ARTH 2303: Twentieth-Century Art I
University of Texas at El Paso
Fall 2021

CRN: 17059
Location: online with mandatory synchronous virtual meetings from 12:30 to 1:50 pm on August 23, September 22, October 27, and December 1. Asynchronous for all other times during the semester.
Professor: Dr. Melissa Warak (she/her; please call me Dr. or Professor)
Email: mcwarak@utep.edu
Student/office hours (online): Tuesdays, 12:30 to 2:30 pm, via Zoom. Sign up for meetings here: https://calendly.com/warakofficehours/15min. See Course Structure section for details.

COURSE MATERIALS AND TECHNOLOGY
All materials for the course, including Powerpoints and course texts, will be uploaded to the course Blackboard page. Students will need a strong wifi signal or internet connection and a computer (either a laptop or a desktop) in order to study the images on a larger screen. Google Chrome is the recommended browser for Blackboard. UTEP students may check out laptops and wifi hot spots from the UTEP library. See this link for more information: https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html

ABOUT YOUR PROFESSOR
Dr. Melissa Warak is Assistant Professor of Art History and specializes in the relationship of music and sound to art of the twentieth and twenty-first centuries. Dr. Warak earned a B.A. in English literature and art history from Vanderbilt University, and her M.A. and Ph.D. in art history from the University of Texas at Austin. Her current research focuses on the ways that visual artists from the mid-fifties to late sixties employed musical models in their work and she is writing a book about contemporary sound art. Other research interests include the history of abstraction, spirituality in modern and contemporary art, science and technology in modern and contemporary art, disability and art, and astronomy in art. Her research has been supported by grants and fellowships from the National Portrait Gallery of the Smithsonian Institution, the Getty Research Institute, the Royal Music Association of the United Kingdom, The Menil Collection in Houston, the Crystal Bridges Museum of American Art, the Kress Foundation, the Yale University Art Galleries, and the Tate Modern, among others.

COURSE DESCRIPTION
This course will provide an examination of avant-garde traditions in modern art in Europe, the United States, and Latin America through a critical engagement with ideas of modernism and methodologies
from 1850 to just after World War II. Media to be studied include photography, painting, drawing, printmaking, sculpture, ceramics, and some film.

COURSE OBJECTIVES
During this course, students will develop their understanding of the history of Modernism in art and acquire skills essential to the professional art historian. These include the following:
1. Understand the history and theories of modern art, particularly with regards to visual and material culture from 1850 to 1945.
2. Conduct visual analysis, scholarly writing, research in primary and secondary texts, understand multidisciplinary research methodologies, and write formal analysis and interpretive texts.
3. Apply course material in terms of improving aesthetic appreciation, problem solving, broader cultural literacy, and facilitate further coursework in the arts and humanities.

COURSE STRUCTURE
During a face-to-face course, you would devote almost three hours per week to class content, not including writing assignments, completing course readings, and preparing for exams. Keep this in mind as you plan your schedule. Go through the schedule and update your calendars or planners with all due dates at the beginning of the semester; this will help keep you organized and on track.

1) MODULES. Each week of the course will be compiled into a module; there are fourteen for the course. Under the Blackboard tab titled “Modules” you will find all the materials you need for each week, including the files for the readings, links to quizzes and exams, video links, and spaces to turn in assignments. We will have a study guide for each module unless otherwise stated. We will have synchronous online meetings about once per month; otherwise, students will learn content from video lectures and associated PowerPoints. The lecture videos are posted as YouTube videos to Blackboard within each module so that students may access them easily at any time; you should set a schedule for watching them and taking notes. The schedule at the end of this document details what is due each week. All materials may be turned in at 10:00 pm or later on days that they are due.

2) QUIZZES. We will have one syllabus quiz and six content quizzes throughout the semester. See the quiz policy below for details.

3) WRITTEN ASSIGNMENTS. Students are asked to complete an introductory questionnaire and a visual analysis worksheet early in the course. Students will write one research paper of about five+ pages in length. The paper assignment and other materials related to the project are compiled in a Blackboard tab labeled “Research Paper.”

