

San José State University

Department of Art & Art History

42947, Art 200W Professional Writing in Contemporary Art, 01

Fall, 2020

Course and Contact Information

Instructor(s):	Janet Silk
Office Location:	Art 115
Telephone:	email preferred
Email:	janet.silk@sjsu.edu
Office Hours:	T/TH 1:30–2:30 p.m. (Online and by appointment) via Zoom (coordinates will be communicated via Canvas)
Class Days/Time:	T 3:00–5:45 p.m.
Classroom:	Course is delivered online via Canvas https://sjsu.instructure.com/
GE/SJSU Studies Category:	Graduate Standing in Department of Art & Art History. The course meets the university's Graduation Writing Assessment Requirement.

Additional Contact Information

E-mail is generally the best method of contact during non-office hours.

Please allow 48-hours for an e-mail response.

Emergency: 911

Campus Escort: 42222

Individuals with disabilities may contact the Accessible Education Center (AEC), for a variety of services. Due to COVID-19 stay-at-home order, the AEC is closed until further notice but staff and counselors are available to assist remotely. Please email them with any questions at aec-info@sjsu.edu.

For writing support: SJSU Writing Center: <http://www.sjsu.edu/writingcenter/>

For mental health and wellness resources: SJSU Counseling Services: <http://www.sjsu.edu/counseling>

Course Description

Graduate seminar focusing on issues and practices of writing about contemporary art, including artist statements, exhibition catalogs and art criticism. This three unit course is an opportunity for graduate students to refine professional writing skills in both artistic and curatorial practices and to articulate and contextualize their own art practice and art historical research

interests. The course is a synthesis of discourses between artists, art historians, creative researchers, and writers.

Students will develop individual essays, including a final paper to meet professional standards in contemporary art practice. This is a workshop for constructive feedback about your writing and for sharing knowledge and questions about the field of fine art and visual culture. This is also an opportunity for students to sharpen their ability to think critically about their own work through the use of writing.

Discussions of readings will be complemented by student presentations of their own writing. Peer discussion and dialog are a significant component of the course.

Course Format

Following SJSU's alignment with the Santa Clara County Public Health Department state public health guidelines, for Fall 2020, Art 200W will be a synchronous, online course.

We will meet online weekly. For the most part, our weekly meetings will be a focused on understanding and debating the material through small group discussion, general class discussion, and assigned student activities and presentations. Students should be prepared and arrive on time at the beginning of class. The default class format is to use the first forty-five minutes–hour for discussion of topical readings and or other educational resources (i.e., film, online media); the second forty-five minutes–hour the focus is to work on in-class writing exercises, grammar and writing style issues or questions, and or peer/instructor editing and review. Please note in the course schedule when meetings are optional.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found [Canvas Learning Management System](#) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> to learn of any updates. For help with using Canvas see Canvas Student Resources page http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources. SJSU [Peer Connections](#) at <https://peerconnections.sjsu.edu/> continues to operate and are ready to provide support to help you navigate your remote learning tools. Additionally, the [eCampus office](#) can also help answer technical questions for students about navigating Canvas, Zoom, Google Chat, or other new technologies associated with their classes (408-924-2337): <https://www.sjsu.edu/ecampus/>

Course Goals

This course is a seminar with a strong workshop component, so in-class writing, editing, peer review, instructor feedback, and discussion are essential. Students in this course will write a minimum of 30 pages, including an individually written, 3,000 word, Chicago Manual of Style (CMS) formatted final paper. Students are expected to explore their own goals and develop ideas through the processes of critical reading and writing.

Course Learning Outcomes (CLO)

Course Skill Learning Outcomes

CLO1 - verbally interpret a variety of texts by artists, critics and theorists; apply knowledge of reading examples to their own writing.

