ARTH 2313: Twentieth-Century Art II
University of Texas at El Paso
Spring 2021

CRN: 21723
Location: online; mandatory synchronous virtual meetings from 12:00-1:20 pm on January 21, February 18, March 11, April 1, and April 29
Professor: Dr. Melissa Warak (she/her; please call me Dr. or Professor)
Email: mcwarak@utep.edu
Student/office hours (online): Tuesdays, 12:00 to 2:00pm, via Zoom. Sign up for meetings here: https://calendly.com/warakofficehours/15min. See Course Structure section for details.

Please email Dr. Warak ASAP if you are unable to complete course requirements or need temporary accommodations due to COVID-19.

COURSE MATERIALS AND TECHNOLOGY
All materials for the course, including Powerpoints and course texts, will be uploaded to the course Blackboard page. All students will need a Zoom account associated with their UTEP email address; go here to sign up: https://www.utep.edu/technologysupport/ServiceCatalog/comm_zoom.html. 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 is a history of art after 1945, periods generally referred to as postwar, postmodern, and contemporary art. Media to be studied include photography, painting, drawing, sculpture, performance, lands arts, video, installation, ceramics, fiber, and new media. As a content advisory, students should be aware that some of the images we will discuss in class deal frankly with racism, sexism, politics, violence, war, religion, the AIDS epidemic, and sexual trauma, among other difficult themes. They are not shown for shock value. These works are intended to challenge the comfort level of the viewer and discussion about them is important. Speaking to how such images make you feel is vital, as this deepens our understanding of their power. If you have concerns about certain content, email Dr. Warak so we can discuss how to approach it in your studies.

COURSE OBJECTIVES
During this course, students will develop their understanding of the history of art after 1945 and acquire skills essential to the professional art historian. These include the following:
1. Conducting visual analysis, scholarly writing, research in primary and secondary texts, understanding multidisciplinary research methodologies, and writing formal analysis and interpretive texts.
2. Analyzing and critically evaluating ideas and arguments.
3. Gaining knowledge of the terminology, trends, and methodologies used to study postwar, postmodern, and contemporary art.
4. Applying course material in terms of improving aesthetic appreciation, problem solving, broader cultural literacy, and facilitating 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 fifteen 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 synchronous online meetings 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 7:00 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 Quizzes 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 six pages in length. The assignment prompt 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 MEETINGS and DISCUSSION BOARDS.** Student participation in class will take place on our class discussion boards and in monthly online meetings. See the Discussion Boards and Discussion Meetings policy below for details.

6) **EMAIL.** Dr. Warak will email the class regularly using the UTEP email addresses on file and will try to respond to student emails within 24 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.** Students 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 **12:00 to 2:00 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 fifteen-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: 10 points
- Visual Analysis Worksheet: 10 points
- Quizzes (6*): 75 points
- Discussion Meetings (5): 50 points
- Discussion Board Responses (5): 25 points
- Exam 1: 75 points
- Exam 2: 75 points
- Exam 3: 75 points
- Paper Prospectus: 10 points
- Paper: 90 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.

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.

SYLLABUS QUIZ
This is a short open-note quiz that will demonstrate your understanding of the course requirements and policies.

VISUAL ANALYSIS WORKSHEET
This worksheet has exercises to help students prepare for the exams and for visual analysis in the research paper. Late worksheets will be deducted 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; you will need a YouTube account to access some of them with restricted content. 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). 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 and use examples from the video lectures or readings in order to demonstrate how they have synthesized class materials. Exams are based primarily on content from the videos, but may include 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 can take them over a period of two days. 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. The UTEP library is a good option. Reviews will be posted to Blackboard. None of the exams are cumulative, including the last exam. Exams will close promptly at the due time posted.

QUIZZES
The content quizzes will cover the lecture videos and readings from two modules (listed on the 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 are open note and worth fifteen points each. 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 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 discussion boards. Dialogue with classmates is strongly encouraged. Each discussion board will be worth a maximum of five points. Discussion guidelines and expectations will be determined as a class and will be posted to Blackboard.

