ARTH 3399: Special Topics in Art History / Artistic Identity in the Twentieth Century
*Liberal Arts Honors Program Methodology Course*
University of Texas at El Paso
Spring 2017

CRN: 24849
Class Meeting Times: Tuesdays / Thursdays, 10:30 to 11:50 a.m.
Classroom: Fox Fine Arts A458 (4th floor)
Professor: Dr. Melissa Warak
Email: mcwarak@utep.edu
Office Hours: T/Th 1:30 to 2:30; W, 3:30 to 4:20
Office: Fox Fine Arts 454
Office Phone: (915) 747-7849 (during office hours)

ABOUT YOUR PROFESSOR
Dr. Melissa Warak specializes in the relationship of music and sound to art of the twentieth century. Dr. Warak is a proud Texan and a native of Houston. She earned a B.A. in English literature and art history from Vanderbilt University, an M.A. in art history from the University of Texas at Austin, and a 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. Aside from musical and sound art, her research interests include the history of abstraction, spirituality in modern and contemporary art, science and technology in modern and contemporary 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, and the Crystal Bridges Museum of American Art, the Kress Foundation, and Yale University Art Gallery, among others. Dr. Warak has previously taught at the University of Texas at Austin, at the University of Houston, and at Sam Houston State University.

COURSE DESCRIPTION
This course examines the concept of artistic identity from the late nineteenth through the twenty-first centuries. We will explore how an artist’s identity plays a role in the way that his or her art looks, but will also discuss the representation of others’ identities through art of this period. The course is not a general history of identity-based art, but will consider it theoretically, thematically, and through case studies.

Please note that this course is deeply infused with a politics of feminism, neurodivergence, gender and queer studies, and critical race studies as part of art historical study of identity. We will seriously consider art that deals frankly with bodies, sexuality, race, religion, and violence. Further, some of the art we will study was created with the intention of challenging the comfort levels of the viewer. In that sense, we should all strive to create a classroom environment that is open to ideas and respectful to difference of opinion. It is not expected that you should enjoy – in a conventional sense – or agree with the ideological premises of all of the art explored in this course. Please come see your professor in the first week of class if you would like to discuss any concerns about this.
COURSE OBJECTIVES
During this course, students will develop their understanding of the ways that identity plays a role in modern and contemporary art and acquire skills essential to the study of art history. These include the following:
1. Developing writing skills, oral presentation competencies, and points of view needed by professional art historians.
2. Learning to find and use resources for answering research questions and problems.
3. Analyzing and critically evaluating ideas and arguments.
4. Gaining knowledge of the terminology, trends, and methodologies used to study modern and contemporary art.

TEXTS / RESOURCES
We do not have a single textbook for this course. Selected articles and book chapters will be posted to the course’s related Blackboard page as downloadable PDFs (see schedule). Students are responsible for downloading these from Blackboard. All readings need to be completed before the class period for the day.

GRADING POLICY
This course will have three exams. Students will write one paper with a research component. An assignment sheet for the project will be posted to Blackboard. Each student will also be responsible for teaching / presenting on an artist on a given class day. Students will also be graded on discussion participation in class; points will be assigned for both the first and second halves of the semester. A good rule of thumb is to try to contribute at least once per class (via ideas, questions, or responses to other students). Lastly, we will have twelve reading quizzes (worth 10 points each) throughout the semester. There will be no makeup quizzes, but the lowest quiz grade will be dropped.

This course will be graded on a scale of 500 points.
Reading Quizzes (12): 110 points
Participation I: 15 points
Participation II: 20 points
Artist Presentation: 25 points
Exam 1: 65 points
Exam 2: 75 points
Exam 3: 75 points
Research Paper: 115 points

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

TAKING NOTES IN CLASS
Exam material will come from ideas discussed in class; the readings supplement lectures and discussions. Completing the readings will not take the place of attendance and participation in class. It is critical that students take notes in class. Think of the exams as a way to show off what you have learned in class. I recommend bringing a notebook designated just for this course. Using bullet points will help you write down
more information. Vocabulary and important terms will be written on the Powerpoint presentation slides and you should pay special attention to these terms and the works of art where they may be applicable. Basic identifying information for each work will also be provided on the Powerpoints (artist name, title, date); these will be uploaded to Blackboard for your use. It is a good idea to date your notes so you know what we covered each day. It is also a good idea to take notes on the class readings in your notebooks.