CLO2 - express (explain, analyze, develop, and criticize) ideas effectively, including ideas

encountered in multiple readings and expressed in different forms of discourse;
CLO3 - articulate their own artistic or art historical intentions;
CLO4 - write clearly, effectively, and critically to accomplish specific artistic or curatorial goals and address specific audiences according to standards of professional practice in art;
CLO5 - organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources;
CLO6 - employ a variety of voices, discourses and rhetorical modes, both in relation to certain kinds of artwork and in relation certain professional contexts and audiences.

Course Content Learning Outcomes

Upon successful completion of this course, students will have mastered:

CLO7 - a set of rhetorical strategies for discussing contemporary art;
CLO8 - some major issues and discourses in contemporary art;
CLO9 - the ability to contextualize their own practices within the global community;
CLO10 - an understanding and appreciation for the significant parallels and antecedents for their own professional practices

Required Texts/Readings

Textbook

There is no required textbook for this course. You may use other English textbooks or online sources for specific writing style and grammar issues.

Other Readings

Required course readings will be distributed through Canvas and made available as PDFs or online links. The reading materials will include required readings that support the assignment (designated “main text”) and a noted, “selected text” that is significant to the topic. For each assignment, there will be support material such as videos and art press articles for further exploration.

Online resources

[Excelsior College Online Writing Lab https://owl.excelsior.edu/](https://owl.excelsior.edu/)
[Grammar Bytes! Grammar Instruction with Attitude www.chompchomp.com/menu.htm](http://www.chompchomp.com/menu.htm)
[Purdue University/Purdue Online Writing Lab https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Other technology requirements / equipment / material

Students are expected to review SJSU technology requirements and be prepared for working in an online environment. Students are expected to participate in required class meetings, discussions, and activities via Zoom. Course delivery is via SJSU Canvas Learning Management System, so students need to be prepared to interface with this platform and be familiar with its functionality such as knowing how to upload assignments and setting up notifications for communication, etc. Laptops and other equipment can be checked out for loan in person or online at [IMS](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) by students, faculty, and staff: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>. Students can also visit the [Work Anywhere](https://www.sjsu.edu/workanywhere/) website <https://www.sjsu.edu/workanywhere/>

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094
Dr. Martin Luther King, Jr. Library
4th Floor Administration Offices

Course Requirements and Assignments

University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) states that: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Assignments

Although this is not the focus of the course, the writing assignments support the content requirements for SJSU’s Department of Art and Art History master’s degree thesis papers. Because this writing class is a seminar, in addition to submitting work online via Canvas, depending on the assignment, you will be asked to participate in in-class peer and instructor review editing and feedback. Specifics regarding assignment submission will be communicated in class, on Canvas, and on your assignment instruction sheet. During class, students must be prepared to share and discuss their response to the reading/writing assignments and also be ready to explore and address writing issues. This way we can share knowledge about how to meet writing challenges such as grammar, organization, tone, and audience.

Participation in class discussion, exercises, and peer reviews (20%) CLO1, CLO2, CLO3, CLO6, CLO7, CLO8, CLO9, CLO10

Writing response (approx. 1-3 pages) to specific course readings that align with writing projects (30%) CLO1, CLO2, CLO3, CLO4, CLO5, CLO8, CLO9, CLO10

Writing projects specific to genres in writing and content development (i.e., narrative essay, formal analysis, critiques, and reviews) (20%) CLO3, CLO4, CLO5, CLO6

Research Paper: the completion of a 3,000 word, CMS style formatted final writing project and discussion/presentation (30%) CLO1, CLO2, CLO4, CLO5, CLO8

Assignment Format

In general, papers must be formatted following basic academic formatting: 1” margins, 12 point type, double-spaced, page numbers, name upper right hand corner, date, and assignment name (See this visual example on page #2 of this PDF <http://writing.umn.edu/sws/assets/pdf/quicktips/academicessaystructures.pdf>). The Research Paper will have its own CMS formatting that will be discussed in class.

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” University policy S17-1, <http://www.sjsu.edu/senate/docs/S17-1.pdf>

Students will participate in a final exam, project, and or activity that will meet the final exam requirements for the course.