*Discussion Meetings. Our virtual meetings will always take place on Thursdays from 12:00-1:20 pm, and our meeting dates are January 21, February 18, March 11, April 1, and April 29. 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 January 21, students will be placed into either Group A, which will meet from 12:00 to 12:40 or Group B, which will meet from 12:40 to 1:20 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
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***
COPYRIGHT OF THIS COURSE
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated or shared with other students or websites.

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.).

UTEP HEALTH AND SAFETY POLICY FOR COVID-19
See our Blackboard page for the long version of the policy.

COVID-19 Precautions
You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.
***TENTATIVE COURSE SCHEDULE (SUBJECT TO CHANGE)***

 Modules are marked in **turquoise**.
 Quizzes are marked in **yellow**.
 Exams are marked in **green**.
 Paper is marked in **red**.
 Discussion Meetings are marked in **blue**.
 Discussion Board prompts are marked in **grey**.
 Other assignments are marked in **violet**.

Check each weekly module in Blackboard for all specific links for the week, including YouTube videos, readings, exams, and SafeAssign links. All readings, content, and due dates are subject to change or revision at the professor’s discretion, but students will be notified in advance of any changes.

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**Module 1** January 19 to January 24

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Art History, Criticism, and Classifications
- Modes of Art-Making
- Brief refresher on Modernism. The works of art are not on quiz 1 or exam 1, but vocabulary terms may be. You can use this for reference for works of art in our course that refer back to Modernist styles. These will also give you a sense of how our class lectures will look.

**Discussion Meeting** January 21, 12:00-1:20 pm.
Log in to the meeting through the “Discussion Meetings” tab on our Blackboard page.

**Complete and submit the introductory questionnaire**. Due Thursday, January 21, at 11:59 pm.
The document and SafeAssign submission link are located in Module 1. This should take you less than fifteen minutes. Late questionnaires will not be accepted.

**Respond to Discussion Board prompt**. Due Friday, January 22, at 11:59 pm.

**Take the Syllabus Quiz**. Due Sunday, January 24, 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.

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**Module 2** January 25 to January 31
Watch content videos on the following topics (see Blackboard module for the video URLs):
Abstract Expressionism
Art Informel

Read the following PDFs:
Jean Dubuffet, “Anti-Cultural Positions”

Take Quiz #1. Due Thursday, January 28, by 11:59 pm.
The quiz will cover content and readings from Modules 1 and 2.
You may take the quiz at any time starting at 8:00 am on January 27.

Submit Visual Analysis Worksheet. Due Friday, January 29, by 11:59 pm.
Download the worksheet from this module, type in your answers, and cut and paste your individual answers into the SafeAssign link. Late worksheets will be deducted five points per day.

Module 3 February 1 to February 7

Watch content videos on the following topics (see Blackboard module for the video URLs):
Kinetic Art
Gutai
Happenings

Read the following PDFs:
James Johnson Sweeney, “Alexander Calder”
Yoshihara Jiro, “Gutai Art Manifesto”

Respond to Discussion Board prompt. Due Friday, February 5, at 11:59 pm.

See the paper assignment sheet in the Research Paper tab on Blackboard for details on the prospectus.

Module 4 February 8 to February 14

Watch content videos on the following topics (see Blackboard module for the video URLs):
Fluxus
Read the following PDFs:
Natilee Harren, “Prelude: The Artwork in Flux,” from Fluxus Forms (focus on pp. 7-18 of the PDF)
Nuit Banai, “Introduction: Klein the Paradox,” from Yves Klein

Take Quiz #2. Due Friday, February 12, at 11:59 pm.
The quiz will cover content and readings from Modules 3 and 4.
You may take the quiz at any time starting at 8:00 am on February 11.

Module 5  February 15 to February 21

Discussion Meeting February 18, 12:00-1:20 pm.

Watch content videos on the following topics (see Blackboard module for the video URLs):
Postwar Italian Art
Arte Povera
Exam 1 Review

Read the following PDFs:
Gerard Silk, “Myths and Meanings in Piero Manzoni’s Merda d’Artista”

Take Exam 1. Due Saturday, February 20, at 11:59 pm.
You may access the exam any time between 8:00 am on February 19 and 11:59 pm on February 20.

