

Art and Art History in New York City ARTH-591

Professor Lauren Freese

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Office hours: TBA

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Course Meetings:

Wednesdays, 6:00-9:00

W. M. Lee Center for Fine Arts

Room 209

Course Description

This course is designed to offer students the opportunity to tour New York City's most significant art museums as well as to observe the workings of the contemporary art world. The course will also include a significant classroom component to prepare students for the trip and contextualize the art and institutions students will see and visit.

Course Structure

This course is a hybrid of a seminar-style discussion, combined with group work, lecture, and other activities. The centerpiece of the course is a required trip to New York City.

Course Objectives

- **To broaden students' cultural perspectives and expand their awareness of the breadth and complexity of art history and the contemporary art world.** Through the study of institutions, discussion, and personal experiences, students will consider the art world from a variety of perspectives.
- **To encourage students to take an active role in developing their observational skills, aesthetic sophistication, and intellectual abilities through sketched studies of great works of art and research.** Through research and observation, students will develop their skills as researchers.
- **To encourage students to be thoughtful citizens and critical consumers of culture by reflecting on issues such as city design, politics of monuments, and the proliferation of marketing.** The course will prioritize reflection and analysis. Students will actively engage with a variety of issues including art institution, display, and the contemporary art world.

Disclaimer

Although I will make every effort not to require students to engage with material that is needlessly offensive and irrelevant to academic pursuits, please do be aware that artists from ancient times to contemporary times have often taken up controversial subject matter. As such, we will doubtless at times encounter artistic material on this trip that is religiously, racially, politically, and/or sexually charged. Enrolling in this FLP indicates that you acknowledge that 1.) the professor cannot anticipate or control the entirety of things you may encounter in the New York City art scene and 2.) that if you are asked to engage with controversial material specifically because it has significant intellectual, cultural, and/or artistic merit, that you will be willing to discuss this material maturely and respectfully with other participants in the program. I will make every effort to be sensitive to the different backgrounds from which individual students come and to foster an environment in which students can feel comfortable sharing their questions and reasoned positions and can be exposed in return to the pressure art objects can bring to bear upon our understanding of the world. If you feel uncomfortable or offended by material we encounter and/or discuss (or anticipate that you might), you are encouraged to meet with me privately to discuss your concerns.

Required Texts

TBA

Required Supplies

- 1.) **Cell phones** will be required. This is both for safety as well as for ensuring that the group can see the sites efficiently and share information quickly.
- 2.) Each student should purchase a copy of a **mapguide** that includes a map of both Manhattan and Brooklyn as well as a map of the metro. Alternatively, you may rely upon your smartphone if you are comfortable navigating solely with that.
- 3.) Each student should purchase a **sketch book** or **journal** that is of a size comfortable to carry every day. Along with this please bring a supply of **pencils** as many museums do not allow pens. You may also wish to bring colored pencils.

Course Requirements and Grading

Course Grading Standard

- **A** denotes **superior achievement**.
- **B** indicates a **high pass**.
- **C** indicates **pass**.
- **D** indicates a **low pass**.
- **F** indicates **failing work**.

Course Grading Percentiles

90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

Attendance and Participation: 15%

Attendance is required at all class meetings on the USD campus. After your first absence, points will be deducted from attendance score.

All events in NYC will be clearly marked as required or optional in the final itinerary. You are required to be on-time and present at all required excursions. Points will be deducted for all events missed.

You will notice that throughout the trip I am requiring that we meet as a group for at least one meal a day. This is due to the fact that our ambitious schedule will allow limited opportunities for discussion. I decided that it would make the most efficient use of our time and financial resources to hold discussions over meals. I will make every effort to select restaurants that offer interesting, tasty, and diverse food as well as to prioritize establishments that also offer affordable price points and vegetarian options. If you have strict dietary restrictions, please notify me as soon as possible so that I may take this into account. The shorter the warning, the more difficult it will be for me to make accommodations. Also, if there are foodies among us who do research and find alternative establishments in the same neighborhood, you are encouraged to forward these to me for consideration. Please do this at least two weeks in advance of our departure so that I can change reservations and include the updated information in our final itinerary.

Discussion is a key aspect of this course. Students are expected to engage with the material in large group discussion, small group work, and in class activities. Participation requirements extend to our discussions in New York. Students are asked to continually analyze the art, institutions, and environment of the city. Discussion at meetings and meals is a key part of the success of the trip.

Your participation grade also includes your timely response to emails. Given the nature of this class, it is important that you check and respond to your emails in a timely manner. While in New York and just

prior to departure, you are also expected to respond to group text messages and emails in a timely manner.

Sketchbook or Journal: 10%

A minimum of one sketch or substantial journal entry is required for each day of the trip. We will encounter a great deal of art work. Students are encouraged to record inspiration, questions, and observations that they would like to return to after the trip.

Site Research File and Presentation: 25%

40% Written Research File
60% Presentation of Research File

During the first week of class students will sign up research and present on the institutions we will be visiting. For each assigned institution, site, or work of architecture, students will compile a brief history, in addition to highlights that will be on view or of particular interest during our trip. Instructor will compile research files for use during the trip. Prior to departure, students will present their research to the group.

Museum Issues and Theory Presentation: 15%

Prior to departure, graduate students will present their museum issues papers as class discussions. Students must prepare a PPT and related notes to lead a class discussion about the topic covered in their Museum Issues and Theory Paper.

Writing Assignments: 35%

50% Museum Issues and Theory Paper
50% Exhibition Review

Before departure, you will select a controversial issue relevant to the museums, collections, displays, etc... we will see in New York. These papers will ask you to explore multiple perspectives on a controversial topic and take a stand.

You will be tasked with writing an exhibition review of any one of the shows you saw on view during the trip. It is strongly recommended that you take notes, photographs (if allowed) and collect any free materials available in the gallery to help you write your review once we return.

Late Work Policy:

Because part of becoming a successful writer involves managing deadlines, due dates are strictly enforced in this class. Late assignments will be lowered one third of a grade per day late. Please discuss any emergencies that may result in late work with the instructor. *Extensions are generally not granted except in the case of emergency.*

Final grade:

The final grade represents each student's performance on all the grading criteria, including assignments and participation. If a student's work over the semester shows that he or she has met or exceeded personal and course goals, the final grade may reflect this progress.

Technology Policy

Students are welcome to bring internet-capable devices to class meetings. Students are asked to silence cell phones and alarms and to limit use of all technology to note taking and other relevant activities.

Student Collaboration

Although students are required to critique and evaluate each other's writing in this class, each student is responsible for his/her own work. Students may not: make specific, major edits to each other's papers; provide paper topics or arguments for other students; organize another student's paper; or write sections, however small, of another student's assignment. Any of these actions will be considered plagiarism and will result in disciplinary action. If you have questions about these boundaries, contact your instructor.

University Policies

Academic Integrity

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director

Disability Services, Room 119 Service Center

(605) 677-6389

Web Site: www.usd.edu/ds

E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.