside of those hours, I try to maintain business hours and ask that you do the same.

Note: Please use your Carlow email to contact me. I do NOT send email to alternate email accounts.

NETIQUETTE
Netiquette is online etiquette. Given that this is an online course and we make great use of Discussion Boards in this class, it is important that all participants be aware of proper online behavior and respect each other. Some ground rule: 1. Use appropriate language for an educational environment, 2. Use complete sentences, 3. Use proper spelling and grammar, 4. Avoid slang and uncommon abbreviations, 5. Do not use obscene or threatening language. 6. Do not use ALL CAPS. Remember at all times that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette (http://www.albion.com/netiquette/corerules.html) by Virginia Shea.

MAKEUP POLICY
There are no make-ups for missed quizzes, discussion boards or collectors corner project assignments. You will automatically receive a zero for missed exams and assignments.

Exceptions will only be made under the most serious circumstances. If you are ill on the day of an exam, you must bring a doctor’s note to me by the next class period. If you must miss an exam because of a family emergency, you must notify me as soon as possible and provide some sort of
documentation detailing the nature of the emergency. If you know in advance that you will miss a class because of a religious holiday or important event, you must notify me well ahead of time.

GRADE CHALLENGES
If you believe that your assignments were not graded fairly, you are asked to submit an official grade challenge. Grade challenges are written documents that argue (with valid evidence) why you think a grade should be changed and can be submitted no earlier than 24 hours after the assignment has been returned.

UNIVERSITY STATEMENTS
Email: You are expected to read email sent to your Carlow email account and to make use of CelticOnline as needed for the course. As instructed by the Carlow University Administration, the professor will not send email to alternate email accounts. If you would like to forward your email from your Carlow account to another mail account, you can find that process on the IT section of Carlow’s website MyPortal > Carlow Services > Technology Resources > Help Desk & Lab Support.

CelticOnline: CelticOnline, an online course management tool, will supplement this course. You can find a copy of the syllabus on the CelticOnline site. Instructions on how to use CelticOnline are posted in the course site. You can log on to CelticOnline at http://carlow.CelticOnline.com. If you have questions, contact Student CelticOnline Support at 412-578-6155 or CelticOnline@carlow.edu.

STUDENTS WITH DISABILITIES POLICY
Please refer to the “Students with Disabilities Policy” on your course page in CelticOnline.

CARLOW UNIVERSITY TEMPORARY DISABILITY POLICY
Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the Americans with Disabilities Act, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided.
In order to determine if a student with a temporary condition may receive some assistance via the DSO, he/she should contact the office at 412 578-6257. The student will be asked to meet with Jackie Smith, Disabilities Services Representative, and to provide the requisite documentation of his/her condition. Mrs. Smith will review the documentation and may consult with the student accommodation committee to determine what, if any, assistance may be provided. All documentation will remain confidential.

Academic Integrity: Students are expected to observe the highest academic standards regarding plagiarism, cheating, and forgery. Failure to do so could result in a failing grade for the course.

The instructor assumes that students understand the concept of plagiarism (the improper use of, or failure to attribute, another person's writing or ideas- intellectual property). It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work. See the Student Handbook for details: http://www.carlow.edu/policies/pdf/02-100_Ugrad_Student_Handbook.pdf

**TUTORING**

The Center for Academic Achievement (CAA), 4th floor University Commons, offers free in-person tutoring for improving writing skills, understanding course content, and utilizing computer skills and study strategies. All students can also access “CAA Resources” via CelticOnline for guides on college survival skills, reading, learning strategies, math, and writing/research. CAA tutoring services are available seven days a week! Make an appointment at least 48 hours in advance at https://carlow.mywconline.com via the FIND A TUTOR button on MyPortal, or call 412-578-6146. Cancellations can be made online within 8 hours of the appointment time. For last minute cancellations, please call 412-578-6146.

