

Art 390: American Painting & Sculpture I, Colonial through 19th Century MWF 10:00-10:50

Prof. Larry F. Ball. Office: NFAC 193. (715) 346-2839.

Office Hours: On record: M-F 11:00-11:45 AM, or by appointment. In fact, I'm around a lot, so feel free to drop by)

My Office: NFAC 193, off the northwest corner of the NFAC Courtyard, like so:



Weekly Schedule Fall 2016:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50	Art 385: Renaissance I	Usually around somewhere	Art 385: Renaissance I	Usually around somewhere	Art 385: Renaissance I
10:00-10:50	Art 390: American Art I		Art 390: American Art I		Art 390: American Art I
11:00-11:45	Office		Office		Office
12:00-12:50	Art 282 Western Survey: Section 1		Art 282 Western Survey: Section 1		Art 282 Western Survey: Section 1
1:00-1:50	Art 282 Western Survey: Section 2		Art 282 Western Survey: Section 2		Art 282 Western Survey: Section 2
2:00 ff	Available right at 2:00		Available right at 2:00	Art 492 Senior Seminar: 2:00-4:30	Available right at 2:00

Catalogue Description: American Art I: Colonial through Mid-19th Century. 3 cr. Historical survey of American art from colonial inception through middle of the 19th century (Copley, Stuart, Hudson River School, Luminists, et al). Prereq: 283.

What this class is really about: Colonial America basically didn't have an art world. Like all the most intellectually interesting periods in art history, the situation was a matter of raising ourselves by our own artistic bootstraps. Unlike most other cultures in similar straits, the American Art world had remarkably little

to go on, even though the culture was of European origin. This is going to be a real struggle, both for the artists (trying to learn what can and cannot be done, even including figuring out how to make paint) and for the patrons, who start this period with no artistic needs whatsoever, and in many cases, a religious conviction that art was wicked. Struggles are always fun to watch, when you aren't involved in them yourself, so that's what we're going to be doing: watching the very difficult birth of an artistic nation. We'll start with a quick survey of the basic European styles that American artists will tap as a resource, as and when they can, and then watch as they battle against heavy odds to forge an art world in our very own American boondocks. By the end of the semester, even if greatness hasn't been achieved in every particular, it will be clear that this is a nation that came by its success honestly. The great American artists from later in the 19th century (like Whistler, Homer, Eakins, Sargent and Cassatt) started on a solid foundation. The artists and patrons that we cover in this class created that foundation with a lot of energy, frustration and very hard work. Fun stuff!

Rental Textbooks: Barbara Novak, American Painting of the 19th Century
Wayne Craven, American Art: History & Culture

As always, this syllabus constitutes THE RULES for this course. Both you and I are bound by these rules. If I make a mistake somehow, it is my fault and it is up to me to correct it. You will never be left holding the bag. The course requirements will never be summarily changed; NO extra exercises will be inserted, NO pop-quizzes, etc. You can mark the exams dates on your calendar and know that the exams will happen then. In short, you can count on this document. On the other hand, **FAIR WARNING:** read this syllabus very carefully indeed; if you run afoul of anything printed in this syllabus, you will have NO recourse: the class takes place according to these rules. Period. This is actually a pretty straightforward class and I'm pretty easy to deal with, but the rules are not flexible. That is simply a matter of fairness. Everyone gets the same opportunities, but I can't (and won't try to) keep track of you individually. I expect you to keep track of yourself, therefore, and here are the rules by which you need to do so. Read them carefully.

Please feel free to come in to talk to me at any time about any aspect of this class. I am more than happy to help you in any way that I can. You can see my schedule above, and most of you know already that I'm always around, especially in the mornings, pretty much seven days a week. Usually if I'm not in my office I will put a card on my office door telling you where to come look for me. Don't be bashful about coming to find me wherever it says I am; that's why the card is there. Students are the reason professors exist at all, and some of us love to be useful. So, if I'm around I'm available. Period. C'mon in!

