CSUN  
Course Syllabus Spring 2019 (Course 10955)  
ART 305: Art and Mass Culture

Instructor: Juliet Moss  
Format: Hybrid (Mondays 2:00 pm-3:15 pm in-class / Wednesdays on-line)  
Contact Info: juliet.moss@csun.edu  
Room: Sagebrush 100  
Office Hours:  
  A. In Person: Mondays 8:00 am – 9:30 am, 12:30 pm – 2:00 pm, Sagebrush Hall 237  
  B. Online: By Appointment

Catalogue Description:  
ART 305. Art and Mass Culture (3)  
Prerequisite: Completion of the Lower Division writing requirement. An introduction for the non-art major to the relationships between art and mass culture. Illustrated lectures explore the development, techniques, and ideas underlying the contemporary visual environment, including the media arts of photography and advertising, as well as painting, sculpture and architecture. Art majors may take this course for university elective credit. (Available for General Education, Arts and Humanities.) (IC)

Course Description Detail:  
This course is a survey of Western art that is used to chronicle the developments of our mass media society. We will examine the art monuments that are generally studied in art history classes (paintings, sculpture, architecture, etc.) as well as photography, film, and other media. The purpose of this class is to help you develop what is often called “visual literacy.” This means the ability to “read” the images that surround you in our information society. After taking this class, you will be familiar with significant images of Western art and have a better appreciation for the importance of art in Western culture. You will also develop the skills to become critically aware of the virtual messages you receive every time you turn on your television, drive down the freeway, or read a magazine.

Art Department Program Learning Outcomes Addressed in This Course:  
1. Students will acquire competent knowledge and skills in various art media, concepts and methodologies.  
2. Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.  
3. Students will acquire historical and contemporary knowledge of diverse cultural and aesthetic contexts, including political, visual and material culture.

Course Student Learning Outcomes:  
Student will:  
1. Acquire knowledge about the ways in which visual arts express and produce cultural values and practices.  
2. Utilize and apply critical thinking skills.  
3. Analyze and write about how meaning is created through both form and content in a work of art.
GE Student Learning Outcomes

Art and Humanities

Goal: Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions, and philosophy.

Student Learning Outcomes
Student will:
1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;
2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;
3. Produce works/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of forms;
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;
6. Describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

Writing Intensive (GE Designation WI)

All upper division GE courses are designated Writing Intensive (WI). Therefore, the WI requirement will be satisfied by meeting the upper division General Education requirement. Writing Intensive courses require students to complete writing assignments totaling a minimum of 2,500 words.

Goal: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course, students will be required to complete writing assignments totaling a minimum of 2,500 words.

Student Learning Outcomes
Students will:
1. Develop and clearly define their ideas through writing.
2. Ethically integrate sources of various kinds into their writing.
3. Compose texts through drafting, revising and completing a finished product.
4. Express themselves through their writing by posing questions, making original claims and coherently structuring complex ideas.
5. Revise their writing for greater cogency and clarity.
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.
**Information Competence (GE Designation IC)**

Goal: Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

**Student Learning Outcomes**

Student will:
1. Determine the nature and extent of information needed;
2. Demonstrate effective search strategies for finding information using a variety of sources and methods;
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats;
4. Organize and synthesize information in order to communicate effectively;
5. Explain the legal and ethical dimensions of the use of information.

**Canvas:**

Welcome to Canvas, our learning management system! Canvas will work in any modern web browser. Your browser should have both cookies and JavaScipt enabled. Browsers: Firefox 3 (or later); Google Chrome 11 (or later); MS Internet Explorer 7 (or later); Safari 4 (or later). It is also important that you access Canvas via the CSUN website instead of the mobile application in order to ensure full functionality.

Most of you will find our class Canvas site fairly straight forward. However, I suggest you watch one of the following tutorials to be sure you understand how Canvas works: [https://www.csun.edu/it/canvas-guides](https://www.csun.edu/it/canvas-guides)

**Readings:**

Brown, Betty Ann. *Art & Mass Media*. 2005. This is an electronic “e-book” that is available on our class Canvas site.

All readings are required and should be completed **before** our classroom meetings. You will be best prepared if you read each article several times and several days before assignments are due.