4) EXAMS. This course will have three exams. See the exams policy below for details.

5) DISCUSSION. Student participation in class will take place in our class discussion meetings (via Zoom) and on our discussion boards. See the discussion meetings policy for details.

6) EMAIL. Dr. Warak will email the class regularly using the UTEP email addresses on file and try to respond to student emails within twenty-four hours. Please remember to treat emails as professional correspondence. Look out for a longer email at the beginning of each week, but make sure to check your UTEP email every weekday in case there are critical updates to assignments or due dates. Any course announcements on Blackboard will also be emailed to students.

7) GRADEBOOK. All course grades will be updated on the Gradebook on Blackboard. Students should keep track of their progress through the semester.
8) STUDENT HOURS. Student hours (also called office hours) are a time for students to get to know their professor, talk about the course content in further depth, discuss concerns or grades, or to learn more about their field of study or graduate study. Office hours are for you, so take advantage whenever you need these kinds of interactions. Dr. Warak will hold office hours virtually from 12:30 to 2:30 pm on Tuesdays via Zoom video conferencing. To make an appointment for office hours, go here: https://calendly.com/warakofficehours/15min. Sign up for as many 15-minute time slots as you need. This will send an email to both of us to confirm, as well as a Zoom meeting link. However, email me if you would like to create an appointment outside of my office hours, or would prefer to speak on the telephone.

GRADING POLICY
This course will be graded on a scale of 500 points.
Introductory Questionnaire: 5 points
Syllabus Quiz: 5 points
Visual Analysis Worksheet: 10 points
Quizzes (6): 75 points (lowest quiz dropped)
Discussion Meetings (4): 40 points
Discussion Board Responses (5): 25 points
Exam 1: 75 points
Exam 2: 80 points
Exam 3: 80 points
Paper Prospectus: 5 points
Paper: 100 points

Therefore, here is the point breakdown for final course grades:
448 – 500 points: A
397 – 447 points: B
347 – 396 points: C
297 – 346 points: D
000 – 296 points: F

TEXTS / READINGS
We do not have a textbook for this course. Readings will be posted as PDFs to each weekly module in Blackboard. All readings are eligible for the exams, regardless of whether or not they appear on a quiz. If you are interested in further reading on the course material, a good optional text is Herschel Chipp et al, Theories of Modern Art: A Sourcebook by Artists and Critics (Berkeley: University of California Press, 1984). The ISBN number is 9780520052567. Used copies of this book are available very inexpensively.

INTRODUCTORY QUESTIONNAIRE
I ask that students fill out a questionnaire the first week of classes. It helps me understand student backgrounds, interests, and concerns. It is a completion grade worth five points. Late questionnaires will be accepted, but will not receive any points.
SYLLABUS QUIZ
This is a short open-note quiz that will demonstrate your understanding of the course requirements and policies. It is worth 5 points.

VISUAL ANALYSIS WORKSHEET
This worksheet has exercises to help students prepare for the exams and for visual analysis in the research paper. It is worth 10 points. The late deduction is five points per day.

CONTENT VIDEOS
Our class content videos take the place of face-to-face lecture. Completing the readings will not substitute for studying the videos. I will post links to several recorded content videos in each module on Blackboard. Most of them are under 10 minutes in length, but some are a bit longer. I include text as well, particularly at the beginning of a new style or to introduce a section of the class. You will be able to turn on captions for each video in YouTube if you wish; they are ADA compliant. You need to create a schedule for watching them in an undistracted space and should plan to take notes on these videos while you watch them. The videos will include vocabulary terms highlighted in yellow (or another color) and I always identify works by the author’s last name, title of the work, and the date. Note that there are times when I ask you to pause a video and watch another video (link provided). During a face to face course, you would devote almost three hours per week to class content, not including writing assignments, completing course readings, and preparing for exams. Keep this in mind as you plan your schedule. The videos are best viewed on a computer screen or larger (rather than a phone screen). Many students find it helpful to wear headphones while watching and taking notes in order to avoid distraction.

