

AEAH4848/4899 Art History Senior Seminar and IADS Capstone

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Professor of Art History
Art 215/email through Blackboard
Office hours: Wed. 12-2

COURSE DESCRIPTION:

Introduction to research methodologies and practices of scholarship relevant to the study of a topic in art history. Delivered as a seminar consisting of assigned readings, class discussion, and oral and written presentations.

This semester's topic for the senior seminar/IADS capstone is nineteenth-century US representations of Mexico. Working independently and in groups, we will perform an array of tasks with the ultimate goal of writing a research paper demonstrating "best practices" of object-based art historical research. For this, we will employ one type of art historical research (object-based research) using one theoretical model (post-colonial theory). The goal in this approach is to make transparent the entire research method process.

This course is a skill-building course. We will work together to hone all of the skills required to conduct original research. This includes MANY exercises completed in class and at home.

LEARNING OUTCOMES:

- Employ the professional vocabulary of art history.
- Perform historiographic analysis.
- Apply an appropriate theoretical model to formulate research questions and answers to those questions in a work of original research.
- Apply an appropriate research method to an unknown object or body of objects.
- Develop and employ a bibliography appropriate to the research method and theoretical model selected.
- Using object-based methodology and postcolonial theory, compose an original research paper containing an argument, evidence, relevant comparisons, and correct grammar and citation.

TEXTBOOKS:

- None. Readings provided on the course Blackboard site.

EQUIPMENT AND SOFTWARE:

- Microsoft Office suite (Powerpoint and Word). I cannot accept any work that is not in Microsoft Word. And I cannot accept anything from Google Docs. If you do not currently own Microsoft Word, please purchase it ASAP.
- Laptop. We will regularly use laptops during class. If you do not own one, you can check one out from Willis Library or the CVAD Computer Lab.

COURSE STRUCTURE:

This class combines readings, discussions, student presentations, and various forms of active learning. We will do part of the work for the major assessment in class and part outside of class. Work toward the major assessment will be submitted as the semester progresses and students will meet individually with KDW to review progress.

The class requires attendance several events outside of class time (noted in the semester schedule below and updated in-class as needed). Students who cannot attend the scheduled events most propose an acceptable alternative to the instructor during the first week of school.

ASSESSMENT:

Note: **All assessments are mandatory.** Failure to complete ANY item listed below will result in a failing grade **for the course** regardless of points accumulated.

All written work is submitted through Blackboard Learn before class begins **AND** students will bring a hardcopy to class. This is a cumulative project, so keep all source material and writing together for easy access during class.

- Participation in class. Participation grade is provided at the midpoint and end of the semester, with two grades averaged. (15% of final grade)
- History test to reinforce importance of knowing the history of the period about which you are writing (5% of final grade)
- Original Research Paper (75% of final grade), consisting the following individually graded components. Each of these are graded on a 100-point scale and weighted as listed here:
 - Method Statement (2%)
 - Revised Method Statement (3%)
 - Research Questions and Thesis (3%)
 - Abstract (2%)
 - Historical Context (10%)
 - Literature Review (10%)
 - Object Description (5%)
 - Data Description and Analysis, including Comparative Images (15%)
 - Completed Research Paper (35%)
 - Research Paper Revision (15%)
 - Abstract Revision

- 15-minute Powerpoint Presentation
- Presentation Analyses, including (5%)

ATTENDANCE POLICY:

This class requires excellent attendance since much of the learning happens during the class meetings through lecture, discussion, and active learning. Therefore, after one absence (this is a whole week of the semester), your grade will be lowered by a full letter grade for each missed class since you will have attended only 86% of the semester. You will likewise miss out on the participation and performance grades for the week. Note that this counts for any absence, including those that are sometimes called “excused” in other classes.

Arriving more than 15 minutes late and/or leaving class more than 15 minutes early will be counted as an absence.

LATE WORK POLICY:

Late work is never accepted under any circumstances. Don't bother asking. On the other hand, I am happy to accept early submissions.

TECHNOLOGY POLICY:

We will use technology in class, but you are expected to do so professionally. That means that when you are supposed to be listening, you close the laptop lid or put away the tablet. When you are supposed to be working, you do so and do not surf the internet, check email or social media, or work on other classes' projects. If you finish in-class work before others, keep the computer closed and wonder why all these smart people who will probably get an “A” in the class are still working and you are not. Odds are good that you have rushed through the work and will do poorly on it.

