

Arts 2F/ ICS 5 History of Art
Multicultural Arts in the United States

De Anza College
Winter, 2018

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Office Hours: Wednesday 2:30-4:30 pm, OR
ONLINE via email: Tues/Thur 9:30-10:30 am
or by appointment.

Instructor's web site: <http://www.deanza.edu/faculty/cadgemoorecatie/>
De Anza College Library: <http://www.deanza.edu/library/>



***FINAL EXAM DATE: Wednesday, March 28th, 11:30-1:30 p.m.

Course Description: This class is an introduction to multicultural arts in the U.S. based upon a cross-cultural history of American art. Students will work collaboratively, becoming actively involved in their own learning experience. We will study multicultural art history from two perspectives:

1. A survey providing a basic understanding of African-American, Latinx (including Mexican-American/Chican@), Native American and Asian-American art history.
2. A thematic approach to the diverse art forms created by artists of color including discussions addressing race and discrimination, bicultural identity, gender, social class, cultural traditions and values, and contemporary social/political awareness. We will apply an interdisciplinary approach to art history including methods of analysis from intercultural studies, anthropology, history and cultural studies. Students will also learn basic skills in stylistic analysis and how to describe a work of art.

Required Readings: I have written an online textbook for this class. You may read it on your computer after downloading it for free or borrow a printed version from the instructor (**Note: Online chapters provide illustrations for printed text - **You cannot print online chapters**). The chapters are posted at: <http://www.deanza.edu/faculty/cadgemoorecatie/>

The chapters are password protected. Instructions will be provided in class.

Printed copies are also available **on reserve** at the library.

***YOU MUST READ ONLINE CHAPTERS OR PRINTED TEXT IN ORDER TO PASS THE EXAMS. Instructor will provide any assistance needed to provide access to the reading.

***All reading assignments for each week are listed in the course schedule below.

Student Learning Outcomes (SLO):

Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.

Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.

Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.

Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

Students will demonstrate critical thinking and visual literacy skills through oral communication.

Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

In this class, I will expect students to:

1. Contribute to a positive, collaborative learning environment by being open and receptive to the ideas and opinions of others. It is ok to disagree with a concept, but please be respectful of the ideas of others.
 2. Attend class regularly. **More than three absences may result in the lowering of your grade** one full step (A to a B, B to a C, etc.). After three missed class sessions, I have the option of dropping you from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so. **If you become ill, contact the instructor and we can discuss possible solutions for days missed.**
 3. **NO E-MAIL SUBMISSIONS OF COURSE WORK WILL BE ACCEPTED.**
 4. Be on time and practice polite classroom etiquette. **If you are late, I may count you absent**, especially if you disturb the class. Don't hold separate conversations during lecture time or class discussions. Come prepared to class and participate.
- ***Turn off your cell-phone when in class.** It is distracting for other students and the teacher.
5. Don't cheat. **Anyone found cheating on an exam or plagiarizing** (copying material without reference or credit) will be given an "F" on that exam or assignment and may fail the course. Each student **MUST** write his/her own paper, even if research was conducted with others. If two students hand in the same paper, each will receive half the points earned (equivalent to an "F").
 6. Finish paper and reading assignments on time. Readings complement the material we cover in class. Completing the reading assignments will help your ability to participate in class discussions.

Assignments: Two exams are required. They will be composed of slide identifications, matching and multiple choice questions and/or essays. Exam format, typical questions and study tips will be discussed thoroughly in class. **See exam schedule below.**

ABSOLUTELY NO EARLY EXAMS OR MAKE-UP EXAMS WILL BE GIVEN. If you miss an exam due to an emergency, please discuss the situation with me.

*****A number of short in-class writings, activities and assignments done in small groups will be required throughout the quarter. YOU MUST BE PRESENT IN CLASS IN ORDER TO COMPLETE THESE ASSIGNMENTS - INSTRUCTOR WILL NOT PROVIDE YOU WITH THESE ASSIGNMENTS OUTSIDE OF CLASS OR BY EMAIL.**

One paper (4-6 pages) and a group presentation will be required. The paper is **DUE Wednesday, March 14th**. Dates of group presentations will be discussed and assigned in class. **See instructor's website for full instructions regarding the paper assignment and presentation.**

Grading Policy: Grades are determined using a scale of 100 points as follows:

In-class writings, group work =	20 points	Above 100	A+
Class group presentation=	5 points	100-93	A 92-90 A-
Midterm=	25 points	89-87	B+ 86-83 B 82-80 B-
Paper =	20 points	79-77	C+ 76-70 C
Final Exam =	<u>30 points</u>	69-60	D
	100 points possible		Below 60 F

*****Extra Credit: An opportunity to receive up to 8 points in extra credit will be discussed in class. NO EXTRA CREDIT WILL BE GIVEN IF YOU FAIL THE FINAL EXAM**

Class Schedule and Assignments:

Week One: Introduction to Multicultural Arts and Art History.

Reading Assignment: Chapter 1. assemblage

Week Two: Colonial America - Monday, Jan 15 HOLIDAY - MLK Day!