TAKING NOTES ON THE VIDEOS
It is important that students take notes on the videos for the exams; for this reason, I also post the PowerPoints for each week so that you may spend more time with the images. Though we do not have slide lists for each week, you will see that I do spend more time on some works of art and artists than others, and I recommend you focus on those works when studying. I will highlight these in yellow or another obvious color; however, these may not necessarily be the only works about which you will be tested, so take thorough notes. You may want to have the PowerPoint open while you watch the videos (and you can even take notes in PowerPoint if that suits you). Using bullet points will help you write down more information.

EXAM POLICY AND STRUCTURE
Think of the exams as a way to show off what you have learned. Exams will be taken online through Blackboard and are fully open note/open book; however, students should answer the questions in their own words and voice in order to demonstrate how they have synthesized class materials. Exams are based primarily on content from the videos, but may include salient questions based on discussion topics and may ask students to discuss how a particular reading (or readings) illuminate an artwork. Some questions will require critical thinking. Question types may include any of the following: true/false, multiple choice, fill in the blank, compare/contrast between two works of art, short answer.
(2-3 sentences), long answer (2 paragraphs), or essay questions (3-4 paragraphs). Exams are timed at two hours and students will have some freedom in their schedules as to when to take them. Make sure that you are in a comfortable space with room to spread out your materials and a good internet signal before beginning an exam. Reviews will be posted to Blackboard. None of the exams are cumulative, including the last exam. Exams will close promptly at the time due and will force submission of your exam as it is.

**QUizzes**

Our content quizzes are open note and worth 15 points each. Quizzes will cover the lecture videos and readings from two modules (listed on course schedule) and will be due roughly every two weeks. These quizzes are designed to help keep students on track with the course material since it is so easy to get behind with online courses. They will also help students prepare for the exams. They will likely include a combination of short answer, fill-in-the-blank, multiple choice, and true/false questions. To prepare for these, you should make sure to read the texts carefully and take notes on them (this will also help with the exams). You may find it useful to skim the readings once for the larger issues at stake and then take notes during a second, more careful, reading. Be sure that you can identify the author’s arguments and the primary evidence used to support them. As you read, think critically about what might be useful about the texts for that module’s topics. Make sure you are up to date with the lecture videos and have taken notes on them. Quizzes are timed at twenty-five minutes each and will shut off at the time they are due, so give yourself some lead time in taking them. There are no makeup quizzes, but the lowest quiz grade will be dropped.

**Discussion Meetings and Discussion Boards**

Student participation in class will take place on our class discussion boards and in monthly discussion meetings. Make sure you have these marked in your calendars.

*Discussion Boards.* Students will be asked to respond to a prompt (or a choice of prompts) for the five discussion boards. Dialogue with classmates is strongly encouraged. Each discussion board will be worth a maximum of five points. Late submissions will receive a zero.

*Discussion Meetings.* Our virtual meetings will always take place from 12:30 to 1:50 pm on August 23, September 22, October 27, and December 1. We will do these on Zoom through Blackboard, and you may access the meetings though the “Discussion Meetings” tab on our Blackboard page. Except for the first meeting on August 23, students will be placed into either Group A, which will meet from 12:30 to 1:05 or Group B, which will meet from 1:15 to 1:50 to facilitate smaller group discussion (Dr. Warak will post the groups). Active participation is expected; however, this can take place on the chat function as well as by video. Students will be given prompts for discussion topics in advance and may always bring in questions as well. Students should be prepared for each meeting as required, making sure they have gone over the readings and lecture videos as a bare minimum. A good rule of thumb is to try to contribute two or three ideas, questions, responses, or opinions per meeting in order to earn full credit. Each meeting is worth a maximum of 10 points. Students who are absent will receive zero points; students who are more than ten minutes late or who leave early will receive a deduction of five points (half credit). Students who show up but do not participate will receive three points for the meeting.
SAFEASSIGN
All written documents will be submitted through SafeAssign links in their respective modules on Blackboard. Students should submit the file type indicated in the assignments (.docx or .pdf). Keep in mind that uploading a document to SafeAssign sometimes takes several minutes, so do not wait until the minute the document is due to begin the upload. Give yourself a little buffer time in case there is an upload error. Be aware that SafeAssign is also a plagiarism detection tool, but you can use this to your advantage by pulling an Originality Report for work that you upload. This may help you find research that you have forgotten to cite with a footnote. SafeAssign provides me with a time stamp for each submission, as well as an Originality Report.