Many students find regular private tutorials help them a lot, especially at the beginning of the course, especially if your memory of Art 283 is tenuous. If you have trouble running me down during the day just nab me before or after class and we can make an appointment. E-mail is by far the most reliable way to contact me if aren't around NFAC in the mornings. Phone is much less reliable, and **I do not return phone calls.** At all. If you need to talk to me I am readily available as is: the ball is in your court. Please do not attempt to contact me at home. You hereby have my permission, in writing, to wait until the next day (although this is not an excuse for hanky-panky if an exam is involved).

Important announcements and other useful information concerning this class will be distributed by e-mail, to your UWSP e-mail account. So, even if you ordinarily use some other messaging system or address, ***do consult your UWSP in-box at least once a week.***

D2L: *All important class documents, syllabus, term-paper assignment sheet the lecture powerpoints (PDFs), lecture audios and anything else you need to participate in the class will be posted in D2L.* So if you miss class or have a conflict, you can make up anything you miss. Unlike Art 283, however, D2L will not have the textbook. Your text-rental books in this class are much better.

Course Requirements:

Lecture attendance I won't be policing attendance, but it is the standard of attention I expect.

Readings in the texts: These are included on the class Powerpoints.

Quiz on European artistic styles tapped by American Artists: Friday 16 September

First Mid-Term Exam: Friday 7 October,

Second Mid-Term Exam: Friday 11 November.

Brief (5-page) research paper (a specific assignment will be posted in D2L).

This is due on Wednesday 23 November, just before Thanksgiving break.

Final Exam: Friday 16 December, 12:30 PM

There is wiggle-room on course attendance, since all course materials will be posted in D2L. I won't take roll, but I will notice if you never show up and, especially if you never show up and I can tell that you haven't engaged with the material very well when I read your exam essays. A lot of what we do in the classroom will be visually analyzing artworks. This is a valuable exercise to participate in, all you can do is listen to it if you aren't there.

Assigned readings are part of the course and I expect everyone to do them. Work the time needed for that into your schedule.

Exams are described in the next section.

The term paper is a specific assignment, whose content and format will be laid out in a separate assignment posted in D2L. It is part of our Gen Ed "Comm in the Major" system, with very specific goals required. You can hand this in early if you'd like, but it must follow the requirements in the posted assignment. If you want to start before I post that, come chat before you do.

The exams will usually consist of a bunch of slide ID's (no essays) and then a single, long comparison essay. The *exams will not be cumulative*, and this includes the final exam (it should be thought of simply as the third exam). The material covered by each exam will be made clear in advance, posted in D2L. This will make it much easier for you to prepare for each exam, but note that *doing better on later exams does not compensate for a poor performance on an earlier exam*: they all count. All four of the exercises (three exams and the term paper) are equally weighted, 25% each. The semester grade is calculated automatically by the Gradebook spreadsheet, so I don't juggle any extra factors, make arbitrary grading decisions, play favorites or anything else like that: you just get whatever the numbers crunch to.

NB: UWSP rules require that alternative exams must be scheduled earlier than the regularly scheduled exam, so as not to hold up submitting the grades for the whole class. Since our exam is scheduled for the first day of exams, there's no earlier time to do it. So, make sure you arrange your schedule to participate in our one and only final exam time.

I do not allow the use of cell-phones, smart-phones, computers, netbooks, MP3 Players, I-Pods, I-Pads, any other sort of "pad" or ANY other electronic communication or recording devices

of any kind in class.

Similarly, I don't tolerate childish or disruptive behavior of any kind – this is college, after all. That includes whispering to your neighbor. Just don't. Ever. Yes, it is obvious to everyone and, yes, it is obnoxious. If you have anything to say about the course material that is worthy of sharing with the class, that's fine: share it. Raise the issues and will discuss them. But if you make snide remarks to your neighbor, and I shall be extremely wroth with you. Get it?

I do not need to see any sort of excuse for regular class lectures missed. I don't take roll and you won't even be missed. If you are sick, stay home and take care of yourself. (**and don't come to my office sick!**). Everything you miss will be posted in D2L anyway. The same is true with extra-curricular activities: if you have a conflict with a regular class meeting (not including exams), then you work out how to balance your schedule.

The situation is entirely different if a scheduled exam is involved.

