CLASS: Tuesday/Thursday 11:00 am - 12:15 pm in Art Center Lecture Hall 120

INSTRUCTOR: Josie Osborne, Art and Design First Year Program Director

OFFICE: ART Building Room 316

MAILBOX: Art Building Room 203

OFFICE HOURS: W 2:00 - 4:00, R 2:30 – 4:00 (please come to visit) and also by appointment

EMAIL: osbornem@uwm.edu

Graduate Teaching Assistant (TA): Katie Lemieux <klemieux@uwm.edu>
Katie Lemieux attends class, helps with grading, enters quiz points, answers D2L questions, disburses MAM one-time passes and is the notetaker for ARC students requiring accommodations.

Course Supplemental Instructor (SI): Seren Pellett <spellett@uwm.edu>
Seren is an undergrad who aced Art Survey 106 and has intensive training through Panther Academic Support Services for leading study sessions for this class. She leads 3-4 discussion/study sessions each week, teaches note-taking and study skills, leads exam reviews and discussions to help students deepen their understanding of the course.

Seren’s SI Study Sessions start the second week of class in North West Quad Room 1932. Watch for emails about specific days, times.

COURSE DESCRIPTION
Art Survey is an introduction to the visual arts disciplines and contemporary critical concerns. Course themes investigate inter-relations between historical context, technical process and expressive intent.

Prerequisite: None

Art Survey also introduces contemporary visual arts issues and traditions. The goal of the course is to provide students with a solid knowledge base for making informed and responsible critical judgments concerning current visual arts practice and presentation.

The course is a standard image-based lecture format utilizing image and video comparisons, critical analysis, art history references, required text readings, regional exhibitions and artist resources. This course meets for a total of 2.5 hours per week and students spend approximately 3-5 hours per week on outside homework.

LEARNING OUTCOMES:
Students will demonstrate an understanding of:

• cultural and historical contexts and artistic movements
• formal elements and principles of art and design
• media, technique, and vocabulary used in art
• connections of contemporary art practice to other disciplines/other ways of knowing the world
• the personal and cultural significance of art and art making
• In addition, students will hone their note-taking skills for both reading and lecture. They will work to synthesize material covered in outside reading assignments, art exhibition viewing and in class lectures, videos and visiting artist talks.
• Students will handle themselves responsibly as a considerate member of an audience, stay open to new ideas and engage thoughtfully with both the course material, the instructor and one another.

Please refer to the GER Rubric for Relation of Learning Outcomes to UW System Shared Learning Goals (SLG) and Arts Criteria.

This course addresses the UW System Shared Learning Goals (SLG) Arts Distribution Definition.
• Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one’s discipline, major or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences and social studies.
• Effective Communication Skills including listening, speaking, reading, writing and information literacy.
• Individual, Social, and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

This course also addresses the **Arts Divisional Criteria Definition:**
A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.

(Instructor Note: We do learn about utilitarian objects/spaces that are created by artists, so this is a contested definition.)

**Arts Divisional Criteria:**

1. Students will demonstrate comprehension of historical, philosophical, theoretical or aesthetic perspectives commonly used in art.

2. Students will demonstrate an ability to compare and contrast the expressive and formal features of different artistic media and/or cultural traditions.

This course satisfies the GER program criteria for the Arts by:
• Requiring students to interpret works of art;
• Requiring students to evaluate, identify and analyze artistic expression according to its medium, cultural and historical relevance; and
• Requiring students to demonstrate an understanding of the characteristics and essential qualities, techniques and processes of art media and disciplines.

These criteria are met through class lectures, required readings, gallery/exhibition visits, assigned written responses and online interactive discussions.

