

ART 889 CONCEPTS OF ART

Tuesdays from 5:00 – 7:45 pm

Schmidt Foundation Center for Art and Design, Room 103

INSTRUCTOR INFORMATION:

Erica S. Bittel, Ph.D.

Instructor, Department of Art and Design

Schmidt Foundation Center for Art and Design, Room 217

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Office Hours:

M / W / F: 8:00 – 10:15 am

T / Th: 9:00 – 10:00 am

Appointments by request.

COURSE INFORMATION:

Pre-requisites: none, but the course is recommended for all graduate students.

This course is an in-depth study of the philosophical concepts and methodologies of art and art history as well as the development of a clear and concise view of personal creativity.

COURSE OBJECTIVES:

- Analyze and evaluate the theories of art of the past, the methodologies of art, and contemporary art issues.
- Relate past theories of art to contemporary art theories and issues.
- Compare and describe the relationship of the student's art to contemporary art theories and issues.

COURSE RESOURCES:

The Methodologies of Art: An Introduction, 2nd edition

by Laurie Schneider Adams

Publisher: Westview Press

ISBN: 978-0-8133-4450-8

Art and Art History Research Guide: <https://libguides.unomaha.edu/art/free>

Tebo Library A-Z Databases: <https://fhsuguides.fhsu.edu/az/databases>

Tebo Library Art History Research Guide: <https://fhsuguides.fhsu.edu/arthistory>

Khan Academy: <https://www.khanacademy.org/humanities/renaissance-reformation>

EVALUATION AND GRADING:

Attendance / Participation (20 points/class)	300 points
Readings / Summaries / Discussion	300 points
Artistic Development Paper / Presentation	400 points
Total:	1000 points

Grading Scale:

100=90 = A

89=80 = B

79-70 = C

69-60 = D

59-0 = U

Grading will be based on the substance, clarity, and quality of work, and the effort made to learn the material and contribute in a positive way to your personal success in the class. An Incomplete (or "I") grade will only be given in extreme cases and at the discretion of the instructor.

Readings / Summaries / Discussion

Several readings will be assigned over the course of the semester (links are provided on Blackboard), and discussions will be held during class. Each student will be assigned readings to summarize and lead the class in discussion. The student leading will be expected to provide handouts for the class, which should include a summary of the reading/s and questions or points for discussion. Participation comprises part of your final grade and will be recorded.

Artistic Development Paper

The **Artistic Development Paper** is a major assignment designed to help students articulate their artistic identity and/or research interests. The presentation should be shown as a PowerPoint, incorporating visual images of the student's art and artistic influences.

In this paper and presentation, students will:

- Develop a **clear, concise artist statement and/or statement of research interests**
- Discuss the **evolution of their artistic style and/or research interests in terms of** conceptual concerns, materials, and/or methods

- Address relevant **research interests, influences, or theoretical frameworks** that inform their work
 - Thoroughly discuss how *at least two* theories/concepts/methodologies covered during the semester have impacted their artistic practice and/or research interests
- Reflect on **how their practice has changed** over time and where it is heading

This paper should balance personal reflection with critical awareness and draw upon course readings, critical summaries, and independent research where appropriate.

Length: 5–6 pages

Format: Standard academic formatting (12-point font, double-spaced, 1-inch margins)
Students are encouraged to write thoughtfully and professionally, treating this paper as a foundational document that could later inform graduate applications, exhibition statements, or grant proposals.

ATTENDANCE:

Attendance is required as this is a discussion-based course. Frequent absences will therefore jeopardize your final grade. It is your responsibility to make up all materials missed due to absence. More than one UNEXCUSED absence will result in a deduction from your final grade (typically an entire letter grade).

If you miss a discussion, presentation, and/or deadline because of illness or other emergency, you must notify me as soon as possible. **Opportunities to make up missed work will ONLY be given for DOCUMENTED reasons involving personal, medical, or family emergencies, otherwise, the student will receive a zero for attendance, participation, and work missed.**

ELECTRONIC DEVICES:

ALL cell phones / electronic devices must be PUT AWAY and SILENCED while students are in class. The use of laptop computers is permitted **ONLY** if students are using the computers to take notes or for purposes related to the class. **Attendance and/or participation points may be deducted due to unauthorized use of devices in class.**

ACADEMIC HONESTY:

All assignments must be your own work! Visual and/or written plagiarism will not be tolerated. Students are encouraged to read FHSU's Academic Honesty Policy, which is found in the

University Catalog and online at:

http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/

Use of Generative Artificial Intelligence (AI):

The statement below was developed by FHSU's Writing Across the Curriculum committee to accompany the professional and ethical concerns of the academic honesty policies at FHSU.

