Art 309 (U): Issues in Contemporary Art (Lecture): Art and Social Movements

Art 309-291 (50179) or Art 509-291 (50180)
Summer 2015, 6 weeks, 3 Credits
ON LINE WEB
Instructor: Nicolas Lampert
Email: (NLAMPERT@uwm.edu)
Office Hours: Wednesdays 10:00am-11:00am: Art 315 B (email to set up appt)
Final exam: ON LINE WEB does not have a final exam: note final project due Friday, July 3rd, final lecture post due Saturday, July 4th
Prereq: Sophomore Standing
Carries GER-Arts and GER-Cultural Diversity credit
Re: course syllabus and course calendar

Course Description

This course will examine artists who have aligned themselves and their work to social, political and environmental movements in US history. These artists were either directly involved with specific movements or reflected back on past movements and histories within their artwork. Although this history is vast, it is rarely explored in standard art history texts and museum shows. For example, how often is it that we learn about the photographers who documented the Civil Rights Movement? Or how often do we consider the role that artists played during the abolitionist movement that helped end slavery? Even recent history, such as artist’s reactions to the AIDS epidemic in the 1980’s has largely been overlooked in art history. This course seeks to focus on these lesser-known artists and movements and will address larger questions such as: What was the role of artists in various social movements? What methods did artists utilize to reach the public? Likewise, what are the advantages of placing work in the public sphere rather than the gallery space? And what are the dynamics of collective practices over individual practices? Through online lectures, online discussions, readings, videos, writing responses and visual work, students will study various artists and movements from 1700s to the present, with an emphasis on contemporary times. Students will also have the opportunity to work on two visual projects during the course of the semester that relate to the course topic. Examples of some of the artists studied include Act Up, Judy Chicago, Fred Wilson, REPOhistory, the Yes Men, and Judith Baca.

Learning and Performance Objectives

Students who successfully complete Art 309 will be able to do the following:
• Summarize and explain primary factual material from course readings, discussions and lectures, using accurate terminology

• Discuss in writing, material from course readings, discussions, and online lectures

• Provide in writing insightful interpretation of course material

• Analyze in writing, course material, with emphasis on the student’s ability to understand, formulate and apply critical standards

**Verbal Skill Development**

Art 309: Art and Social Movements is a reading and writing intensive course. Students will be required to complete regular reading assignments, prepare formal and informal writing projects, and contribute regularly to ONLINE class discussions.

**Criteria for Evaluation**

The final grade will be determined by the combined achievements in the following categories:

1. D2L postings on the readings: 30%
2. D2L postings on the lectures: 25%
3. Quizzes: 20%
4. Draft of visual project (revised reading response and description of project): 10%
5. Final visual project/online presentation: 15%

**Required books**


Copies of the book are available at Woodland Pattern Book Center (in Riverwest) starting on September 2nd. Copies may arrive earlier so call before stopping by Woodland Pattern. 720 East Locust Street, Milwaukee, WI 53212 | 414.263-5001 | Open Tue-Fri. 11-8 and Sat. & Sun 12-5, closed Monday.

If Woodland Pattern is out of copies, call Boswell’s on Downer Avenue or People’s Book
Coop on Center St. You can also order the book on-line.

Additional readings can be found as PDFs in the content section of the D2L site. Please check the Course Calendar and the front page of D2L for details.

**Required Technology and Equipment**

Computer (OS X or Windows) High-speed internet access, Media viewer (Quicktime X or comparable program), Digital image viewer/editor (Mac Preview or Pixlr) Digital camera for taking stills and making short video clips (can be a smart phone)

For technical assistance at UWM: call the UWM help desk: 414-229-4040 / help@uwm.edu

D2L questions: see D2L home page and select: “student help files“ or “GetTechHelp.uwm.edu“.

For questions about using D2L, see the links here:

https://pantherfile.uwm.edu/groups/sa/ltc/public/D2L%20student%20help%20files/ or visit the D2L Home Page and select a support link “student help files“ or “GetTechHelp.uwm.edu“.