Module 6  February 22 to February 28

Watch content videos on the following topics (see Blackboard module for the video URLs):
Pop Art

Read the following PDFs:
Gene Swenson, “What Is Pop Art?”
Christin Mamiya, “The Rapid Success Story: The Establishment of Pop Art” from Pop Art and Consumer Culture

Respond to Discussion Board prompt. Due Friday, February 26, at 11:59 pm.
Module 7  March 1 to March 7

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Hyperrealism
- Op Art

Read the following PDFs:
- Colton Valentine, “Duane Hanson’s Hyperrealistic Sculptures Challenge the Meaning of ‘Average American’”

Take Quiz #3. Due Friday, March 5, at 10:00 pm.
The quiz will cover content and readings from Modules 6 and 7. You may take the quiz at any time starting at 8:00 am on March 4.

Module 8  March 8 to March 14

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Postpainterly Abstraction
- Minimalism

Read the following PDFs:
- Kenneth Baker, chapter four of Minimalism: Art of Circumstance

Discussion Meeting  March 11, 12:00-1:20 pm.

Spring Break  March 15-21; no class or office hours

Module 9  March 22 to March 28

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Conceptual Art
- Land Art

Read the following PDFs:
Sol LeWitt, “Sentences on Conceptual Art”
Robert Smithson, “A Provisional Theory of Non-Sites”

Take Quiz #4. Due Friday, March 26, at 11:59 pm.
The quiz will cover content and readings from Modules 8 and 9.
You may take the quiz at any time starting at 8:00 am on March 25.

Module 10 March 29 to April 4

Watch content videos on the following topics (see Blackboard module for the video URLs):
NeoExpressionism / Postmodernism
Exam 2 Review

Discussion Meeting April 1, 12:00-1:20 pm.

Take Exam 2. Due Saturday, April 3, at 11:59 pm.
You may take the exam at any time between 2:00 pm on April 1 and 11:59 pm on April 3.

Module 11 April 5 to April 11

Watch content videos on the following topics (see Blackboard module for the video URLs):
Feminist Art
Postwar to Contemporary Latin American Art
Chicanx Art

Read the following PDFs:
Shifra Goldman, “Bridging Troubled Borders: A Binational Problem”
John Yau, “Please Wait By the Coatroom”

Respond to Discussion Board prompt. Due Friday, April 9, at 11:59 pm.

Submit Research Paper. Due Sunday, April 11, 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 12 April 12 to April 18
Watch content videos on the following topics (see Blackboard module for the video URLs):
African American Art
Postmodern Photography

Read the following PDFs:
Gwendolyn DuBois Shaw, “Censorship and Reception,” from Seeing the Unspeakable: The Art of Kara Walker

Take Quiz #5. Due Friday, April 16, at 11:59 pm.
The quiz will cover content and readings from Modules 11 and 12.
You may take the quiz at any time starting at 8:00 am on April 15.

Module 13 April 19 to April 25

Watch content videos on the following topics (see Blackboard module for the video URLs):
The NEA and the Culture Wars
The Young British Artists (YBAs)

Read the following PDFs:
Richard Bolton, selections from Culture Wars
Petra Lange-Berndt, “Replication and Decay in Damien Hirst’s Natural History”

Module 14 April 26 to May 2

Watch content videos on the following topics (see Blackboard module for the video URLs):
Street Art
Temporarily Contemporary

Read the following PDFs:
Peter Salib, “The Law of Banksy: Who Owns Street Art?”
Klaus Biesenbach, “Marina Abramović: The Artist Is Present. The Artist Was Present. The Artist Will Be Present”

Discussion Meeting April 29, 12:00-1:20 pm.

Take Quiz #6. Due Friday, April 30, at 11:59 pm.
The quiz will cover content and readings from Modules 13 and 14.
You may take the quiz at any time starting at 8:00 am on April 29.

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**Module 15** May 3 to May 11

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Finish Temporarily Contemporary
- Course Wrap-up

Read the following PDFs:
- Terry Smith, “Going Global: Selling Contemporary Art” in What Is Contemporary Art?

Respond to Discussion Board prompt. Due Wednesday, May 5, at 11:59 pm.

Take Exam 3. Due Tuesday, May 11.
You may access the exam any time between 8:00 am on May 10 and 11:59 pm on May 11.