**Most IMPORTANT DATES**

Pop quizzes/participation credit will start in second week of class.
• **Bio and Selfie (on D2L Discussion)**** Due by Thurs, Feb 7, at midnight
• **Test One** -------------------------- Tues, February 26th, in class
• **1ST D2L Discussion post**------------ Due by Midnight, Tues, February 26th
• **Max Yela Artist Book Extra Credit**---- Tuesday, March 12th (D2Ldropbox by midnight)
• **Optional Extra Credit Paper**--------- Thurs. March 28th (due before class time, D2L dropbox
• **Test Two** -------------------------- Tuesday, April 2nd in class
• **2ST WEBFORUM post**----------------- Due by Midnight Tues. April 2nd on D2L
• **Required MAM Scavenger Hunt**------- Due: Thurs., April 18th (D2L drop box by midnight)
• **Third/Final Exam** ------------------- **Wednesday, May 15**th, 3-5pm in ACL 120

Note: exams and final exam require student attendance and may only be made up with a legitimate documented medical excuse or proof of death in the family. No other reasons will be accepted.
Art Survey 106 - Attendance Policy

FAQ: Is attendance required for this class?

Yes, attendance is required and expected for success in this class. The pop quizzes and stop and draw exercises are Pop/not scheduled but provide an unannounced sampling of attendance and act as an indicator of your attendance in class. Attendance is required for all Art and Design First Year classes. Not attending class regularly negatively affects your final grade and makes your experience less engaged both in lost quiz points and in missed course content, which undermines exam scores and final grade.

Note: while extra credit options are there for students who miss points on an exam or one pop quiz (to make up lost points), extra credit points will not be applied for students who miss two or more quizzes or Stop and Draws without legitimate medical excuse.

Accommodations for Students with Disabilities –Accessibility Resource Center (ARC)

In the spirit of providing equal access to students with disabilities and in compliance with state and federal laws, the University is required to provide reasonable accommodations to students with medically documented disabilities. Students are to provide notification of their ARC accommodations at their earliest opportunity to their instructors indicating the accommodations they may need in class and should discuss it with them. Students who do not yet have documentation, but need accommodations should work with the Accessibility Resource Center (ARC). Please contact ARC at 414-229-5822. ARC Main office is located on the first floor of Mitchell Hall, directly behind ACL 120. http://www4.uwm.edu/arc

The Writing Center as an Important Resource on Campus

Students are encouraged to utilize the UWM Campus Writing Center for writing of all lengths and all student ability. The writing center will help you to strengthen your writing and your writing skills...that translates into improved grades, self confidence, better jobs beyond graduation. It is located in the first floor of Curtin Hall (just across the parking lot from ACL 120). You may walk in or email/call them to set up an appointment.

Technology Use in class

Because Art Survey 106 is a large lecture and takes place in a darkened room, where an illuminated screen in front of, or beside, you distracts from the course experience, I ask you to bring a notebook and paper rather than a laptop, tablet or phone for note taking. I will ask you to turn off electronics and be present in the class during class period, not distracting your neighbors. Bring a pen and paper to write notes. Students also learn and retain information differently when handwriting notes. We will use technology collectively, through use of websites, video, powerpoint and outside research/writing.

Study slides will be posted on D2L at least five days before each exam so you do not need to take pictures of images shown.

Email and Communications With Instructor – The course Instructor and TA are happy to have you visit during office hours in our office, Art Building rm 316, Wed, 2-4pm or Thurs 2:30-4pm or by appointment to discuss questions, concerns, course material, art and life. We love to have visits and to get to know you face-to-face! We are also good sources for on-campus job recommendations, internship opportunities, student organization recommendations and just general “how to survive and thrive in college” info...as well as sometimes snacks, tissues, a quiet place to sit and collect your thoughts with lots of green plants and flowers in the space. We are also present in the classroom after class, so feel free to speak with us after class.

However when emailing is necessary, remember to practice professional and polite college level writing. Address us appropriately, use full sentences (no text message abbreviations) and sign your name at the end. If you do not hear back immediately it is because we are not available 24/7 but will get back to you as soon as possible within 24 hours.
COURSE PERFORMANCE EVALUATION FORMULA / Course grades will be calculated from the following:

* Three exams, including Final Exam (25% each) = 75%
* D2L written discussion Posts participation = 12%
* Milwaukee Art Museum Scavenger Hunt = 8%
* Class participation / quizzes = 5%

Required TEXTBOOKS and E-readings

- REQUIRED Living with Art, Mark Getlein (11th edition) or the adapted textbook specific to this course. Textbooks may be purchased or rented through e-campus books: https://uwm.edu/panthershop/books-by-ecampus/

There are also 4 copies of the required textbook on 2 hour-Reserve in the basement of the west wing of the library (below the grind). Bring your student ID to check them out for 2 hour increments.