Cell phones must be PUT AWAY and taken out only during breaks. Any student using a cell phone during class will be dismissed and counted absent for the day. This includes keeping the cell phone in your pocket or on your lap and sneaking glances at it throughout class. This makes you look foolish and is offensive to your instructor. Cell phone users will furthermore receive HORRIBLE recommendations from the instructor, should you need one, since using a cell phone while I am teaching is insulting and demonstrates that you are incapable of adult, professional behavior.

DISABILITIES ACCOMMODATION:

The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by calling the ODA at 940.565.4323.

COURSE RISK FACTOR:

According to University Policy, this course is classified as a category I course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students in this class will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

BUILDING EMERGENCY PROCEDURE:

In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the professor's instructions and act accordingly.

STUDENT RIGHTS AND RESPONSIBILITIES/ACADEMIC INTEGRITY:

Students in this course are subject to the University of North Texas code of student rights and responsibilities available at www.unt.edu/csrr.

All acts of academic dishonesty, including but not limited to cheating, plagiarism and dual assignment submission, will result in a failing grade in the course and notification of the university Office of Academic Integrity.

PLEASE NOTE:

The instructor reserves the right to change this syllabus as needed.

CLASS SCHEDULE (SUBJECT TO CHANGE)

Date	Activity	Requirements and Outside Work Completed in Anticipation of or During Class Meeting
8/26	<p>Week 1. Introduction. What is object-based research? What is scholarly research and writing? Reading for scholarly research.</p> <p>Rare Book Room for selection of objects for research project.</p>	<p><u>Due 8/26:</u></p> <ul style="list-style-type: none"> • Select object(s) for research project <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Find all info on your book/map: What is the book/map? Where was it written? When? By whom? Why? <i>Keep track of all sources of this information.</i> • Begin reading your book • Photograph all of its illustrations • Develop resources for the historical background • Read your sources
9/2	<p>Week 2. Research Questions, Thesis, Methodology</p> <p>Postcolonial Theory, Research Questions Postcolonial Theorists Ask</p> <p>Discussion of Postcolonial Theory and the Representation of Latin America, especially Mexico</p>	<p><u>Due 9/2:</u></p> <ul style="list-style-type: none"> • Read <i>Orientalism</i>: Introduction and Chapter 1 • View four videos “Orientalism as a Tool of Colonialism” on youtube. • Read “Postcolonial Theory” • Bring laptop and all research paper materials for in-class work • By the end of class, you will submit summary of postcolonial theory and how it applies to your object (beginnings of the method statement) <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Continue reading your book and finding information about it (What is the book/map? Where was it written? When? By whom? Why? <i>Keep track of all sources of this information.</i>) • Photograph all of its illustrations • Develop resources for the historical background • Read your sources
9/9	<p>Week 3. US/Mexican History, Monroe Doctrine, Manifest Destiny, Discussion of US/Latin American History and its Impact on Representations of Latin America.</p> <p>Writing a historical context. What is relevant for <u>your</u> project?</p>	<p><u>Due 9/9:</u></p> <ul style="list-style-type: none"> • Read US-Mexico Relations timeline 1810-1910 at http://www.cfr.org/mexico/us-mexico-relations-1810-present/p19092 • Read the Monroe Doctrine Introduction and Transcript

		<ul style="list-style-type: none"> • Read O’Sullivan, “Annexation” on Manifest Destiny • Read all parts of the interactive educational site: US-Mexican War, especially Manifest Destiny (and its essays), War 1846-1848 on Role of the Media and Wars End (and their essays), and Aftermath (essay: War Between the United States and Mexico) • US/Mexico history test on Blackboard by 2pm, completed before coming to class • Bring laptop and all research paper materials for in-class work • Bring description of your book/map to class. What is the book/map? Where was it written? When? By whom? Why? <i>Keep track of all sources of this information.</i> <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Continue reading your book • Develop resources for the historical context • Read your sources
9/16	<p>Week 4. Readings Discussion, Research Questions Postcolonial Theorists Ask (identifying them from the articles).</p> <p>Looking critically at images through a postcolonial lens.</p> <p>Relationship of text and image in illustrated books.</p> <p>Thesis construction.</p> <p>Refresher on Chicago Manual of Style citation and Paraphrasing/Plagiarism</p>	<p><u>Due 9/16:</u></p> <ul style="list-style-type: none"> • Read “Expeditionary Art” • Read “Imagining Mexico” • Read “Mexican Image in American Travel Literature” • Read “Seeing the Maya” • Read “Jungle Stories” • Bring laptop and all research paper materials for in-class work • By the end of class, submit research questions and thesis for your paper. <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Finish reading your book. • Write your historical context • Revise your methodology statement to include the entire research method, not just theory.
9/23	<p>Week 5. Building a Bibliography and Reading it to Bolster your Analysis. Application exercises in class.</p>	<p><u>Due 9/23:</u></p>