EXAMS
Exams will consist of a single essay question (you will have a choice among three or four topics). We will not have specific image lists for each exam. Instead, students will decide on appropriate examples from class for their essay exams. Exams will be OPEN NOTE, so make sure to take notes extensively. Students will be allowed to bring the following to the exams: 1) notebook; 2) quizzes; and 3) student presentation handouts. You may not bring copies of the readings or class Powerpoint presentations. The exams are not cumulative. See me during office hours for help improving your note-taking skills. Students will not be allowed to leave the room and may be asked to put phones and Apple Watches (or similar) at the front of the room during the exams.

READING QUIZZES
Students will take the daily ten-minute reading quizzes at the beginning of class. Be sure to arrive to class on time. There are no makeup quizzes. The quizzes may be on one or all of the readings assigned for a given day and will likely be short answer, fill-in-the-blank, and true/false questions. To prepare for these, you should make sure to read the texts carefully and take notes on them in your notebook (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 our course topic.

***COURSE POLICIES***

Attendance Policy in short:
Attendance is mandatory
Allowed absences (including illness) without penalty = 3 absences (remember: three for free)
Tardies = ½ absence
Automatic failure = 6 or more absences
Attendance bonus = 10 points

Policy in detail:
Class attendance is a requirement and use of the full class period is expected. An attendance sheet will be passed around at the beginning of each lecture; make sure you (and only you) sign it every day. Students should never sign the attendance sheet for anyone else or ask anyone to sign for them.

You will be allowed three absences for any reason without grading consequences. In this course, there are no excused or unexcused absences. You just get three for free. It is up to your discretion how you use these, including for illness, and you do not need to notify me in advance except in the case of a religious holy day (see below). In the case of an illness or emergency that causes you to miss more than three consecutive class days, please contact the Dean of Students (http://sa.utep.edu/dean/about-2/), who will contact all of your professors. Exemptions to the absence policy may be made on a case-by-case basis. More than three
Absences from class will result in a lowering of your overall grade by **twenty points per absence** (remember that this class is graded on a scale of 500 points). Students who are more than **five minutes late** or who leave early without permission will be given half credit for attendance. **Tardies / half credits** will figure into the absence count. **Six absences will result in an automatic failure of the course; this includes tardies.** That said, students will receive an **attendance bonus** of ten points (1%) for perfect attendance and no tardies (**no exceptions**; attendance must be 100%). The attendance bonus is awarded after the last day of class.

Students are responsible for acquiring notes and announcements made during missed classes, so make a friend and exchange contact information. Dr. Warak will keep a running tally of absences in a column on the Gradebook section of Blackboard.

**EMAIL POLICY**

All course correspondence from me will take place via Blackboard’s email function. Make sure that you are receiving emails through Blackboard and that you have a current email address on file. Please note that, due to FERPA regulations, I will not email with students about grades. If you have a question or concern about a grade, please visit office hours or make an appointment. If you would like to Skype with me during office hours (username: melissa.warak), please let me know in advance. Additionally, if you have a question that requires a long answer, I may ask you to come see me in person to save time. Lastly, please remember that emails are considered a form of professional correspondence and a little courtesy goes a long way.

**LAPTOPS, TABLETS, AND PHONES**

Students may not use computers and other electronic devices (including recording devices) during class. It is important that students focus their attention on the lectures and projected images without distractions and that they take careful and detailed notes. Cell phones and tablets should be silent and kept out of sight. Their bright lights are very distracting in a dark classroom. You will be reprimanded and marked absent if you are caught using your phone in the classroom. Repeat offenses will result in disciplinary action. If a cell phone or an Apple Watch is in any way visible during an examination, that student will automatically fail the exam. Students may be asked to leave their phones/watches at the front of the classroom during exams.