- REQUIRED E-readings (see list on D2L under Contents) no purchase necessary

SI Study Sessions to Help You Take Better, Notes, Study More Effectively, Discuss Material

Through Panther Academic Support Services (PASS), a program that provides academic support to students at all levels, we will have a Supplemental Instructor (SI) attending our class sessions and leading study sessions outside of class. Our returning SI for the semester is Seren Pelett and she will have 4 weekly study sessions per week and more in-depth exam reviews outside of class:

SI sessions : NorthWest Quad rm. 1932 Days and Times Will Be Announced in First Week of Class!

The SI sessions are held in the Northwest Quad Panther Academic Support Space. These sessions are free and open to all Art Survey 106 students. Participating students may earn extra credit for attending at least 6 sessions if 4 of the six sessions are before the second exam. Two extra credit points added to your final score for the semester!

HEALTH INSURANCE
It is strongly recommended that all students have health insurance that includes emergency room and hospitalization coverage. Go to: Healthcare.gov

COPYRIGHT and Plagiarism and Cheating on Exams

What is copyright? Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: http://www4.uwm.edu/ltc/copyright/getting-permission.cfm

In addition the University has a strict policy on Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Plagiarism is a form of academic dishonesty and, if discovered, may lead to disciplinary steps and dismissal from the university. Cite all literary sources when writing. See D2L information for proper citing of sources.
GER ASSIGNMENT/ASSESSMENT
S19 Art Survey 106 - GER ASSIGNMENT/ASSESSMENT
Assignment: Museum Scavenger Hunt – Milwaukee Art Museum

Assignment Due: Thursday, Thursday, April 18\textsuperscript{th} by midnight in D2L Drop Box! Submit the document as PDF or Word document (not PAGES) and with a selfie taken at MAM in front of one of the MAM pieces you chose to write about. Note: if you do not have a camera-capable cell phone…no worries as long as you talk to me about it well in advance and we can work out an alternate documentation of your visit.

After the 2\textsuperscript{nd} exam visit the Milwaukee Art Museum and go into the permanent collection (basement photography and new media installation, first floor contemporary and mezzanine gallery of repurposed/assemblage, 2\textsuperscript{nd} floor Bradley wing with lots of awesome paintings and sculpture) and bring a notebook, a pencil with you (and this assignment sheet). Choose one artwork for each of the following categories (9 different artworks, ten categories). For each record the artist’s name, title, medium/material and date of creation. Then, keeping the overall outcomes in mind and the specific challenge instruction, write two paragraphs about each to support your choice relative to the terms, criteria and approaches listed below in the rubric. Be sure that it is clear to us which category (number them 1-10) you are addressing. Be sure that you are using the vocabulary terms correctly to demonstrate understanding!

1. **One artist whose work we have seen in class or in readings** (it doesn’t have to be the same artwork but the same artist). Give me the name of artist (both the work in the museum and the work that it reminds you of—seen in class). Double check slide sheets for correct spelling of artist’s work. Describe the work, the subject matter, your impression of it and what you know of the context in which that artist was working (historical events, technological, scientific, political, personal and geographic influences).

2. **Modernism** Choose one Artist whose work fits within what we would consider Modernist approaches as covered in class / readings in values, stylistic approach and media / technique. Use this to show me what you know about Modernism…as it applies to this work and the context in which it was made. Talk about the style and how it fits with the avante garde innovations and Modernist views / goals. **Note: Pay attention to date of work and discuss stylistic attributes and concerns of artists of Modernist period as discussed in class and in readings and how this artist’s style, materials or subject matter fits that era. Remember that SOME works created during the modernist era are stuck in pre-modernist style and subject. So try to find something that is emblematic of the modernist style and concerns.** Do NOT choose works from the Haitian/ Outsider/ Folk Art galleries for this prompt.