If you are unable to resolve issues regarding D2L, you may then contact me at nlampert@uwm.edu for further assistance.

In order to successfully complete this online course, you must have access to computer hardware and software (see Required Technology and Equipment).

**Course Assignments:**

All assignments are listed in the course calendar and will be listed on the announcement page of the D2L course site each week.

You should go online to access materials and assignments at least three times per week (See Course Organization)

You should expect to spend between 10 to 15 hours per week on this class (reading materials and assignments). Please be sure to stay on schedule.

**D2L Quizzes (20% of final grade):**

Throughout the semester, there will be two short quizzes on the ONLINE lectures and readings.
Quizzes are noted on the course schedule and will be announced a week prior to the quiz date. Quizzes will be based on the readings and powerpoint lectures. Quizzes can be found under the Quizzes tab in D2L.

**Reading Discussions (30% of final grade): 30 points max. each (when noted on the syllabus)**

The reading responses are to aid in your understanding of the material and to facilitate online discussion. The responses are worth up to 30 points each. In order to receive full credit, your responses must be:

- Posted to the discussion board no later than 10:00am on the due date.
- At least **700 words in length**.
- Contains citations and bibliography.
- Writing adheres to academic standards and is a balance of cited quotations and your critical opinions/dialog with the ideas expressed by the other
- Address some of the questions of the reading prompt that are significant to your thesis.
- Reflect thoughtful engagement with assigned reading and media
- Respond to **one other student’s reading reflection** post after each assigned reading. (Response should be around 200 words.)

**Lecture discussions (25% of final grade): 30 points max. each)**

The lecture responses are to aid in your understanding of the material presented by the instructor on the weekly power points with voice over (note: check course calendar: the weeks with visual projects due will not have assigned readings, reading responses, lectures, or lecture responses.) The responses are worth up to 30 points each. In order to receive full credit, your responses must be:

- Posted to the discussion board no later than 10:00am on the due date.
- At least **400 words in length**.
- Writing adheres to academic standards.
- Reflect thoughtful engagement with the material presented in the lecture.
- Respond to **one other student’s lecture reflection** post after each assigned lecture. (Response should be around 200 words.)
**Visual Projects** *(combined visual projects: 25% of your final grade): 30 points max)*

During the course of the semester there will be one assigned visual projects. This hybrid visual/research projects allows students the opportunities to apply course material to ones visual work, to collaborate, and to explore new mediums and ways of working. A draft/concept will be due at the midpoint of the semester. The final project will be due at the end of the semester and is photographic or video documentation of your work accompanied by a short written description of your project. The visual projects are worth up to 30 points each. In order to receive full credit, your projects must be:

- Posted to the discussion board no later than 10:00am on the due date.
- Meet the assignment guidelines.
- Include visual documentation (photos or short video documentation).

**Course Organization:**

For the purposes of our Spring 2015 6-week session, the 7-day work week will be divided into two parts. One will begin on Tuesday 10:00 am and end on Friday morning at 10:00am. The second part of the work week will start at 10:00am on Saturday morning and end on Tuesday at 9:59am.

You may access weekly course materials beginning each **Tuesday morning** and **Saturday morning** at 10:00am and can finish the course material any time before the assigned due date (either on Sat. or Tuesday). If you cannot meet the assignment deadline due to illness, religious holidays, family circumstance or other issues, please inform me as soon as possible. An official letter (doctor’s note, court letter) is required for a deadline extension. Any documentation for a missed deadline must be submitted within one week of the missed deadline. Documentation does not guarantee a deadline extension. The documentation will be reviewed and evaluated by the instructor and the student will be notified as to the instructor’s decision via email.

Considering that this not a face-to-face class with a 2.5 hour weekly lecture in a classroom, the D2L site and the discussion page become the primary means by which we create a classroom discussion and community.

For each week, please read all of the assigned readings, complete your reading response, respond to one other students reading post, view the on-line lecture, complete your lecture response, and respond to one other students lecture post. Please also check the course calendar for the quiz at the end of each module (a module is three weeks) and check the calendar for the due dates of the visual projects.