**CLASSROOM ETIQUETTE**

Please be respectful of other students in the classroom. The classroom door will be open for five minutes after class begins; after that, tardies will be given. Inappropriate behavior includes coming late or leaving early, using phones or electronic devices for any reason, passing notes, excessive whispering with friends, and packing bags before class is over. Use the restroom BEFORE class, as entering or leaving the room is very distracting. Inappropriate behavior in the classroom may result in a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with UTEP policy. You may bring food and drinks, but the drinks must have a sealable lid. **A note on bags:** please make sure your bag is small enough to fit fully under your chair. If not, you will be asked to put it to the side of the classroom. Art supplies, gym bags, and other items will need to be stored on the shelves at the side of the classroom.

**MAKE-UP POLICY**

The paper assignment sheet explains a late work policy. There are no makeup exams or quizzes, except in extreme circumstances documented with the Dean of Students. Plan your semester accordingly.

**PAPER FORMATTING AND WRITING HELP**
All papers should be uploaded to SafeAssign (via Blackboard) by the due date; I may also require a paper copy. For all questions pertaining to grammar, syntax, footnoting and style, see the latest edition of the *Chicago Manual of Style*. For an excellent tutorial on how to document sources properly, see the following webpage: http://www.chicagomanualofstyle.org

Students who are concerned about the quality of their writing should contact the Writing Center and make an appointment well before the deadline: [http://academics.utep.edu/writingcenter/](http://academics.utep.edu/writingcenter/)

**ACADEMIC DISHONESTY AND PLAGIARISM**
Academic dishonesty or cheating will result in failure in this course. All students are expected to engage in all academic pursuits in a professional manner and to maintain honesty and integrity. 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 including but not limited to the following: cheating on an examination or other academic work which is to be submitted, plagiarism, forgery of signatures, collusion and the abuse of resource materials. See the UTEP policy on academic integrity and scholastic dishonesty: [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/)

**POLICY FOR STUDENTS WITH DISABILITIES**
Reasonable 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](http://sa.utep.edu/cass) (telephone: (915) 747-5148). Students with documented disabilities must meet with the instructor within the first two weeks of class, with CASS documentation in hand, in order to inform him of any special needs. If particular accommodations are required for the exams, the instructor must be informed and presented with the appropriate CASS documentation at least ten days before each scheduled test or no accommodations will be permitted.

**POLICY FOR STUDENT ABSENCES ON RELIGIOUS HOLY DAYS**
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” See your professor at least a week in advance if you intend to miss class or an examination in observance of a religious holy day and accommodations will be made.

***TENTATIVE COURSE SCHEDULE (SUBJECT TO CHANGE)***

**T, January 17**
No class / Dr. Warak out sick

**Th, January 19**
Topic: Introduction and definitions / terminology

**T, January 24**
Topic: Neurodivergence and Art I: Vincent Van Gogh
Reading: Blumer, Dietrich, M.D. “The Illness of Vincent Van Gogh.” *American Journal of Psychiatry* 156
Th, January 26
Reading Quiz #1
Topic: Outsider and Folk Art: Henri Rousseau, Henry Darger, James Hampton
Student Presentation: Horace Pippin

T, January 31
Topic: Visionary Art: Simon Rodia, Jeff McKissack, and St. EOM
Reading: Trillin, Calvin. “I Know I Want to Do Something.” *The New Yorker* (May 29, 1965): 72, 74, 77, 78, 80, 83, 84, 86, 89, 90, 92, 94, 96-98, 100, 102-104, 106-110, 112-116, 119, 120. (← seems long, but these are narrow columns in a magazine!)
Student Presentation: Reverend Howard Finster

Th, February 2
Reading Quiz #2
Topic: Early African-American Art: Robert S. Duncanson, Edmonia Lewis, and Henry Ossawa Tanner
Student Presentation: Harriet Powers

T, February 7
Paper Topics Due
Reading Quiz #3
Topic: Primitivism in France: Paul Gauguin and Pablo Picasso

Th, February 9
Topic: Queer Modernism: Marsden Hartley, Paul Cadmus, and Tom of Finland
T, February 14
Reading Quiz #4
Topic: Representation and Walt Disney

Th, February 16
Topic: New Mexico as Site of Identity: Georgia O’Keeffe and Gerald Nailor, Jr. / Exam 1 Review
Student Presentation: Jimmie Durham, Jr.

