

ARTH 100 001

Idea & Image

Lectures: Monday Wednesday & Friday: 9:00-9:50

Speech: Wednesday: 10-10:50

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Office Hours: Mondays: 10:00-11:00

Objectives:

To explore ART is to explore HUMANITY. . . your own and “the others”

We will be:

***exploring timelines,**

cultural contexts as well as visual and conceptual developments

(**art historical, philosophical, and anthropological** components).

***translating visual cues into language and meaning**

(**aesthetic** component).

***understanding materials and the physical processes in art**

(**technological and media** component).

Texts:

Lois Fichner-Rathus, Understanding Art, 9th edition (Belmont, CA: 2010).

John Berger, Ways of Seeing. (London: Penguin, 1972).

Grade Responsibilities:

Attendance	5%
Quizzes on Readings	20%
Speech Participation	10%
Final Speech	15%
Essay	15%
Essay Exchange	5%
Mid Term Exam	15%
Final Exam	15%

Attendance: percentage of full classes attended

Quizzes on Readings: on the readings, weekly and multiple choice, out of 5 or 10 questions, will use only the 10 best quizzes.

Speech Preparation: you will weekly participate or briefly present during speech class, from the week's readings or an assigned topic. These classes are in preparation for the Final Speech.

Final Speech: Near the end of the semester you will interview 2 local artists and, comparing and contrasting, present a 10-15 speech, also using images. **See guidelines.**

Essay: on an art historical topic, you will bring the penultimate paper draft to exchange, with another student in class as assigned by the instructor, for proof-reading. **See guidelines.**

Mid Term Exam: slide identification: knowledge of time-lines, styles, artists, visual analyses, mid way through semester – date to follow.

Final Exam: slide identification: knowledge of time-lines, styles, artists, visual analyses, in Brainerd 202, @ (9:00 am Monday combinations)

Friday, December 17, 8:00AM - 10:00AM

<http://www.potsdam.edu/offices/registrar/exams.cfm>.

Guidelines:

IMPORTANT NOTE: the ability to properly formulate a thesis statement is perhaps the most underestimated skill in writing and presenting, and it also is key to your future academic progress. Attention will be drawn to developing this skill – hence you must do it twice in this class: once for the Final Speech and once for the Essay.

Essay: 5-8 pages, (12 pt Times New Roman, double spaced, with 1 inch margins,) with title page, footnotes, and bibliography.

2 weeks before the due date, you will bring your paper to class to exchange with another student, you will read the other's paper and mark it up in RED pen, re: GRAMMAR, FORMAT, CONTENT, and hand back the following week -- you will be graded on your proof-reading thoroughness for 5%.

Select a thesis statement; it will be presented in speech class, discussed, and subsequently narrowed down one on one with the instructor. Using an art historical theme, use at least three book sources and three journal sources – online information such as Wikipedia will NOT be accepted, only online (library referenced) journal articles can be used.

You will use Chicago/Turabian style for citations and reference – papers with incorrect references will not be accepted and treated as late until corrected and re-submitted. **During the week that you bring your paper for proof-reading you will each project your footnotes and bibliography for a collective in-class correction.**

Hard copy versions only, no e-versions accepted without doctor's notes or prior permission from the instructor. Late papers will lose 2.5% per day.

Final Speech: You will sign up for a time in class to present near the end of the semester. RE: content, find two artists and interview them (should be local artists). Ideally, this should be conducted in a **studio, work space, "gallery"** (proximity of

artwork on display) or a “**library**” (proximity of art books that can be looked at during the discussion -- feel free to bring books). Please do not use art students.

With the two artists: you are to explore their work, aspirations, and ideas, as well as their favorite artists, themes, ideas, or movements – **something important that has influenced their work**. Take notes and think about your experiences; some issues should stand out for you. Take a position and formulate an overall ***thesis statement***. In class, compare and contrast your two artists and their work, show examples, and illustrate your thesis statement.

Plagiarism:

NO un-cited quotations or paraphrases and NO picture cuttings from original artwork, books, magazines, or newspapers (as I cannot distinguish your property from a library’s) are to be used, otherwise resulting in course failure.

Schedule of Readings and Lectures online in Blackboard.