Time management during the week is key. Although this is an online course, you will
have deadlines for your assignments and will not be able to complete them after the due date unless you have an extenuating and documented excuse.

**ART 309: Art and Social Movements addresses the following UW System Shared Learning Goals:**

1. Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration.

2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

3. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

4. Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

**GER Arts**

The Arts:

(a) Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

**ART 309: Art and Social Movements fulfills the GER Arts requirement in that students will:**

1) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art;

2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; and

3) compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.
GER Cultural Diversity:

(a) Definition: Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

ART 309: Migration and Visual Art fulfills the GER Cultural Diversity requirement in that students will be able to meet criteria in the

1) understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their experiences over historical time;

2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;

3) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;

4) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own;

5) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;

6) analyze the role of diversity in the successful functioning of a multiracial democratic society; and

7) delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

GER Arts and GER Cultural Diversity Assignment for ART 309: Art and
Social Movements

Describe the assignment and how it achieves:

GER Arts criterion 1 and one additional criterion

GER Cultural Diversity criterion 1 and one additional criterion

1. Art 309 includes weekly reading and writing assignments: approximately 10-12 reading responses throughout the semester will be due where students critically respond through writing to the assigned readings (average 50 pages.)

2. Art 309 includes lecture responses where students critically respond to the lecture material.

3. Art 309 includes opportunities/expectations for each student to contribute to the online discussion to other student’s posts. Students are required to at least one reading post by another student each week AND at least one lecture post by another student each week.

4. Art 309 includes 2-3 hybrid visual/research projects. These are opportunities to apply course material to ones visual work, to collaborate, and to explore new mediums and ways of working.

ART 309: Art and Social Movements addresses the following UW System Shared Learning Goals:

5. Along with fulfilling the UW System Shared Learning Goal 1 (Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration), the assignment will also fulfill UW System Shared Learning Goal 2 (Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning), UW System Shared Learning Goal 3 (Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are), and UW System Shared Learning Goal 4 (Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action).

GER Rubric for Final Research Paper/Visual Project/Presentation,
# Aesthetics Learning Object

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low Performance</th>
<th>At or Below Average</th>
<th>At or Above Average</th>
<th>Exemplary Performance</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revise one reading response to 1400 words, 2. Create a collaborative public art project influenced by reading topic, 3. Present research to class</td>
<td>0 points</td>
<td>2 points</td>
<td>4 points</td>
<td>5 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Criteria 1: Revise a previous reading response. Expand to 1400-words. Explain how material influenced your public art project</td>
<td>Under 1400 words and/or lacks bibliography and/or does not connect material to final project</td>
<td>One element is sub-par: under 1400-words, lacks bibliography, does not connect material to final project</td>
<td>Exelled at two of the three elements of the criteria</td>
<td>Exelled at all three elements of the criteria</td>
<td></td>
</tr>
<tr>
<td>Criteria 2: Collaborative Public Art Project: Create work in medium of choice,</td>
<td>0 points</td>
<td>2 points</td>
<td>3 points</td>
<td>5 points</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Student did not participate in the project. Did not post work.</td>
<td>Student participated but work, documentation, and reflection did not meet</td>
<td>Student excelled at two elements of project.</td>
<td>Student excelled on all three elements of project.</td>
<td></td>
</tr>
</tbody>
</table>
document work on D2L, explain collaborative role

<table>
<thead>
<tr>
<th>Explain collaboration</th>
<th>project criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria 3:</strong></td>
<td></td>
</tr>
<tr>
<td>Present research to class (in-class presentation OR writing if On-Line class)</td>
<td></td>
</tr>
<tr>
<td><strong>2 points</strong></td>
<td></td>
</tr>
<tr>
<td>Student did not present research</td>
<td></td>
</tr>
<tr>
<td><strong>3 points</strong></td>
<td></td>
</tr>
<tr>
<td>Student presented work but did not use academic terms to discuss work</td>
<td></td>
</tr>
<tr>
<td><strong>4 points</strong></td>
<td></td>
</tr>
<tr>
<td>Student presented work: Most art terms used accurately and effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>5 points</strong></td>
<td></td>
</tr>
<tr>
<td>Student excelled in presentation. Many art terms used with accuracy and insight.</td>
<td></td>
</tr>
</tbody>
</table>