T, February 21
EXAM #1 (bring your notebook, quizzes, presentation handouts)

Th, February 23
Address: 1 Arts Festival Plaza, El Paso, TX 79901 (located downtown at N. Santa Fe and W. Main)

T, February 28
Topic: Hyper-Masculine Surrealism: Salvador Dalí and René Magritte
Student Presentation: Sigmund Freud

Th, March 2
***EPMA worksheet due***
Reading Quiz #5
Topic: Surreal Women: Frida Kahlo and Leonora Carrington
Student Presentation: Remedios Varo
T, March 7
Reading Quiz #6
Topic: Art and Anti-Semitism: “Degenerate Art” and “The Eternal Jew” in 1930s Germany
Student Presentation: Adolf Ziegler

Th, March 9
Topic: Holocaust Art: Felix Nussbaum, Margaret Bourke-White, and Art Spiegelman
Student Presentation: Samuel Bak

T, March 14 and Th, March 16
SPRING BREAK

T, March 21
Reading Quiz #7
Topic: Civil Rights Representation: Gordon Parks and Norman Rockwell
Student Presentation: Faith Ringgold

Th, March 23
Topic: Pop Personalities: Andy Warhol, Keith Haring, and Yayoi Kusama
Student Presentation: Mario Montez

T, March 28
Topic: Peer Review of Paper Outlines, Bibliographies, and Images / Exam 2 Review
*Bring paper copies of outline, bibliography, and images to class

Th, March 30
EXAM #2

T, April 4
Reading Quiz #8
Topic: East Meets West I: Yasuo Kuniyoshi and Yoko Ono
Student Presentation: Yasumasa Morimura

**Th, April 6**
Topic: East Meets West II: Yinka Shonibare and Wangechi Mutu
Student Presentation: Zina Saro-Wiwa

**T, April 11**
Topic: East Meets West III: Shahzia Sikander, Emily Jacir, and Hadie Shafie
Student Presentation: Shirin Neshat

**Th, April 13**
Reading Quiz #9
Topic: Bad Girls and Subversive Women: Judy Chicago, Jenny Holzer, and the Guerrilla Girls
Student Presentation: Barbara Kruger

**T, April 18**
Student Presentation: Jess Dobkin

**Th, April 20**
Reading Quiz #10
Topic: The NEA, Controversy, and Censorship: Robert Mapplethorpe and Andres Serrano
Student Presentation: The NEA Four

T, April 25
Reading Quiz #11
Topic: Identity and the Street: Jean-Michel Basquiat and Ai WeiWei

Th, April 27
Topic: Autobiography in Contemporary Performance Art: Marina Abramović, Tania Bruguera, and Nikki S. Lee
*Both are in one PDF
Student Presentation: Wafaa Bilal

F, April 28
Research Papers due on SafeAssign by 11:59 p.m.

T, May 2
Reading Quiz #12
Student Presentation: Hennessy Youngman

Th, May 4
Topic: Latinas in Contemporary Art: Yolanda López, Christina Fernandez, and Daniela Rossell / Exam 3 Review
Readings: Davalos, Karen Mary. Yolanda M. López (Los Angeles: UCLA Chicano Studies Research Center Press; and Minneapolis: University of Minnesota Press, 2008), 1-6, 81-100.
Student Presentation: Teresita Fernandez
***EXAM #3*** will take place during the course’s designated final exam period, but will not be cumulative:
Thursday, May 11th, 10:00 a.m.