3. **Post Modernism** Choose one artist whose work fits within or is emblematic of what we would consider Post-Modern approaches (again pay attention to the date, media and approach appropriate to this period). Do NOT choose work this from the Haitian / Outsider / Folk artist galleries.
Use your description of this work and expand upon it to show me what you know about Post Modernism as we have discussed it in class, about the relationship of the work to cultural context in which the work was made and discuss your reasons that support your choice according to how we have discussed and covered Post Modernism in our readings. Note: Pay attention to Post-Modernist concerns as discussed in class and in readings. Also note that not everything made post-Pop era is emblematic of Post Modernism. And museum guards and staff, may not be the best people to ask, if you are uncertain about this choice. So choose carefully.

4. Types of Meaning Choose one artist whose work really speaks to you...a favorite and tell us why you relate to it. But describe its various types of meanings being conveyed and which is dominant (use the approach of physical materials, formal composition, iconographic meaning).---We covered this approach to analyzing works in class multiple times!! Use it.

5. Non-Traditional Materials Choose one artist whose chosen material/s are perhaps not considered traditional art supplies (might be instead from a hardware store, industrial supply, technical supply, etc.) How does that impact the work? Why did the artist choose that material? Do not choose from the Haitian, Outsider, Folk Artist gallery for this particular challenge.

6. Identity Choose one artist whose work explores significant aspects of their own or their subject’s personal identity as OTHER than the dominant paradigm/hegemonic group in their work—and think about how and why they do that. Try to think beyond direct self-portraiture as your solution. That is too easy and not how we discussed it in class. What other ways do artists explore deeper aspects of their personal identity as seen in class? Note also that Christian religious subject matter is not outside of the dominant paradigm in this country/culture so that does NOT present a good choice for this challenge. Apply what we covered in class as artists exploring identity.

5. One artist who uses Text and Image, whose work relates to work that we have seen in class in terms of period, style, subject matter—compare them to other artist’s work seen in lecture or covered in your readings and again discuss historical, geographic, societal context of the work seen in class.

8. Time-Based Art Choose one artist whose work is time-based, meaning that you experience it over time. NOTE: A single image 2D painting or photo is not considered time-based. Video, artist books, sound pieces, are time-based. Discuss how the time-based nature of the work impacts you as a viewer and the meaning of the work that is being conveyed.

9. Mathematics Choose one artist whose work uses mathematics and discuss how they use it/what role it plays in the work.

10. Summary: Reflect upon your experience visiting the Milwaukee Art Museum and doing this assignment. How has your experience of the museum changed over the course of the semester? How has your role as audience member or art appreciator changed? How do you perceive the Museum as institution now?

The final assignment will be typed, single-space, proofread for spelling and grammatical errors. Number each challenge and again, write approx. two well-developed paragraphs per challenge...give us enough information, applying vocabulary and concepts covered in class applied to your experience and observations, to give you full points.

See assessment rubric below to help guide you in successfully completing this assignment:

<table>
<thead>
<tr>
<th>Overall Outcomes</th>
<th>Not Present</th>
<th>Below Average</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and historical contexts and</td>
<td>Student did not demonstrate an understanding of historical contexts or artistic movements</td>
<td>Student referenced historical context or movement without accurately demonstrating the historical context of the work/artistic</td>
<td>Student demonstrated understanding of the historical context of the work/artistic</td>
<td>Student demonstrated understanding of the historical context of the work/artistic</td>
</tr>
<tr>
<td>Connection to the work or vice versa.</td>
<td>Movement relating to the work. By accurately referencing course content</td>
<td>Movement relating to the work and in doing so helped us to understand it in new ways.</td>
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<tr>
<td><strong>Formal elements and principles of design</strong></td>
<td>Student did not demonstrate an understanding of formal elements and principles.</td>
<td>Student referenced terms of elements and principles without accurately demonstrating the connection to the work or vice versa.</td>
<td>Student demonstrated understanding of the elements and principles by accurately referencing course content. Student demonstrated understanding of the elements and principles related to the work and in doing so helped us to see and understand the work in new ways.</td>
<td></td>
</tr>
<tr>
<td><strong>Media, technique, and vocabulary used in art</strong></td>
<td>Student did not demonstrate an understanding of media, technique, and vocabulary used in art.</td>
<td>Student referenced Media, technique, and vocabulary used in art without accurately demonstrating the connection to the work or vice versa.</td>
<td>Student demonstrated understanding of Media, technique, and vocabulary used in art by accurately referencing course content. Student demonstrated understanding of the Media, technique, and vocabulary used in art related to the work and in doing so helped us to see and understand the work in new ways.</td>
<td></td>
</tr>
<tr>
<td><strong>Connections of Contemporary art practice to other disciplines/other ways of knowing the world</strong></td>
<td>Student did not demonstrate an understanding of Connections of Contemporary art practice to other disciplines/other ways of knowing the world.</td>
<td>Student referenced Connections of Contemporary art practice to other disciplines/other ways of knowing the world without accurately demonstrating the connection to the work or vice versa.</td>
<td>Student demonstrated understanding of Connections of Contemporary art practice to other disciplines/other ways of knowing the world through thoughtful and insightful reflection related to the work and in doing so helped us to see and understand the work in new ways.</td>
<td></td>
</tr>
<tr>
<td>the personal and cultural significance of Art and Art Making</td>
<td>Student did not demonstrate an understanding of the personal and cultural significance of Art and Art Making</td>
<td>Student referenced the personal and cultural significance of Art and Art Making without accurately demonstrating the connection to the work or vice versa.</td>
<td>Student demonstrated understanding of the personal and cultural significance of Art and Art Making by accurately referencing course content</td>
<td>Student demonstrated understanding of the personal and cultural significance of Art and Art Making through thoughtful and insightful reflection related to the work and in doing so helped us to see and understand the work in new ways</td>
</tr>
</tbody>
</table>

*Please note: Because opportunities for teaching and learning often arise unexpectedly during the course of a semester, and because specific group needs can shift, the syllabus may be changed as needed at the instructor's discretion. All changes will be announced in advance in class, and posted on D2L.*

**We will walk you through the D2L site for the class and how to use it. You may also stop by my office hours, make an appointment with either Katie Lemieux or me outside of class hours and we will be happy to do an individual tutorial to help you.**

**D2L Discussion Forum Participation – 12% of final grade**
You must participate substantively at least two times (two specific deadlines) to receive these points. You must make one substantive post BEFORE MIDNIGHT ON THE DAY OF EACH of the first two TESTS and more posts are optional and encouraged. But we strongly recommend...and I say strongly...that you post early, days or even weeks before the deadline. This will ensure that your post is posted successfully and that you get graded in a timely manner. Many people have lost post points because they waited until the last minute and then had technology problems. Late posts will not be accepted. Extra Substantive posts beyond the required two MAY result in extra credit points being added to your WEBFORUM discussion participation grade.

**NOTE:** For the two required posts, students are required to post to two different discussion areas (ie: Lecture and Visiting Artist) during the semester. So be sure to challenge yourself to do that—post in two different sections in order to get full credit for both of your required posts. Also, make sure that your post is about content from the current third of the semester, not looking back to one of the earlier lectures or readings at the end of the semester, unless you are substantially connecting it to current topics and material.

Each forum will also list specific criteria that you must cover in your post in order to receive full credit!!!

Examples of very successful substantive posts are available on the course D2L site. Substantive commentary is defined as posts that are at least TWO WELL-DEVELOPED PARAGRAPHS and respond productively to lecture and text materials or regional exhibitions to receive full grade credit. Opinions (regardless of viewpoint and content) are well supported by thoughtful statements of observation and interpretation that is directly connected to course content. All statements are clearly written and understandable. Standard criteria for proper college level writing are met including spelling, punctuation and grammar checks. You will lose points for grammatical and spelling errors.
Remember the Writing Center on campus is a great, free and available resource to help you with even short writing drafts. The Writing Center is used by everyone from first semester freshmen to PhD students. Use it!