The Hopkins Lab for Communication, 4th floor University Commons, provides support for students in preparing presentations and managing/editing videos. Please see www.myportal.edu for more information.

Campus Closings: For campus-wide closings current information is available by calling 412-578-6677 (Day) or 412-587-6028 (CAP/WEC). Students will be registered for the Carlow Emergency Notification system on E2Campus will be notified of campus closings from within that system.
These and other policies can be found in the Carlow Student Handbook. 
https://myportal.carlow.edu/academics/handbooks/Pages/default.aspx
### MODULE OUTLINE  (Topics, Activities, Key Dates)

#### MODULE 0: INTRODUCTORY MODULE  
**(JANUARY 9-15)**

| 0.1 Interrogating Art: Slow Looking  | • Introductory Post A: January 12, 12pm  
| 0.2 Introduction to Collecting        | • Introductory Post B: January 15, 12pm |

#### MODULE 1: AMERICA COMES OF AGE  
**(JANUARY 16-22)**

| 1.1. White City in the Gilded Age   | • Knowledge Checker Quiz #1: January 19, 12pm  
|                                    | • Discussion Board #1 Post: January 19, 12pm  
|                                    | • Discussion Board #1 Reply: January 22, 12pm |

Module 1 Assignment  
Catalogue Entry #1: January 22, 12pm  
(Note: Collection Acquisition #1 will be donated to you)

#### MODULE 2: ART BEFORE WORLD WAR I  
**(JANUARY 23-FEBRUARY 5)**

| 2.1: Let's Get Real: The Ashcan School & City Life | • Knowledge Checker Quiz #2: January 26, 12pm  
|                                                  | • Discussion Board #2 Post: January 26, 12pm  
|                                                  | • Discussion Board #2 Reply: January 29, 12pm  
|                                                  | • Collection Acquisition #2: January 29, 12pm |

| 2.2: Uproar Downtown: The Armory Show & The Stieglitz Circle | • Knowledge Checker Quiz #3: February 2, 12pm  
|                                                            | • Discussion Board #3 Post: February 2, 12pm  
|                                                            | • Discussion Board #3 Reply: February 5, 12pm  
|                                                            | • Collection Acquisition #3: February 5, 12pm |

Module 2 Assignment  
Catalogue Entry #2: February 5, 12pm

#### MODULE 3: AN AMERICAN SCENE: ART BETWEEN THE WARS  
**(FEBRUARY 6-FEBRUARY 26)**

| 3.1: City/Country: Precisionism, Regionalism & Southwest Modernism | • Knowledge Checker Quiz #4: February 9, 12pm  
|                                                                  | • Discussion Board #4 Post: February 9, 12pm  
|                                                                  | • Discussion Board #4 Reply: February 12, 12pm  
|                                                                  | • Collection Acquisition #4: February 12, 12pm |