Score:

Writing Checklist:

- Each paragraph has a topic sentence and one main idea, and contributes to my overall analysis.
- I have a concluding statement that gives closure to my thoughts.
- I have checked my post with a standard spelling and grammar checker and corrected all mechanical errors.
- I did not write my post in the first person (use the word “I”).
  - *While writing in the 1st person can be extraordinarily engaging, it sometimes clouds objective critical analysis with subjective information and personal anecdote.*
- I have maintained a clear, concise writing style by using simple sentence structures.
  - Hints:
    - In each sentence, I used as few words as possible, but all the words are necessary.
    - I read my paper out loud before posting it and corrected the mistakes I found.
    - Each time I mentioned an aesthetic perspective, I typed it in CAPS.

Attendance Policy

Students can access course material beginning each Tuesday and Saturday morning and can finish the assignment anytime before the due date. Reasons for not finishing the assigned work may include: medical emergency, family emergency, or religious
holiday. Please email me a note from a doctor or family member (as a PDF) to receive an extension. Documentation will be reviewed by the instructor and the student will be notified by email about the instructors decision.

**Academic Honesty**

Academic work that is submitted to an instructor is assumed to be the result of one’s own work, thought, research, or self-examination. Further, when wording, organization, images, music, lyrics, audio sources, or ideas are borrowed from another source, that source is to be adequately acknowledged according to proper academic conventions. Academic dishonesty can exist in visual work as well as in written work. In the interest of avoiding the perception of academic dishonesty, images copied, scanned, collages, or otherwise appropriated from existing sources, must be cited according to proper academic conventions. This will be the case even when the appropriated images are re-configured to make a different organization and/or meaning than the original piece.

Projects completed for an assignment in one course cannot be turned in for another course, unless the two courses have assigned a joint project. Collaborative works should acknowledge the contribution of the contribution of each of the collaborators. Plagiarism is the failure to acknowledge the use of words, idea, images, music, and/or organization of another. Plagiarism can be grounds for failing a class.

**What is copyright?**

Copyright is a form of protection provided by the laws of the United States (title 17, U.S.Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: http://www4.uwm.edu/ltc/copyright/getting-permission.cfm

**Expected Workload (hours)**

Watching lectures: 2-4 hours per week  
Required Reading @ 3-4 hours each week: 35  
Writing assignments @ 2-4 hours each week: 20  
Visual projects: total time expectation – 5-10 hours

**Health Insurance**

It is strongly recommended that all students have health insurance that includes
emergency room and hospitalization coverage. The UWM Student Association offers a Student Health Insurance Plan:
http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf

This plan covers most major medical illnesses or injuries. The University does not provide blanket medical coverage to students. Students are strongly encouraged to secure their own health insurance, either through their parents, the Student Health Insurance Plan or some other program.

Materials and Supplies
By the first week of class, you will need the following materials:
1. The required text.
2. A solid spiral notebook to take notes while viewing ONLINE lectures.

Additional Information Regarding Student Expectations for the course
1. Students with special learning needs should contact the instructor by email and meet with the instructor during office hours (Wednesdays 10:00am-11:00am) before week two of the semester. You are also welcome to email me to set up a time to discuss the issue on campus. Accommodations can be granted to students who have written documentation from the Student Accessibility Center: http://www4.uwm.edu/sac/

Reasons you may need to work with the SAC include but are surely not limited to: depression, anxiety, learning challenges, physical challenges, etc. If you will need accommodations in order to meet any of the requirements of this course, please contact me as well as the Student Accessibility Center asap. They will create a plan and give you support, but these services will be most helpful if configured in the first couple of weeks of the semester. Please note that it will be the student’s responsibility to provide the SAC and Instructors with proper documentation. Students are also responsible for the timely arrangement of SAC quiz/test administration, usually 1-2 weeks ahead of scheduled in-class exam time.