PAPER FORMATTING AND WRITING HELP
Papers in this course will use the formats of the Chicago Manual of Style: http://www.chicagomanualofstyle.org. Students may want to reach out to a librarian at the UTEP library for research help. Ms. Joy Urbina, Information Literacy Librarian, specializes in helping students navigate appropriate resources for research. Her email is jurbina4@utep.edu and you may schedule an appointment with her by following this link: http://utep.libcal.com/appointments/joy. Students who are concerned about the quality of their writing should contact the University Writing Center and make an appointment well before the paper’s deadline: https://www.utep.edu/uwc/.

***COURSE POLICIES***

FERPA AND EMAIL POLICY
This course adheres to Federal Education Rights and Privacy Act (FERPA) regulations (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). All course correspondence from Dr. Warak will take place via Blackboard’s email function. I will never post identifiable information about students, and I will not discuss specifics of your student performance with anyone without your permission as documented by FERPA standards. Please note that, due to FERPA regulations, I cannot email with students about grade numbers specifically. This is because email is considered an insecure medium and may be hacked. If you have a question or concern about letter grades or numbers, please make an office hours appointment. However, you may email more generally about improving in the course.

COURSE DROP POLICY
Online learning requires time and self-structuring and it is easy to get behind in online courses for a variety of reasons. Any student who misses work from two or more modules (ex. discussion posts, quizzes) and has not contacted Dr. Warak about the situation will be automatically dropped from the course.

ACADEMIC DISHONESTY AND PLAGIARISM
Academic dishonesty or cheating will result in failure in this course. Don’t even waste your time trying it; expend your energy on doing the work instead. Dr. Warak believes that any student who has to cheat in order to pass a class does not deserve a degree from UTEP because they haven’t earned it honestly. All students are expected to engage in their academic pursuits in a professional manner and
to maintain honesty and integrity. Sometimes, students commit academic dishonesty without knowing it, but ignorance is not an excuse. All students are responsible for knowing the requirements of academic honesty set forth by UTEP. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty. See the UTEP policy on academic integrity and scholastic dishonesty: https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html.

POLICY FOR STUDENTS WITH DISABILITIES
Accommodations will be made for students with limitations due to disabilities provided that they are registered with the Center for Accommodations and Support Services (CASS) and procure the proper documentation: http://sa.utep.edu/cass (telephone: 915-747-5148). Students with documented disabilities should make sure that the professor receives the appropriate paperwork from CASS within the first week of class. Please note that CASS is available to help students with any disabilities, documented illness (including anxiety, depression, and PTSD), and in the case of short-term disability (broken bones, etc.).

COVID-19 PRECAUTION STATEMENT
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.
Module 1 August 23 to August 29

Discussion Meeting Monday, August 23, 12:30-1:50 pm.

Watch content videos on the following topics (see Blackboard module for the video URLs):
**For background:**
Art History, Criticism, and Classifications
Modes of Art-Making

Exam 1 material starts here:
Early Photography and Modernism

Complete and submit the introductory questionnaire. Due Tuesday, August 24, at 11:59 pm.
The document and SafeAssign submission link are located in Module 1. This should take you less than fifteen minutes.

Respond to Discussion Board prompt. Due Thursday, August 26, at 11:59 pm.