**Assessment and Evaluation:**

Attendance and Participation - 15 points
Research Paper - 60 points
Outline – 25 points
Rough Draft – 30 points
Essay Questions (5 @ 10 points each) - 50 points
Quizzes (12 @ 10 points each) - 120 points

***Quizzes cannot be retaken and 11 quizzes must be completed to pass this class***

Grades are based on a total of 300 points for attendance and participation, research paper, essay questions, and quizzes.

A=300-279  A-=278-270  
B+=269-261  B=260-249  B-=248-240 
C+=239-231  C=230-219  C-=218-210  
D+=209-201  D=200-189  D-=188-180  
F= 179
In Canvas under “Grades,” make sure to **deselect** the box next to “Calculate based only on graded assignments.” This will then give you accurate totals based upon all assignments in this course.

**Attendance and Participation:**
Attendance is a vital component of this course. A great deal of information will be presented during in class that will show up on the exams, so attendance is extremely important. Unexcused absences will result in the loss of one point each. Early departure will also result in the loss of one point each so please stay until the end of class. Late arrival to, or early departure from, class can be disruptive so please alert me via email ahead of time if you need to arrive late or depart early. Two instances of unexcused tardiness or early departure will result in the loss of one point.

**Research Paper:**
See the “Research Paper” folder in Canvas for paper assignment. This paper should be a minimum of 5 pages in length, typed, double-spaced, 12 pt. font, free of all spelling and grammatical errors, no plagiarism, Chicago Style formatting with footnotes and bibliography, at least three peer reviewed and/or scholarly books (the TEXT does not count as a peer reviewed source), with a clear, well-supported thesis. We will go over the paper assignment and expectations in class. The paper is due in the Canvas folder on December 13th by 8pm. NO LATE PAPERS. A late assignment is only accepted under emergency situation if I am notified in advance and it will be graded down 10 points for each day it is late. You will also be submitting your Outline and Rough Draft for this paper. Please see Course Outline below for due dates.

**Essay Questions:**
You are required to write essays where you will be asked to verbalize your thoughts and ideas about lecture and reading material. There will be 5 essay questions this semester. Essays are graded on content, organization, grammar, style, and spelling. Essays should be a minimum of 2 pages in length, typed, double-spaced, 12 pt. font, free of all spelling and grammatical errors, no plagiarism, Chicago Style formatting with footnotes and bibliography. **Be sure that you answer the question asked in its entirety and be sure to proofread your answer.**
Essay questions are due on **Mondays by 8pm** in Canvas and **there are no make-ups**. Please see Course Outline below for due dates.

Essay grades are based on a scale of 0-10 points:
9-10 is the equivalent of an A, and represents a polished, well-written, thoughtful, and thorough response.
8 is the equivalent of a B, and represents a good essay that demonstrates strong knowledge of the subject but has some minor flaws either in content and/or grammar.
7 is the equivalent of a C and represents an essay that displays weakness in several areas or only partially answers the question.
6 is the equivalent of a D and represents little understanding of the material or the assignment with major flaws in content and/or grammar.

**Quizzes:**
There will be 12 quizzes that will test your understanding of class material and your ability to interpret the material you have studied. The quizzes will consist of 10 multiple choice questions and you will have 15 minutes to answer them. Quizzes are available on designated weeks in Canvas between Wednesday 6am and Thursday 8pm. **Be sure you can take ALL quizzes** otherwise this course is NOT right for you. Your score will be posted after the quiz availability period has ended. You may miss **one** and only one quiz (and you will forfeit all points from this quiz). **There are no quiz make-ups or substitutions.**

**Late Work:**
Late work will NOT be graded. A late assignment is only accepted under **emergency** situations if I am notified in **advance** and it will be graded down 10 points for each day it is late.

**Written Work:**
Your written work should improve throughout the semester and your grades for discussion essays and the research paper will be based on the following:
- Responsiveness to the assignment, clearly demonstrating that you have read and understood the material
- Use of explanation and specific detail to support and clarify your claims
- Standard grammar, punctuation, spelling and English usage
- References cited properly using Chicago Style formatting
- Free of plagiarism. Plagiarism is defined as taking and using the thoughts and writings of another person as if they were your own. This includes plagiarizing another student from this or a previous semester, a website, museum brochure or any other written material. The copying of more than four or five words in a row without citing the source is considered plagiarism. If I discover ANY use of plagiarism, even if it is only one sentence, you will receive a zero for that essay. You will not be able to make up the essay. Further plagiarism will lead to an **F** for the course and notification of the University.