2. Email protocol. Please make sure that all emails to the instructor are written in a professional manner and be sure to include your full name and the name of the class. Please be as specific as possible in your email messages. Students are responsible to be in class. If you miss a class, you can email another student in the class to be learn about assignments and information that you missed. The D2L site contains an email list for the entire class. The instructor should not be emailed for these types of questions.

PLEASE BE SURE TO CHECK YOUR UWM OFFICE 365 EMAIL. UWM no longer uses Panthermail.

3. Progress reports. Bi-weekly I will respond to student’s readings responses and lecture responses.
After the midpoint of the semester, a progress report will be posted that informs each student on their midterm grade estimate, D2L reading responses, D2L post's on lectures, and the visual projects. Midterm evaluations will be posted around June 18th.

4. Each student is encouraged and expected to actively participate in the ONLINE D2L discussions. Differences of opinions are vital to a vibrant learning experience. What we disagree on is more interesting than what we agree upon. In this atmosphere, students should always challenge the views of the instructor and the authors studied. Please also note that the use of profanity or threatening language will not be tolerated on the D2L site. Disrespectful language will result in a lower grade and the potential for the instructor to refer the issue to the Dean of Student Affairs in accordance to University procedures and guidelines.

5. Each student is expected to complete the assigned readings. The reading assignments are detailed in the Course Calendar. (As well, the reading assignments will be posted each week on the front page of D2L site.) Weekly reading assignments will average 30-60 pages. Students will critically engage with the reading by posting 700 word-writing responses on the D2L site each week. Your writing should be posted on the D2L site by the assigned due date under the correct module in the course calendar. Response that are late will be downgraded a full grade. Late responses that are not posted by the following week on the course calendar will not be accepted. Reading responses should be posted in the “Discussions” section under the correct category (the assignment and date will direct you to the right section.) Students are required to post a 200-word response to one other students lecture post for each week that a reading response is due. The reading responses are a major component of the course and constitute 30% of your final grade. The writing should be spell-checked and proof-read.

6. The D2L site will also be utilized in this course to comment upon topics raised on the ONLINE lecture powerpoints, specific images, and films. The “discussion” section of the D2L site will have sub-sections to post comments on the lectures for every week on the course calendar. Responses should be at least a solid half-page in length (400 words) and should include examples that back up your opinions. Students are also required to post a 200-word response to one other students lecture post for each week that a lecture response is due. Additional posts will receive extra credit and will help raise your final grade. At the mid-point of the semester I will notify you of your grade estimate for D2L participation. Please note: I am simply grading on effort, not opinions.

7. PDF articles. A number of readings in the Course Calendar are not found in the two required texts. They are instead available as PDF’s in the “content” section of the D2L
The readings are short photocopied articles and are given the same importance as the two texts and students will be asked to answer reading questions on the material.

8. **The visual projects represent 25% of your final grade.** Visual projects allow students to explore public art, public interventions, and collaborative forms of creating art. Details on each assignment will be posted on D2L.

**UNIVERSITY OF WISCONSIN-MILWAUKEE University and Department Policies University Policies**

1. **Students with disabilities.** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: [http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf](http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf)

2. **Religious observances.** Policies regarding accommodations for absences due to religious observance are found at the following:

   [http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted.

   [http://www3.uwm.edu/des/web/registration/militarycallup.cfm](http://www3.uwm.edu/des/web/registration/militarycallup.cfm)

4. **Incomplete s.** The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:


5. **Discriminatory conduct (such as sexual harassment).** Definitions of discrimination. Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following:

   [http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)

6. **Academic misconduct.** Policies for addressing students cheating on exams or plagiarism can be found at the following: [http://www.uwm.edu/Dept/OSL/DOS/conduct.html](http://www.uwm.edu/Dept/OSL/DOS/conduct.html)

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

8. **Grade appeal procedures.** Procedures for student grade appeal appear at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm)
9. Final examination policy. Policies regarding final examinations can be found at the following: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm
Art 309 (U): Issues in Contemporary Art (Lecture): Art and Social Movements