Take the Syllabus Quiz. Due Friday, August 27, at 11:59 pm.
The quiz will be available starting on Monday.

Module 2 August 30 to September 5

Watch content videos on the following topics (see Blackboard module for the video URLs):
Realism
Japonisme
Proto-Impressionism and Early Abstraction

Read the following PDFs:
Charles Harrison, “Modernism”
Gustave Courbet, “Statement on Realism”

Take Quiz #1. Due Friday, September 3, at 11:59 pm.
The quiz will cover content and readings from Modules 1 and 2.
You may take the quiz any time starting at 6:00 on September 2.

Submit Visual Analysis Worksheet. Due Sunday, September 5, at 11:59 pm.
Download the worksheet from this module, type in your answers, and cut and paste your individual answers into the SafeAssign link.

Module 3 September 7 to September 12
No class materials on Monday, September 6, for the Labor Day holiday

Watch content videos on the following topics (see Blackboard module for the video URLs):
Impressionism
Post-Impressionism

Read the following PDFs:
Paul Signac, “Impressionists and Revolutionaries”
Vincent van Gogh, from Dear Theo

Respond to Discussion Board prompt. Part 1 due Thursday, September 9, at 11:59 pm. Part 2 due Friday, September 10, at 11:59 pm.

Read the research paper assignment and begin exploration of a paper topic. See the paper assignment sheet in the Research Paper tab on Blackboard for details on the prospectus.

Module 4 September 13 to September 19

Watch content videos on the following topics (see Blackboard module for the video URLs):
Art Nouveau
Symbolism
Fauvism
Read the following PDFs:
Petra ten-Doesschate Chu, “France During La Belle Époque”

Take Quiz #2. Due Friday, September 17, at 11:59 pm.
The quiz will cover content and readings from Modules 3 and 4.
You may take the quiz any time starting at 6:00 on September 16.

Module 5 September 20 to September 26

Watch content videos on the following topics (see Blackboard module for the video URLs):
Marcel Duchamp
Proto-Cubism
Analytic Cubism
Synthetic Cubism
Salon Cubism

Read the following PDFs:
Linda Henderson, “X Rays and the Quest for Invisible Reality in the Art of Kupka, Duchamp, and the Cubists”
Herschel Chipp, “Orphism and Color Theory”

Discussion Meeting Wednesday, September 22, 12:30-1:50 pm.

Take Exam #1. Due Saturday, September 25, at 11:59 pm.
You may access the exam starting at 6:00 am on Friday, September 24.

Module 6 September 27 to October 3

Watch content videos on the following topics (see Blackboard module for the video URLs):
The Ashcan School
The Armory Show
The Stieglitz Circle

Read the following PDFs:
Edward Aiken, “‘I Saw the Figure 5 in Gold’: Charles Demuth’s Emblematic Portrait of William Carlos Williams”

Respond to Discussion Board prompt. Due Thursday, September 30, at 11:59 pm.
Module 7  October 4 to October 10

Watch content videos on the following topics (see Blackboard module for the video URLs):
- German Expressionism
- Austrian Expressionism
- New Objectivity (Neue Sachlichkeit)

Read the following PDFs:
- Wassily Kandinsky, “The Psychological Working of Color” from *Concerning the Spiritual in Art*

Take Quiz #3. Due Friday, October 8, at 11:59 pm.
The quiz will cover content and readings from Modules 6 and 7. You may take the quiz any time starting at 6:00 on October 7.

Extra Credit Lecture. Javier Segovia, 2021 Tom Lea Fellow and curator of the exhibition “Ghost on Mount Cristo Rey.” Thursday, October 7, time and location TBA. See Extra Credit tab on Blackboard for information.

Module 8  October 11 to October 17

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Italian Futurism
- British Vorticism
- Synchromy
- Dada (Europe and U.S.)

Read the following PDFs:
- Umberto Boccioni et al, “The Exhibitors to the Public” (Futurist Manifesto, 1912)
- Hugo Ball, “Dadaist Manifesto” (1916)

Respond to Discussion Board prompt. Part 1 due Thursday, October 14, at 11:59 pm. Part 2 due Friday, October 15, at 11:59 pm.