The use of AI-generated texts is **strictly prohibited** in this course. Assignments that are suspected of or found to be plagiarized or employ the use of unauthorized AI tools will be subject to the University Academic Honesty Policy and may result in a 0 for the assignment, failure of the course, and, if warranted, expulsion from FHSU.

SPECIAL LEARNING CONDITIONS / ACCOMMODATIONS:

Fort Hays State University, in accordance with The Americans with Disabilities Act, provides assistance and resources for students with disabilities. The Student Accessibility Services office is located within Health and Wellness Services in the Fischli-Wills Center for Student Success, Room 301, 785-628-4401. This is the appropriate office for students, faculty or staff to contact to verify and notify the University of a student's documented disability. After verification of a documented disability, the Student Accessibility Services office will initiate a request for services. Students should contact the instructor within the first two weeks of class if they require special accommodations for test taking, carrying out assignments, or any other need for assistance.

TITLE IX:

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Laurie Lerrick, University Compliance Officer and the FHSU Title IX Coordinator, at lelerrick@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

STUDENT SUPPORT SERVICES:

- FHSU Tiger Tech: <https://www.fhsu.edu/tigertech/>
- Tebo Library: <http://www.fhsu.edu/library>
- Writing Center: <https://www.fhsu.edu/writingcenter/index>

TIMELINE OF READINGS AND ASSIGNMENTS:

(subject to modification)

Week 1 (January 20)

Introduction

Week 2 (January 27)

Plato

- Allen – “Plato: The Morality and Immorality of Art”
- Strecker – “Plato’s Expression Theory of Art”

Week 3 (February 3)

Aristotle

- Gilbert – “Aesthetic Imitation and Imitators in Aristotle”
- Marshall – “Art and Aesthetic in Aristotle”

Week 4 (February 10)

Formalism and Style

- Adams – “Formalism and Style”
- Foster – “Clement Greenberg: Formalism in the ‘40s and ‘50s”

Week 5 (February 17)

Iconography

- Adams – “Iconography”
- Panofsky – “Introduction” (from *Iconology: Humanistic Themes in the Art of the Renaissance*)

Week 6 (February 24)

Marxism, Orientalism, Colonialism, and Racial Iconography

- Adams – “Contextual Approaches I: Marxism, Orientalism, Colonialism, and Racial Iconography”
- Said – “Introduction” from *Orientalism*

Week 7 (March 3)

Feminism and Gender

- Allen – “Contextual Approaches II: Feminism and Gender”
- Nochlin – “Why Have There Been No Great Women Artists?”

Week 8 (March 10)

Biography and Autobiography

- Adams – “Biography and Autobiography”
- Eisler – “Every Artist Paints Himself”: Art History as Biography and Autobiography”

INTERIM

Week 9 (March 17)

SPRING BREAK

Week 10 (March 24)

Structuralism and Post-Structuralism

- Adams – “Semiotics I: Structuralism and Post-Structuralism”
- Bal – “Seeing Signs: The Use of Semiotics for the Understanding of Visual Art”

Week 11 (March 31)

Deconstruction

- Adams – “Semiotics II: Deconstruction”
- Culler – “Semiotics and Deconstruction”

Week 12 (April 7)

Freud and Jung

- Adams – “Psychoanalysis I: Freud”
- Falzeder – “Freud and Jung, Freudians and Jungians”

Week 13 (April 14)

Winnicott and Lacan

- Adams – “Psychoanalysis II: Winnicott and Lacan”
- Jemstedt – “Winnicott on Creativity and Living Creatively” (link on Blackboard)

Week 14 (April 21)

Aesthetics and Psychoanalysis: Roger Fry and Roland Barthes

- Adams – “Aesthetics and Psychoanalysis: Fry and Barthes”
- Fry – “An Essay in Aesthetics”

Week 15 (April 28)

Work week for Artistic Development Paper

Week 16 (May 5)

Artistic Development Paper due on Blackboard by 11:59 pm

Artistic Development Presentations

Week 17 (May 12)

FINALS WEEK

Artistic Development Presentations