Art 309-291 (50179) or Art 509-291 (50180)
Summer 2015, 6 weeks, 3 Credits
ON LINE WEB
Instructor: Nicolas Lampert
Email: (NLAMPERT@uwm.edu)
Office Hours: Wednesdays 10:00am-11:00am: Art 315 (email to set up appt)
Final exam: ON LINE WEB does not have a final exam: note final project
due Friday, July 3rd, final lecture post due Saturday, July 4th
Re: ONLINE course calendar

Module 1 (two weeks / May 26th - June 9th): Course Introduction – Paterson Pageant

week 1 A

view Powerpoint 1: Course Introduction (released Tuesday, May 26th, 10:00am)
lecture response: due Friday, May 29th, 10:00am)

reading assignment (May 26 – May 29)
A People’s Art History of the United States
Introduction
Ch 1: Parallel Paths on the Same River
Ch. 2 Visualizing a Partial Revolution
Ch. 3 Liberation Graphics
Ch. 4 Abolitionism as Autonomy, Activism, and Entertainment

PDF article (located in “content” section of the D2L site)
Christian Frock, “Hell No, We Won't Go: Outstanding Radical Art and Global Movements in 2014”, KQED Arts, December 29, 2014

reading response: due Friday, May 29th by 10:00am

week 1 B

view Powerpoint 2: wampum belts, Revere print, cont. Native Artists, Idle No More,
Abolitionist graphics, Hank Willis Thomas (released Saturday, May 30th)
lecture response: due Tuesday, June 2nd by 10:00am

reading assignment (May 29 – June 2nd)
A People’s Art History of the United States
Ch. 5 The Battle Over Public Memory
Ch. 6 Photographing the Past During the Present
Ch. 7 Jacob Riis’s Image Problem

PDF article (located in “content” section of the D2L site)

**reading response**: due Tuesday, June 2nd by 10:00am

**week 2 A**

**view**: Powerpoint 3: Shaw Memorial, Riis, Curtis/Throssel, Sebastio Salgado, urban “ruins” photographs (released Tuesday, June 2nd, 10:00am)

**lecture response**: due Friday, June 5th by 10:00am

**reading assignment** (June 2nd – June 5th)

*A People’s Art History of the United States*
Ch. 8 Haymarket: An Embattled History of Static Monuments and Public Interventions
Ch. 9 Blurring the Boundary Between Art and Life

PDF article (located in “content” section of the D2L site)
Michelle Goldberg, “This Is What Happens When You Slash Funding for Public Universities”, *The Nation*, May 19, 2015


**reading response**: due Friday, June 5th by 10:00am

**week 2 B**

**view** Powerpoint 4: Haymarket monuments, Bay View massacre, IWW, Paterson Pageant, GULF Labor, Celebrate People’s History posters (released Saturday, June 6th by 10:00am)

**lecture response**: due Tuesday, June 9th by 10:00am

**reading assignment** (June 5th – June 9th)

*A People’s Art History of the United States*
Ch. 10 *The Masses On Trial*
Ch. 11 Banners Designed to Break a President

**reading response**: due Tuesday, June 9th by 10:00am

**TAKE QUIZ #1**: take quiz between Tuesday, June 9th (starting at 1:00pm) and Wednesday, June 10th (11:59pm)
Module 2 (two weeks / June 9th – June 23rd) DuBois - Lacy

week 3 A
view Powerpoint 5: The Masses, Suffrage banners, Overpass Light Brigade, Illuminator (released Tuesday, June 9th)
lecture response: due Friday, June 12th by 10:00am)

reading assignment (June 9 – June 12)
A People’s Art History of the United States
Ch. 12 The Lynching Crisis
Ch. 13 Become the Media, Circa 1930

