ARTH 3399: Special Topics in Art History
Art, Science, and Technology in 20th/21st Century Art
University of Texas at El Paso
Fall 2020

CRN: 17390
Location: online
Professor: Dr. Melissa Warak (she/her; please call me Dr. or Professor)
Email: mcwarak@utep.edu
Student/office hours (online): Wednesdays and Thursdays, 12:00 to 1:00pm. See Course Structure section for details.

Please email me 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. 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 as it relates to science and technology in the twentieth and twenty-first centuries. We will cover roughly 150 years of the history of art that uses technology and science as its source, though we will begin with some Renaissance and Age of Enlightenment case studies before the nineteenth century. Thereafter, each module will explore a specific theme and focus on particularly meaningful innovations in science and technology that affected the ways art looked and how artists thought about these topics. The course is not chronological in nature.

**COURSE OBJECTIVES**
During this course, students will develop their understanding of the interdisciplinary study of art and science and acquire skills essential to art historians. These include the following:
1. Developing writing skills focused on specific research questions.
2. Evaluating methodologies and research-based arguments.
3. Learning to find and use resources for answering research problems.
4. Exploring artists’ concepts and trajectories of interdisciplinary research.
5. Thinking through ways that the history of art and the history of science intersect.

**COURSE STRUCTURE**
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 not meet synchronously, where we would log in online at the same time. Instead, students may access the Powerpoints, which are broken into smaller video lectures. These 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. 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. 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 seven reading quizzes throughout the semester. The reading quizzes will cover one or more readings, but they are open note and worth ten points each. They will be timed at twenty minutes each.

3) **WRITTEN ASSIGNMENTS.** Students will write one research paper, which will be due toward the end of the semester. Students will write a research prospectus in early September, and then will participate in peer review with a classmate in October. The assignment prompt and other materials related to the project are compiled in a Blackboard tab labeled “Research Paper.” Students are also asked to complete an introductory questionnaire and a visual analysis worksheet early in the course.

4) **EXAMS.** This course will have three exams. The exams will be open note and open book; however, you must answer the questions in your own words and voice. They will be timed, so you will need to know the course material. See the Exams policy below for details.

5) **DISCUSSION BOARDS.** Student participation in class will take place weekly on our class discussion boards. Students will be asked to respond to a prompt (or a choice of prompt) in each module. Responses are worth a maximum of five points per week.

6) **EMAIL.** Dr. Warak will email the class regularly using the UTEP email addresses on file. She will do everything possible to respond to student emails within 24 to 48 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) 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 1:00 pm on Wednesdays and Thursdays via Zoom video conferencing (sign up for Zoom online for free using your UTEP email address at https://zoom.us/). To make an appointment for office hours, go here: https://calendly.com/warakofficehours/10-minute-meeting. Sign up for as many ten-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
Reading Quizzes (7): 70 points
Discussion Board Responses (14): 70 points
Exam 1: 70 points
Exam 2: 70 points
Exam 3: 70 points
Research Paper Prospectus: 10 points
Research Paper Peer Review: 20 points
Research Paper: 95 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 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.

**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 they 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 submitted after the due time posted will receive 50% credit (what you earned x .5).

**READING QUIZZES**
The quizzes will cover all of the readings assigned for a weekly module, unless indicated otherwise. They are timed at twenty minutes. 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. Quizzes submitted after 10:00 pm on their due date will receive 50% credit (what you earned x .5).

DISCUSSION BOARDS
Student participation in class will take place on our class discussion boards. Students will be asked to respond to one prompt per week, though there may be a choice of topic. Dialogue with classmates is strongly encouraged. Each week’s response will be worth a maximum of five points. Discussion guidelines and expectations will be determined as a class and will be posted to Blackboard.

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 Educations 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](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](http://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](mailto: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](http://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.