| 3.2: Renaissance Uptown: The Harlem Renaissance | • Knowledge Checker Quiz #5: February 16, 12pm  
<p>|                                               | • Discussion Board #5 Post: February 16, 12pm |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Discussion Board #5 Reply</td>
<td>February 19, 12pm</td>
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<tr>
<td>Collection Acquisition #5</td>
<td>February 19, 12pm</td>
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<td>3.3: Working: Murals &amp; Labor in the Great Depression</td>
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<tr>
<td>Knowledge Checker Quiz #6</td>
<td>February 23, 12pm</td>
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<tr>
<td>Discussion Board #6 Post</td>
<td>February 23, 12pm</td>
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<tr>
<td>Discussion Board #6 Reply</td>
<td>February 26, 12pm</td>
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<tr>
<td>Collection Acquisition #6</td>
<td>February 26, 12pm</td>
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<td>Module 3 Assignment</td>
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<tr>
<td>Catalogue Entry #3</td>
<td>February 26, 12pm</td>
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<tr>
<td>MIDTERM MODULE: COLLECTORS ART FAIR, PART I (FEBRUARY 27-MARCH 12)</td>
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<tr>
<td>Get Ready for the Fair!</td>
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<tr>
<td>Revised Catalogue Entries 1-3</td>
<td>March 5, 12pm</td>
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<tr>
<td>Post Collection Revised Entries</td>
<td>March 8, 12pm</td>
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<tr>
<td>Go to the Fair!</td>
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<td>Critique another collections!</td>
<td>March 12, 12pm</td>
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<td>MODULE 4: HOW THE US STOLE THE MODERN ART WORLD (MARCH 13-APRIL 9)</td>
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<td>4.1: Vir Heroicus Sublimius: Abstract Expressionism &amp; Postwar America</td>
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<tr>
<td>Knowledge Checker Quiz #7</td>
<td>March 16, 12pm</td>
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<tr>
<td>Discussion Board #7 Post</td>
<td>March 16, 12pm</td>
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<tr>
<td>Discussion Board #7 Reply</td>
<td>March 19, 12pm</td>
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<tr>
<td>Collection Acquisition #7</td>
<td>March 19, 12pm</td>
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<td>4.2: I Consume Therefore I am: Neo-Dada &amp; Pop Art</td>
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<td>Knowledge Checker Quiz #8</td>
<td>March 23, 12pm</td>
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<tr>
<td>Discussion Board #8 Post</td>
<td>March 23, 12pm</td>
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<tr>
<td>Discussion Board #8 Reply</td>
<td>March 26, 12pm</td>
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<tr>
<td>Collection Acquisition #8</td>
<td>March 26, 12pm</td>
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<td>4.3 What You See is What You See: Minimalism &amp; Earthworks</td>
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<tr>
<td>Knowledge Checker Quiz #9</td>
<td>March 30, 12pm</td>
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<tr>
<td>Discussion Board #9 Post</td>
<td>March 30, 12pm</td>
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<td>Discussion Board #9 Reply</td>
<td>April 2, 12pm</td>
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<tr>
<td>Collection Acquisition #9</td>
<td>April 2, 12pm</td>
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<td>4.4 Virtual Field Trip: The Andy Warhol Museum</td>
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<td>Questions</td>
<td>April 6, 12pm</td>
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<td>Field Trip Response</td>
<td>April 9, 12pm</td>
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<tr>
<td>Module 4 Assignment</td>
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<tr>
<td>Catalogue Entry #4</td>
<td>April 9, 12pm</td>
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| MODULE 5: I.AM.HERE: POSTMODERNISM & IDENTITY POLITICS  
(APRIL 10-APRIL 23) |
|-----------------------------------------------------|
| 5.1: Nasty Women: Feminist Art                      | • Knowledge Checker Quiz #10: April 13, 12pm  
• Discussion Board #10 Post: April 13, 12pm  
• Discussion Board #10 Reply: April 16, 12pm  
• Collection Acquisition #10: April 16, 12pm |
| 5.2: Mirror, Mirror: Black Art & Chicano Art       | • Knowledge Checker Quiz #11: April 20, 12pm  
• Discussion Board #11 Post: April 20, 12pm  
• Discussion Board #11 Reply: April 23, 12pm  
• Collection Acquisition #11: April 23, 12pm |
| Module 5 Assignment                                 | Catalogue Entry #5: April 23, 12pm |

| FINAL MODULE:  
COLLECTORS ART FAIR II & COURSE REFLECTION  
(APRIL 24-MAY 7) |
|--------------------------------------------------|
| From 1893 to 9/11:  
Looking Back & Looking Forward,                  | • Discussion Board #12 Post: April 27, 12pm  
• Discussion Board #12 Reply: April 30, 12pm  |
| Finalize your collection & return to the Fair!  | • Revised Catalogue Entries 1-5: May 4, 12pm  
• Collector’s Statement & Reflection: May 4, 12pm  
• Critique another Collection: May 7, 12pm |