PDF article (located in “content” section of the D2L site)

http://mic.com/articles/104908/ferguson-now-has-the-most-powerful-street-art-in-america

reading response: due Friday, June 12th by 10:00am

week 3 B
view Powerpoint 6: W.E. B. Du Bois and The Crisis, Damon Davis, Ferguson-Baltimore (released Saturday, June 13th by 10:00am)
lecture response: due Tuesday, June 16th by 10:00am

reading assignment (June 12 – June 16)
A People’s Art History of the United States
Ch. 14 Government-Funded Art: The Boom and Bust Years for Public Art
Ch. 15: Artists Organize
Ch. 16: Artists Against War and Fascism

PDF article (located in “content” section of the D2L site)
Stein [Fusco & Wallis, eds.] / Only Skin Deep: Changing Visions of the American Self / Passing Likeness: Dorothea Lange’s "Migrant Mother" and the Paradox of Iconicity

reading response: due Tuesday, June 16th by 10:00am

Visual Project #1: Post initial ideas for project: "Visualizing People’s History in Public Space"
week 4 A

**view** Powerpoint 7: WPA-FAP, Artists’ Union, Dorothea Lange (released Tuesday, June 16th by 10:00am)

**lecture response:** due Friday, June 19th by 10:00am

**reading assignment** (June 16 – June 19)
Ch. 17 Resistance or Loyalty The Visual Politics of Mine Okubo
Ch. 18 Come Let Us Build a Better World Together
Ch. 19 Party Artist: Emory Douglas and the Black Panther Party

PDF article (located in “content” section of the D2L site)

**reading response:** due Friday, June 19th by 10:00am

week 4 B

**view** Powerpoint 8: Mine Okubo, SNCC, Emory Douglas (released Saturday, June 20th by 10:00am)

**lecture response:** due Tuesday, June 23rd by 10:00am

**reading assignment** (June 19 – June 23)

A People’s Art History of the United States
Ch. 20 Protesting the Museum Industrial Complex
Ch. 21 “The Living, Breathing Embodiment of a Culture Transformed”
Ch. 22 Public Rituals, Media Performances, and Citywide Interventions

PDF article (located in “content” section of the D2L site)


**reading response:** due Tuesday, June 23rd by 10:00am

**QUIZ #2:** take quiz between Tuesday, June 23rd (starting at 1:00pm) and Wednesday, June 24th by 11:59pm)
Module 3 (1.5 Weeks / June 23rd – July 4th) Asco – Yes Men

week 5 A
view Powerpoint 9: AWC, GAAG, Vietnam War, 1970s feminism – Judy Chicago – Feminist Art Program – L.A. Woman's Building - Suzanne Lacy (released Tuesday, June 23rd by 10:00am)
lecture response: due Friday, June 26th by 10:00am

reading assignment (June 23 – June 26)
A People’s Art History of the United States
Ch. 23 No Apologies, Asco, Performance Art, and the Chicano Civil Rights Movement
Ch. 24 Art is Not Enough
Ch. 25 Antinuclear Street Art
Ch. 26 Living Water: Sustainability Through Collaboration

PDF article (located in “content” section of the D2L site)
Maria Jain, “Painter of the Desert”, Citizen Brooklyn, November 17, 2013

“Chip Thomas and the Painted Desert Project: Michael Stewart Interviews Chip Thomas”, Idesigni, September 27, 2013

reading response: due Friday, June 26th by 10:00am

week 5 B
view Powerpoint 10: Asco-Favianna Rodriguez, Act Up, Groundwork, Chip Thomas, Betsy Damon (released Saturday, June 27th by 10:00am)
lecture response: due Tuesday, June 30th by 10:00am

reading assignment (June 27 – June 30)
A People’s Art History of the United States
Ch. 27 Art Defends Art
Ch. 28 Bringing the War Home
Ch. 29 Impersonating Utopia and Dystopia

reading response: due Tuesday, June 30th by 10:00am

week 6 A
view Powerpoint 11: Baca, IVAW, Yes Men (released Tuesday, June 30th by 10:00am)
lecture response: due Friday, July 3rd by 10:00am

Visual Project #1: Post j-pegs and text for “Visualizing People’s History in Public Space” by Friday, July 3rd by 10:00am
lecture response: (comments on final project) due by Saturday, July 4th by 10:00am.
Course work concludes.