Grading Information

The course can only be taken for a letter grade. Grades will be based on in-class participation/exercises/peer review (20%), specific 1-3 page writing assignments based on course readings (20%), more lengthy writing-related projects (30%), and the completion of an individually written, 3,000 word, CMS style formatted final Research Paper (30%). Students can access their grades through Canvas. "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Determination of Grades

Participation in class discussion and activities (20%)

A guideline for performance:

A=Excellent work, energetic participation, engaged demeanor, sustained effort throughout the semester.

B=Good work, proficient participation, involved demeanor, attentive effort

C=Average work, adequate participation, standard effort

D=Below average work, minimal participation, inconsistent effort

F=Unsatisfactory work, participation, effort

As a guideline, will be 20 points total: 10 for content/class discussion; 10 for organization/preparedness. Scale: 20=excellent; 18= very good; 17=good; 16=sufficient. A specific rubric will be created and presented in class and or posted on Canvas.

Writing response to reading assignments (20% of grade)

20 point scale guidelines

20 insightful content, engaged; precise, clear writing, complete

18, 17 engaged, clear writing, complete

16, 15 satisfactory engagement, fairly clear writing, fairly complete

Writing Projects (30% of grade)

Projects will have specific rubrics presented in class and or posted on Canvas.

Final Paper presentation and discussion (30% of grade)

A specific rubric will be created and presented in class and or posted on Canvas.

Final grades will be assigned according to University policy from A to F as outlined in the SJSU catalog. All work must be finished and turned in according to ascribed deadlines and instructions.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>

<i>Grade</i>	<i>Percentage</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Late work policy

SPECIFIC DUE DATES AND SUBMISSION REQUIREMENTS FOR ALL ASSIGNMENTS ARE GIVEN IN CLASS AND POSTED ON CANVAS.www.sjsu.edu/at/ec/canvas/ It is your responsibility to keep up with coursework, assignment instructions, and be aware of announcements and changes. If you miss class for any reason, you are responsible for acquiring coursework information from a fellow student or review the material on Canvas. If you cannot make it to a class meeting, please do not email me to find out what you missed before reviewing what has been communicated on Canvas.

Late papers and coursework **will not be accepted except under special circumstances and require a signed doctor's note or other legal documentation.** Any issues with submission requirements and arrangements for alternative work delivery need to be discussed with and agreed to by me before the assignment deadline. For example, do not post it late on Canvas or send separately via email, after the due date. PLEASE MANAGE YOUR TIME.

Incompletes

Except in cases of documented emergencies, incomplete grades are not given in this course. It is the responsibility of the student to bring pertinent information to the attention of the instructor immediately (i.e., not at the end of the semester) regarding the unforeseen reason(s) for requesting an Incomplete. An Incomplete will not be considered if the student has completed under 80% of the coursework. An Incomplete will not be considered if the student has made no effort to communicate with the instructor regarding their emergency situation. Documentation includes doctor's notes and or signed letters from legally established institutions and or professional individuals involved in the student's situation. More information regarding Incompletes can be found in the course catalog at <http://info.sjsu.edu/static/catalog/grades-incomplete.html> and at the [SJSU School of Information Department website https://ischool.sjsu.edu/incompletes](https://ischool.sjsu.edu/incompletes)

Other:

All papers must be original to this class (no "recycling"), meet all requirements of each assignment, and properly reference all outside sources (including Internet sources) for credit.

There are no extra credit options for this course.

Classroom Protocol

From [Student Rights, Responsibilities and Conduct](https://catalog.sjsu.edu/content.php?catoid=2&navoid=94),
<https://catalog.sjsu.edu/content.php?catoid=2&navoid=94>

See University Policy F15-12, Attendance and Participation:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.