Reading Assignment: Chapter 2. (Skip Ancient Woodlands, pp. 18-21 in printed text) syncretism

Week Three: 19th Century

Reading Assignment: Chapter 3. banjo

Week Four: 19th Century

Reading Assignment: Chapter 3

Week Five: Midterm**MIDTERM EXAM: Wednesday, February 7th****Week Six: Early 20th Century****Reading Assignment:** Chapter 4 – Part I. Harlem**Week Seven: Early 20th Century - HOLIDAY: MONDAY, FEB 19****Reading Assignment:** Chapter 4 – Part II. Zootsuit**Week Eight: Civil Rights Era****Reading Assignment:** Chapter 5. Spiral**Week Nine and Week Ten: Civil Rights Era****Paper DUE Wednesday, March 14th ***NO late papers accepted without prior approval of the instructor. NO E-MAIL SUBMISSIONS OF PAPERS WILL BE ACCEPTED.****Week Eleven: Contemporary multicultural arts, Group Presentations****FINAL EXAM: Wednesday, March 28 at 11:30 p.m.-1:30 p.m*******ALL students are required to take the final exam at scheduled time only.****Outline for Describing a Work of Art****When studying or writing about art, make note of the following:**

WHO? For whom was the object made? Specific artist known?

Patron known? (Who commissioned or paid for an artwork?)

WHAT? What is it? What is its title or subject?

WHERE? Where was it made? What site and is this an important factor?

WHY? Why was this object made? For what purpose? What does it tell us about the culture who made and used it?

HOW? How was it made? What are the materials and techniques used?

Does the artwork reveal anything about the following contexts?

Historical

Cultural

Social

Political

Religious or ceremonial

Economic

What is the subject matter? What motifs or symbols are used and what is their significance? Art historians call this *iconography*.**When describing the style of an artwork (stylistic analysis), consider the following:**

Scale: What is the size and why is this important?

Composition: What is the overall arrangement of the elements of the piece?

Is the design balanced or symmetrical? Asymmetrical?

Do the motifs fill the entire design surface? How is space used?

What are the relationships of the designs to one another?

Overall approach: Is it naturalistic? Based on natural forms, but stylized?

Geometric? Abstract (not naturalistic)?

Shape: What is the basic shape or contour of the piece?

What shapes does the artist use? Square, circle, triangle?

Line: What is the character of the painted, sculpted, beaded, embroidered,

woven line? Are forms strongly outlined? Is the line curvilinear?

Straight-edged? Dynamic, meandering, fluid? Do forms suggest movement?

Color: What are the colors used? How do they affect the work? Are they bright?

Subtle in effect? How is black and white used? Are shadows obvious?

Texture: Is texture indicated? How does this affect the work?

How have all the elements above contributed to the way the piece looks?

What is the emotional impact on you, the viewer?

Do these aspects of style suggest anything about the contexts given above?

About the artist and his or her culture?

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SAMPLE – Slide identification - Significance

Part of each exam will include slide identification. The slides shown will depict subjects that have been discussed in class and the textbook. You will be asked to write a short essay (paragraph) that shows that you know what the subject is and why we are studying it. Your essay should include relevant facts about the subject and its cultural context. It should also include a discussion of its significance to a study of multicultural arts using some of the concepts and terms used in class and the text.

For example, this is the *African House* on the Melrose Plantation in Isle Brevelle, Louisiana. It is discussed in Chapter 2. Below are some sample essays that might be written about this subject.



These questions will be worth 12 points, with a grade value of roughly:

A	B	C	D	F
12	11	10	9	8
				7
				below 7

An “A” level answer:

The African House was built in the 1790s by African slaves under the direction of Marie Thérèse Quan Quan, a former slave who married a French man. Her husband gave her land for a plantation and this structure was built as a storehouse. It is an example of *Africanism* in 18th century American architecture. The African influence is shown in its earth brick walls and high pitched roof with big overhangs. It is used for storage, similar to West African granaries. African cultures traditionally pass on information in *oral history*, so it may be that her African family described these types of buildings to her. It also is an example of *syncretism*, or the combination of features from different cultures. The shutters on the doors and windows show European influence. (Note: Notice how the student uses critical thinking and applies concepts learned in a different section of the course to this example.)

A “B” level answer:

The African House was built by slaves in the 18th century. It shows European culture combining with African culture in America. This is called *syncretism*. It has a big overhanging roof like African storehouses and shutters like European houses. It was built by an ex-slave married to a white man who gave her land for a plantation. She probably learned about this kind of building from her African parents. This is called *Africanism*.

A “C” level answer:

This building shows *africanism*. It was built by slaves. It has a big roof like african houses. It was designed by a lady. *Syncretism*. Slaves came from Africa and left a strong mark here in U.S. This was during the time of slavery in America. Notice the African building skills.

A “D” level answer:

The roof of the house was built in so that the house would be kept cool. It’s like after african american roots. It has similar designs as to houses that were built in Africa back in the day.

An “F” level answer: The big roof is like they have in Africa. made from brick. Slaves built it.

Name: _____

Partner: _____



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Name: _____

Photo of you

2 Participation points possible

This quarter I have over 200 students combined in the four classes that I teach, and the names in the official records are often not the names that students prefer to use. To help me learn all of your names, **please submit a photograph of yourself.**

To save paper, you need to print, copy, or paste it onto this worksheet. Try to size the picture so that your face is **at least two inches high**. Underneath the picture, print your name as you would like it to be used in class.

Write a brief paragraph about you (include any concerns you might have about the class). What is your passion? Also write one sentence answering this question: What do you think this photo shows about you?

DUE: First week of class - January 10th