**USING Art Survey 106 D2L Discussion**

Go to and click on the DISCUSSIONS tab in the gray Navigation bar near top of D2L page.
Pick Discussion Topics you wish to participate in and/or read.
Click on underlined Topics title to get into the discussion.
Messages will be listed by title, author, and date.
If you wish to read a message, click on TITLE of the message you wish to read.
If you wish to reply, click on REPLY in the message box.
*Type your substantive reply in the message box and click on SUBMIT when finished.
If you wish to start a new discussion within a Topic, click on Add Message at the middle right of your screen.
*Type your title in the Subject box (Your Last Name, topic and Post 1 or Post 2) and your substantive commentary in the message box and click on SUBMIT when finished.

*NOTE: It is difficult to track and grade replies to other’s posts. So, substantive Replies to other student’s posts will not count as your REQUIRED POSTS and/or could be used as extra credit points being added to your WEBFORUM discussion participation grade. If you are replying, make sure that you add new ideas to the discussion, rather than just wholeheartedly agreeing with someone or repeating their statements.

**D2L DISCUSSION BOARD:**

**NON-CREDIT Section:**

"STUDY QUESTIONS" This is the best place for specific questions about the course that you might have and you need an answer quick! Instructor and PA will answer specific questions as soon as possible, however, other students are also encouraged to answer. Since this forum will be used for general study questions and answers, you will NOT receive credit.

**CREDIT Sections:**

A significant portion of your course grade (12%) will be based on your participation in two different D2L Discussion Forum Topics. You must participate substantively AT LEAST Two TIMES (two deadlines will coincide with the first and second exam) to receive minimum performance credit for this part of your grade. Although any discussion commentary is welcome, only substantive commentary will receive any credit. Please choose a different forum discussion area for each required post (Lecture/readings --that means Josie’s lectures), Guest Lecturers, Exhibition Reviews, Website Reviews).

**EXAMPLES OF TOPICS:**

"Guest Lecturers/Visiting Artists,” “EXHIBITIONS”, “Instructor Lectures and Readings”, “Museum and Artist’s Website Links”

D2L Discussions are open to everyone in the class. Consider visiting all of these thematic groups several times during the semester. Lecture presentation materials, guest speakers, and text readings will raise ideas related to these topics from a variety of perspectives.

The instructor will read and sometimes respond **once or twice weekly** to the ongoing discussions and will keep a running log of all discussion participants. The discussion posts are graded approx. once or twice each week by the graduate Teaching Assistant. Please do not expect immediate grade turn around on your post.

ALL D2L discussions are found in the Discussions section (D2L) for Art Survey.

**RECOMMENDED LISTING OF REGIONAL ART EXHIBITIONS** - posted separately under Contents in D2L Important Documents. This list is helpful for exhibition discussions and Optional Extra Credit paper)
**MIXTURE EXTRA-CREDIT OPTIONS Below!!!** Note: Extra credit is for those students, engaged in course learning, who would like to make up missed points from exams and expand the reach of course experience with self-guided learning. In order to qualify for extra credit points you must have been in class for at least three of the 5-7 pop quizzes.

1. **OPTIONAL EXTRA CREDIT EXHIBITION PAPER OPPORTUNITY** - guidelines posted under Contents / Extra Credit Options
2. **- Union Art Gallery Exhibition** and gallery talk / performance Extra Credit – Guidelines posted under Contents / Extra Credit Option. This happens early in the semester!!
3. **Max Yela Extra Credit Workshop** – Special Collections workshop visit / written one page reflection response. This happens early in the semester!!
4. **Extra Credit for Participation in SI Study Sessions** (6 or more sessions with 4 before the 2nd exam)
5. **Extra Credit Option for Haggerty Museum visit, Union Art Gallery Exhibit, Art History Gallery** or (any of these also require a written response) see guidelines posted under Contents in D2L and D2L Dropbox
6. **Artist Feature Length Documentary** – watch full documentary and do a written response (see guidelines and approved list in D2L Extra Credit Options)
7. **Artist Now!** Compare and Contrast… Attend two and write a compare and contrast of the two artists work and approaches.