View the policy in its entirety here: [F15-12.pdf](#)”

Zoom class meeting coordinates will be communicated via Canvas at the beginning of the semester via “Announcements” and also listed on the Canvas “Syllabus” section. Students are responsible for understanding how to use the platform, preparing for online discussion and activities, and for arriving on time to class.

Zoom Etiquette

- This is a virtual classroom, therefore, appropriate classroom behavior is expected.
- Please prepare your work space to the best of your ability.
- Be prepared to be on camera for class discussions and group work. Make sure your video is on so your teacher and peers can see you.
- Log into your class or meeting from a distraction-free, quiet environment.
- Please keep your audio on mute until you want to speak. This will help to limit background noise. Consider using a headset with an external mic for best hearing and speaking capabilities.
- Close unneeded applications on your computer to optimize the video quality.
- If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your teacher.
- When you are speaking, let others know that you are finished by saying something like, “That’s all,” or “I’m done,” or “Thank you,” so that everyone knows you have finished your comments.
- If you would like to use the chatbox, remember that it is public, and a record of the chat is kept and archived.
- Keep paper and a pen or pencil handy to take notes.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, talking to others in your home, etc.) prior to entering a Zoom classroom. As an act of courtesy, please eat your food outside of class time, off camera.
- Please do not use profanity or inappropriate language.
- Remember to sign out or “leave the meeting” when the session is finished. If you need to leave early, ask permission first.
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Zoom Meeting Transcripts Zoom allows participants to communicate with group messages to all of the meeting participants and/or to send private messages to individual participants.

Although it seems reasonable that private messages stay between two people, please be aware that all of the group messages and all private messages will be included in the meeting transcript.

Zoom Meeting Attendance Report Zoom provides a roster of people who attended the meeting along with the times they joined and left the meeting.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

Department Advising

For information about majors and minors in Art & Art History <https://www.sjsu.edu/art/>, for change of major/minor forms and a list of advisors: <https://www.sjsu.edu/art/advising/advisorsguide/index.html> or the Art & Art History department office in ART 116, [408-924-4320](tel:408-924-4320), art@sjsu.edu, [Department syllabi/greensheets](#), <http://www.sjsu.edu/art/documents/greensheets/> Please note that after August 17, 5:00 p.m., all changes to the syllabus (such as the course schedule and assignment due dates) will be announced in class and through Canvas <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> Students are expected to check in with coursework through Canvas.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. Tutors are available online. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook or their official blog, ["The Write Attitude."](https://sjsuwritingcenter.wordpress.com/) <https://sjsuwritingcenter.wordpress.com/> To access Writing Center resources while on the go, download the SJSU Writing Center app on your Android device in the Google Play Store.

4294, Art200W Professional Writing in Contemporary Art, Fall 2020, Course Schedule

Course schedule of August 3, 2020. UPDATES TO THIS SYLLABUS WILL BE COMMUNICATED IN-CLASS AND THROUGH CANVAS ANNOUNCEMENTS. The instructor reserves the right to change the schedule and content if necessary. Any errors in this schedule will be addressed in class. All readings are available in the main required textbook, as PDFs, or as links on Canvas. NOTE: "Main Text" & "Selected text" are the core readings for the assignment. Supplemental materials for each assignment will be communicated in Canvas.

Course Schedule			
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/18	NO CLASS	