	Abstract writing (also known as the introduction of your paper).	<ul style="list-style-type: none"> • Historical context due by 2pm (with citations and bibliography—must include appropriate quotes primary sources) • Revised methodology statement due by 2pm. • By the end of class, submit abstract for your paper. • Bring laptop and all research paper materials for in-class work <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Continue developing your bibliography • Read your sources, starting with those that explain or analyze your book/map or this TYPE of book/map.
9/30	Week 6. Writing a literature review.	<p><u>Due 9/30:</u></p> <ul style="list-style-type: none"> • Description of your book/map due by 2pm (with citations and total bibliography with items from postcolonial theory, historical context, and description). What is the book/map, type of publication? Where was it written? When? By whom? Why? • Read: Literature Reviews • Bring laptop and all research paper materials for in-class work <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Continue to read your sources. • Write your literature review.
10/7	<p>Week 7. What is data? Working with your data.</p> <p>Data description. Data analysis that answers research questions. Using secondary sources to bolster your analysis.</p> <p>Comparative data/images to bolster an argument.</p>	<p><u>Due 10/7:</u></p> <ul style="list-style-type: none"> • Literature review due by 2pm (with citations and total bibliography with items from historical context, postcolonial theory, description, and literature review) • Bring laptop and all research paper materials for in-class work <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Select your comparative images
10/14	Week 8. Drawing conclusions. Finishing the paper.	<p><u>Due 10/14:</u></p> <ul style="list-style-type: none"> • By the end of class, data description and analysis including comparative image

	Data analysis in-class work.	<p>discussion due (with citations and total bibliography with items from historical context, postcolonial theory, description, literature review, and data analysis)</p> <ul style="list-style-type: none"> • Bring laptop and all research paper materials for in-class work <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Finish writing your paper • Continue to read your sources
10/21	Week 9. NO CLASS MEETING. INDEPENDENT WORK DAY.	<p><u>Due 10/21:</u></p> <ul style="list-style-type: none"> • Research Paper Due by 2pm (submit online) <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Begin to revise your paper
10/28	Week 10. Individual Meetings 8am-5pm.	<p><u>Due 10/28:</u></p> <ul style="list-style-type: none"> • Review my comments BEFORE coming to the meeting. Bring questions you may have regarding my edits and comments. • Bring paper copy of research paper. • Bring laptop. <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Continue revising your paper • Prepare your SIMPLE powerpoint
11/4	Week 11. GRAD SCHOOL AND JOBS SESSION Open meetings	<p><u>Due 11/4:</u></p> <p><u>On-Going Work:</u></p> <ul style="list-style-type: none"> • Finish revising your paper • Prepare your SIMPLE powerpoint
11/11	Week 12. Presentations. Presentation Analyses.	<p><u>Due 11/11:</u></p> <ul style="list-style-type: none"> • Revised Research Paper Due by 2pm (submit online, bring paper copy) • Presentation Powerpoints by 2pm (submit online, bring paper copy) • Presentation Analyses (completed in class)
11/18	Week 13. Presentations. Presentation Analyses.	<p><u>Due 11/18:</u></p> <ul style="list-style-type: none"> • Presentation Analyses (completed in class)
11/25	Week 14. THANKSGIVING. NO CLASS MEETING.	

12/2	Week 15. Presentations. Presentation Analyses.	<u>Due 12/2 :</u> <ul style="list-style-type: none"> • Revised Abstract Due (submit online, bring paper copy) • Presentation Analyses (completed in class)
12/9	FINALS WEEK Presentations. Presentation Analyses.	<u>Due 12/9:</u> <ul style="list-style-type: none"> • Presentation Analyses (completed in class)