Submit Research Paper Prospectus. Due Sunday, October 17, at 11:59 pm.
See the paper assignment sheet in the Research Paper tab on Blackboard for details on the prospectus.

Module 9  October 18 to October 24

Watch content videos on the following topics (see Blackboard module for the video URLs):
The Russian Avant-Garde
Dutch De Stijl
The Bauhaus
Experimental Film

Read the following PDFs:
Kasimir Malevich, “Suprematism”
Piet Mondrian, “Plastic Art and Pure Plastic Art”

Take Quiz #4. Due Friday, October 22, at 11:59 pm.
The quiz will cover content and readings from Modules 8 and 9.
You may take the quiz any time starting at 6:00 on October 21.

Module 10 October 25 to October 31

Watch content videos on the following topics (see Blackboard module for the video URLs):
School of Paris
French Classicism
Abstract Surrealism
Veristic Surrealism
Surrealist Film and Objects
Late Surrealism

Read the following PDFs:
Susan Rubin Suleiman, “The Bird Superior Meets the Bride of the Wind: Leonora Carrington & Max Ernst”
Skim: André Breton, “First Manifesto of Surrealism” (1924)

Discussion Meeting Wednesday, October 27, 12:30-1:50 pm.

Take Exam #2. Due Saturday, October 30, at 11:59 pm.
You may access the exam any time after 6:00 am on October 29.

Module 11 November 1 to November 7

Watch content videos on the following topics (see Blackboard module for the video URLs):
Modern Sculpture
Modern Ceramics

Respond to Discussion Board prompt. Due Thursday, November 4, at 11:59 pm.
Module 12  November 8 to November 14

Watch content videos on the following topics (see Blackboard module for the video URLs):
Latin American Modernism
Representation and Native American Art

Read the following PDFs:
Jennifer McLerran, from *A New Deal for Native Art: Indian Arts and Federal Policy, 1933–1943*
Leonard Folgarait, from *Seeing Mexico Photographed: The Work of Horne, Casasola, Modotti, and Álvarez Bravo*
Diego Rivera, “The Revolution in Painting”

Take Quiz #5. Due Friday, November 12, at 11:59 pm.
The quiz will cover content and readings from Modules 11 and 12.
You may take the quiz any time starting at 6:00 on November 11.

Module 13  November 15 to November 24
Note: this is a longer module due to the Thanksgiving holiday on November 25-26.

Watch content videos on the following topics (see Blackboard module for the video URLs):
The Harlem Renaissance
Regionalism

Read the following PDFs:
Alain Locke, “Negro Art Past and Present”
Okwui Enwezor, “Harlem on My Mind: Rhapsodies in Black: Art of the Harlem Renaissance”
Wanda Corn, “The Birth of a National Icon: Grant Wood’s *American Gothic*”

Submit Research Paper. Due Sunday, November 21, at 11:59 pm.
See the assignment prompt in the Research Paper tab on Blackboard. Turn in your paper via the SafeAssign link in this module.

Module 14  November 29 to December 10

Watch content videos on the following topics (see Blackboard module for the video URLs):
Degenerate Art and World War II
Origins of Abstract Expressionism
Course Wrap-Up
Read the following PDFs:
English translation of the *Entartete Kunst [Degenerate Art]* brochure
Adolf Hitler, speech for the “Great Exhibition of German Art, 1937”

**Discussion Meeting** Wednesday, December 1, 12:30-1:50 pm

**Take Quiz #6.** Due Thursday, December 2, at 11:59 pm.
The quiz will cover content and readings from Modules 13 and 14.
You may take the quiz any time starting at 6:00 am on December 1.

**Take Exam #3.** Due Friday, December 10, at 11:59 pm.
You may access the exam any time starting at 6:00 am on December 9. Students will have the full final exam time, even though the exam is not cumulative.