Course Schedule			
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
2	8/24	<p>TOPIC: Writer’s Tools/Sensory Description/Emotional Language</p> <p>Introductions/ Syllabus</p> <p>Discuss main texts for the course (vs. selected text and supplemental materials)</p> <p>Discuss “Writer’s Tools” from Marks’ book</p> <p>Introduce Reading/Writing Exercise #1: Sensory Description & Emotional Language DUE: 9/1</p> <p>Main Text: “Writing Guide: Descriptive and Sensory Detail,” David H. Wilson, Wright State University. http://www.wright.edu/~david.wilson/eng1100/sensorydetails.pdf</p> <p>Selected text 1: 2.2 “1875: a watershed,” 2.3 “A voice of his own” van Gogh Letters (site) http://vangoghletters.org/vg/letter_writer_2.html#intro.1.2.3 (commentary that discusses his development as a writer/letter writer)</p> <p>Specific Examples with description: http://vangoghletters.org/vg/letters/let119/letter.html http://vangoghletters.org/vg/letters/let144/letter.html</p> <p>Selected text 2: “Why Emotional Excess is Essential to Writing and Creativity,” Maria Popova, brain pickings. org, https://www.brainpickings.org/2012/09/03/anais-nin-on-emotion-and-writing/</p>	CLO1, CLO4, CLO5, CLO6
3	9/1	<p>TOPIC: Letterwriting</p> <p>Writing Project #1: Letterwriting DUE: 9/8</p>	CLO1,CLO3, CLO4, CLO5, CLO6

		Course Schedule	
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
4	9/8	<p>TOPIC: Autobiography/Narrative description/Storytelling WP #1 In-class discussion/feedback/peer review</p> <p>Option: Punctuation workshop</p> <p>Introduce Writing Project #2: Autobiography Draft: 9/15 Final: 9/22</p> <p>Introduce Reading/Writing Exercise #2: Thinking in Scenes note: (writing component supports Draft for WP #2) DUE: 9/15</p> <p>Main Text: Zora Neale Hurston, "How it Feels to Be Colored Me," <i>The World Tomorrow</i>, May 1928. https://www.casa-arts.org/cms/lib/PA01925203/Centricity/Domain/50/Hurston%20How%20it%20Feels%20to%20Be%20Colored%20Me.pdf</p>	CLO1, CLO2, CLO3,CLO4, CLO5, CLO6
5	9/15	<p>TOPIC: Autobiography/Narrative description/Storytelling</p> <p>Discuss Hurston and Writing Exercise #2</p> <p>Peer Review/discussion</p>	CLO1, CLO3, CLO4, CLO5, CLO6

Course Schedule			
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6	9/22	<p>TOPIC: Formal Analysis/Critique/Compare & Contrast Essay Discuss WP #2</p> <p>Introduce Writing Project #3: Formal Analysis/Critique/Compare & Contrast Essay Draft: 9/29 Final: 10/6</p> <p>Introduce Reading/Writing Exercise #3: Formal Analysis (note: functions as support for draft for WP #3) DUE: 9/29</p> <p>Main Text 1: <i>Writing About Art</i>, Marjorie Munsterberg, Formal Analysis, https://writingaboutart.org/pages/formalanalysis.html</p> <p>Main Text 2: "A Brief Guide to Writing in Art History," Dr. Gabrielle Moyer, "Formal Analysis" and "Compare/Contrast"</p> <p>Selected text: "Kara Walker's Triumphant New Show Is the Best Art Made About This Country in This Century," Jerry Saltz, New York Magazine: Vulture: Art Review, Sept. 6, 2017. https://www.vulture.com/2017/09/kara-walker-sikkema-jenkins-and-co.html</p> <p>Selected text: "With Her Monumental Fountain in London, Kara Walker Offers a Gift We Shouldn't Accept," Rianna Jade Parker, ARTnews, February 26, 2020. https://www.artnews.com/art-news/reviews/kara-walker-tate-modern-fons-americanus-1202678828/</p> <p>Image resource: ARTSTOR https://library.artstor.org/#/home</p>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
7	9/29	<p>TOPIC: Formal Analysis/Critique/Compare & Contrast Essay Discuss formal analysis Work in class (independent and group work)</p>	CLO4, CLO5, CLO6