Rule #1 about missing exams: DO NOT miss exams in this class!! That about covers it.

Do NOT schedule appointments or travel plans conflicting with an exam! PERIOD!! "The tickets have already been paid for." is your problem, not mine.

Get your life organized and be there. Minor ailments like colds and laryngitis do not qualify as excuses to miss an exam: drug up and be there. **An unexcused no-show on an exam is not remediable; it is a 0% F.** If a substantial illness or emergency crops up at the last minute, you must document both the emergency itself and its last-minute timing. If a valid emergency forces you to miss an exam, you must leave me an e-mail or answering machine message, **BEFORE** the exam (e-mail & Audix record the arrival times of messages, so that will prove that you made the deadline). Leaving a message does not excuse you automatically—I have to agree that the excuse is valid before you are excused from the exam—but not leaving a message constitutes an unexcused no-show on the exam.

I am happy to accommodate exam conflicts with other official activities, if you ***clear them with me in advance.*** This includes stuff like class field trips, band concerts, varsity athletics, Reserve duty, etc. Usually an official excuse note will be made available to you, which you should show to me before the event. I'm happy to work with you in situations like this. Just don't surprise me by not showing up for an exam and then expect to work it out afterwards. Once I post a zero for you in the gradebook, that sticks.

If I make a mistake in grading your exam please call it to my attention so that I can give you the correct score in the grade book. ***I am happy to do this;*** make sure you get what you deserve. Since all exams count and since the final grade consists of averaging the scores, individual points do matter. **I do not offer any sort of extra-credit exercises,** however, because the nature of the exams and your responsibilities concerning them are clearly laid out in advance. You know what you need to be able to do; keep preparing yourself until you are able to do it. Your grade will tell you how well you did.

Documented Learning Disabilities: I'm happy to accommodate students who have documented learning disabilities. If you need an accommodation you are certainly entitled to it. Everyone needs a fair shot at this class. Variations in testing format, etc. are all very easy to do. Come talk to me about your needs and I'll explain the procedure, or else go directly to the Disability and Assistive Technology Center in the LRC (Library) Room 609 (phone extension -3365). If you qualify, Disability Services will provide you with appropriate documentation that you will then bring to me for my signature. The whole process takes about two weeks. It is your responsibility to provide the documentation BEFORE exams start. Absolutely no accommodations can be made without it (that's the law: students with documented learning disabilities are entitled to accommodation, but they are also required to take care of the documentation in order to obtain it). Documentation submitted after an exam has been graded will not change the grade of the exam. I'm happy to help you with appropriate accommodation, but a learning disability does not absolve you of basic responsibility. Don't be bashful about this issue. Don't do badly on an exam before you get the accommodation to which you are entitled.

General Grading Criteria

(Don't ignore these: I use them for all exams):

A: Superior Work. Detailed, nuanced, complete command of the subject matter, including historical interpretation, artists' philosophies, cultural context, etc., etc. Creatively & lucidly expressed, with all appropriate terms used and defined as needed, good grammar and everything spelled right. Obviously cares about the material. This is a very high standard: I don't give many A's.

B: Good Work. Demonstrated a good, solid command of the subject matter, clearly expressed. Nothing significant left out. Appropriate use of key terms, stylistic types, artists' philosophies, etc. Correct grammar and spelling. Good essays usually get B's. That's usually about half the class.

C: Competent Work. A reasonable job. Learned most of the facts, didn't leave out anything important, did include some appropriate interpretation. Reasonable use of technical terms. Circumlocution to avoid using technical terms brings you down to C or D range right off the bat. NB: Everything you say in a given essay can be correct & you can still earn a C if you leave things out. Bad spelling usually starts out as a C (can be nudged upwards by superior understanding, but in college I expect people to be able to spell their own language). C is a fairly common essay grade.

D: Less than Competent Work. Didn't learn all the basic facts, couldn't make solid or convincing arguments with the facts that were learned, etc. Indifferent spelling. Left out or inadequately covered significant technical terms, issues, philosophies, etc.

F: Failure. Not college level work. Cheating earns an F (0%) too.