All Extra Credit Guidelines with deadlines are Posted Separately under Contents in D2L Deadline. Look at these early in the semester as some deadlines are earlier. No Extra Credit after last day of class!

While the bigger important dates are listed here in the syllabus, ART SURVEY CALENDAR OF LECTURES, READINGS, due dates and reminders of exams will be posted in Three parts, in three separate consecutive calendars each calendar leading to the next exam. Part 1 is below.

Attendance to lectures is expected and required. Reading assignments are also required and approx. half of the exam questions will be from reading assignments.

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**Spring 2019 Art Survey 106 - Calendar 1 of 3:**

**TOPICS FOR THE MONTH:** Subject Matter of the Artist, What Artists Do, A Brief History of Avant-Garde Movements, **Guest Lecturers/Artists:** Max Yela, Nina Ghanbarzedeh and katie martin meurer + artist videos

**T Jan. 22**  **Introduction to Course / What is Art?**  
READ: Getlein *Living with Art* (pages 3-18)

**R Jan. 24**  **Subject Matter of the Artist**  
READ: Getlein *Subject Matter of the Artist* Chapters 2-3, *What is Art and Themes of Art* (pages 19-77) and *The New York School & Jackson Pollock* (pages 500-504)

**T Jan 29**  **Visiting Artist:** Guest Speaker, Max Yela UWM Special Collections/Artists Book Specialist  
Before this class search online for resources on Artist Books. Here’s one good link for “What is an artist book?”  
[http://www.vam.ac.uk/content/articles/a/Art-of-the-Book/](http://www.vam.ac.uk/content/articles/a/Art-of-the-Book/)  
Read: Getlein’s From Modern to Postmodern, pages 501-519  
**Extra Credit Option:** See Max Yela Extra Credit Guidelines in D2L Content under Extra Credit

**R Jan 31**  **Subject Matter of the Artist: “Politics, Propaganda and Protest”**  
READ: Getlein… *The Modern World* (pages 471-499) and Opening Up to the World (pgs 520-539)  
**E-READINGS:** Betsy Damon and Shirin Neshat located under D2L Content E-Readings
T Feb 5  Avant-Garde Movements: Cubism and Expressionism
READ: Getlein Visual Elements (pages 77-114) and Principles of Design (pages 115-139) and Getlein’s Page feature on Primitivism (bottom number page 254)

R Feb 7  Avant-Garde Movements: Dada and Surrealism (Predecessors and Influences)
E-READING: Marcel DuChamp in D2L Content
E-Reading on the Legacy of Dada

T Feb 12  Visiting Artist: Nina Ghanbarzedehe, Before this class visit her website at
http://www.ninaghanbarzadeh.com/
And come prepared to engage and ask questions!

R Feb 14  Avant-Garde Movements: German Expressionism
E-READINGS: Kandinsky in D2L Content

T Feb 19  Visiting Artist: kathryn e. martin-meurer, before this class visit her website and come prepared to engage and ask questions  https://www.kathrynemartin.com/

R Feb 21  REVIEW for EXAM #1 in class. Study slides will be posted in D2L Contents by 5:00 pm for you to access for exam preparation. It’s helpful to attend our Supplemental Instructor, Seren Pellett’s Exam Review in person or digitally in real-time.

T Feb 26  EXAM #1 – In class. Be early, bring a number 2 pencil and eraser to class.

ALSO: The first required D2L Discussion Post deadline is MIDNIGHT on Tuesday, February 24th. This is after the exam, but please complete it in Week One or Two! No LATE POSTS will be accepted! There will be NO partial credit for late posts. No excuses.