		Course Schedule	
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
8	10/6	<p>TOPIC: Poetic Language/Ekphrasis Discuss final versions of Formal Analysis</p> <p>Introduce Writing Project #4: Ekphrasis Draft in class (collaborative project): 10/13 Final due/presentations: 10/20</p> <p>Organize pairs/troikas for “brainwriting”</p> <p>Introduce Reading/Writing Exercise #4 DUE: 10/13</p> <p>Main text: <i>Writing About Art</i>, Marjorie Munsterberg, Ekphrasis, https://writingaboutart.org/pages/ekphrasis.html</p> <p>Museum link: The Broad, https://www.thebroad.org/art/browse</p> <p>Selected texts: Anne Sexton, “The Starry Night,” https://www.poetryfoundation.org/poems/42565/the-starry-night</p> <p>Ryan O’Connell, “Lightning,” https://www.ekphrastic.net/ekphrastic/category/prose</p>	CLO1, CLO4, CLO5, CLO6
9	10/13	<p>TOPIC: Poetic Language/Ekphrasis In-class group collaboration/work session “brain writing” Final Version DUE: 10/20</p>	CLO1, CLO4, CLO5, CLO6
10	10/20	<p>TOPIC: Poetic Language/Ekphrasis Presentations</p>	CLO4, CLO5, CLO6

Course Schedule			
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
11	10/27	<p>TOPIC: Research Paper/Critical Reading No class meeting: ATC</p> <p>Writing Project #5: Research Paper/Critical Reading Suggested emphasis: Art practice majors: Art Historical and or Theoretical Context Art history majors: Art History Methodology Draft Due: 11/17 Final Due: 12/11</p> <p>Main texts: <i>Writing About Art</i>, Marjorie Munsterberg, Historical Analysis https://writingaboutart.org/pages/historicalanalysis.html</p> <p><i>Writing About Art</i>, Marjorie Munsterberg, Appendix II: Citation Forms, https://writingaboutart.org/pages/appendix3.html</p>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9
12	11/3	<p>TOPIC: Research Paper/Critical Reading Discuss ATC</p> <p>Discuss Writing Project #5 components: CMS Notes/Bibliography Style & SJSU Databases</p> <p>Introduce Reading/Writing Exercise #5: Art Historical Context DUE: 11/10</p> <p>Main Text: "Double Negative: Examining the Life and Art of Claude Cahun," Kristen Bernhardt, University of Washington Bothell, April 2015. https://www.academia.edu/6169095/Double_Negative_Examining_the_Art_and_Life_of_Claude_Cahun_undergrad_version</p>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9

		Course Schedule	
Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
13	11/10	<p>TOPIC: Art Historical contexts Discuss Art Historical contexts</p> <p>Introduce Reading/Writing Exercise #6: Art Theoretical Contexts DUE: 11/17</p> <p>Main texts: “Sublimity in the Art of the Light and Space Movement” Megan Friel, Explorations: The Undergraduate Research Journal, University of California at Davis, Vol. 15 (2013), p. 7 https://explorations.ucdavis.edu/docs/2013/FRIEL_MEGAN.pdf</p> <p>“Silhouettes of a Silent Female’s Authority: A Psychoanalytic and Feminist Perspective on the Art of Kara Walker,” Angelica E. Perez, The Kennesaw Journal of Undergraduate Research, Volume 4, Issue 1, September 2016. https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1041&context=kjur</p>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9
14	11/17	<p>TOPIC: Art Theoretical Contexts Discuss Art Theoretical contexts</p> <p>Research Paper check-in</p> <p>Suggested Reading: Section on “Writing” from “How to Do Things with Pictures: A Guide to Writing in Art History,” Andrei Pop, Department of History of Art and Architecture, Harvard College, pp. 22-31 https://www.academia.edu/1148229/How_to_Do_Things_with_Pictures_A_Guide_to_Writing_in_Art_History</p>	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9
15	11/24	<p>Optional class meeting Peer and Instructor Review/in class work</p> <p>Research Paper Draft Due end of class</p>	CLO4, CLO5, CLO6
16	12/1	<p>Last Day of class Return drafts (instructor deadline) Discuss Research Paper Draft/final questions Celebrate: Improv group poetry session based off course content</p>	
Final Exam	12/11	Final version Research Paper due online by 5:00 p.m.	