**English as a Second Language:**
All essays must be in good, standard English and free of grammatical issues. If English is not your first language, I suggest working closely with the Writing Center in Oviatt Library (818) 677-2033 and finding at least two outside proofreaders (whose command of the English language you admire) to look over your work before you submit it.

**Students with Disabilities:**
If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES
office is located in Bayramian Hall and can be reached at (818) 677-2684. NCOD is located in Jeanne Chisholm Hall and can be reached at (818) 677-2054. Students with disabilities who wish to request accommodations should discuss these requests with the instructor as early as possible.

**Student Conduct:**
Students are expected to engage in responsible behaviors and to be civil to one another and to others in the classroom. Recording devices and photographs are not allowed. Please refer to the University Student Conduct Code: http://www.csun.edu/catalog/policies/student-conduct-code/

**Academic Integrity:**
All students are expected to comply with CSUN’s high standards of Academic Integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources. Students are not to commit academic fraud. Cases of academic misconduct will be reported and may result in probation, suspension, or expulsion as outlined in Section 41301, Title 5, of the California Code of Regulations.

Academic Fraud includes, but is not limited to, the following situations:

**Plagiarism** is using someone else’s ideas or work without proper or complete acknowledgement. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the author is plagiarism. In addition, completely rewording someone else’s work or ideas and using it as one’s own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students who are unsure of how or when to properly acknowledge sources are encouraged to contact me.

**Plagiarism via the Internet** is occurring with more and more frequency, and takes a number of different forms. As should be obvious, purchasing research papers on the Internet and submitting them as a student’s own work constitutes a gross case of plagiarism. Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the source also constitutes plagiarism.

**Cheating** is the copying of any test or quiz or essay or work done in a class that is not the student’s own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam. This includes posting images of exams or content from our course for others to use on the Internet as well.

**Multiple Submission** is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from an English class for a Sociology class is Academic Fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary.

**False Citation** is falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized.

**Intentional Deception** is the submission of false documentation (absence excuse, proof of attendance, volunteer hours, etc.) for falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course requirements has committed an act of intentional deception. It is best for a student to do the work as required in a course or speak to the instructor about circumstances that may cause problems in completing forms correctly or honestly.
Course Outline

Week 1
Jan 23 (on-line): Course Introduction
-Print out and read this syllabus. This syllabus will be your weekly map for the class so study it carefully. Look over the assignments dates and times, reading and writing requirements, and course material. Be sure that this course is right for you and that you will be able to successfully complete it. Hybrid classes require a great deal of personal motivation, discipline, and time commitment. Do not allow yourself to fall behind.
-Read Preface: Art and Mass Media

Week 2
Jan 28 (in-class): Visual Literacy
- Read Chapter 1: Why Visual Literacy?
Jan 30 (on-line): Complete your profile in Canvas

Week 3
Feb 4 (in-class): Roots of Western Culture
-Read Chapter 2: Roots of Western Culture
Feb 6 (on-line): Roots quiz #1

Week 4
Feb 11 (in-class): The Renaissance
-Essay #1 due
-Read Chapter 3: The Renaissance
Feb 13 (on-line): Renaissance quiz #2

Week 5
Feb 18 (in-class): The Baroque
-Read Chapter 4: The Baroque
Feb 20 (on-line): Baroque quiz #3

Week 6
Feb 25 (in-class): Photography
-Essay #2 due
-Read Chapter 5: Photography
Feb 27 (on-line): Photography quiz #4

Week 7
Mar 4 (in-class): The Avant-Garde in the 19th Century
-Read Chapter 6: The Avant-Garde in the 19th Century
Mar 6 (on-line): 19th Century quiz #5

Week 8
Mar 11 (in-class): Film
-Essay #3 due
-Read Chapter 7: Film
Mar 13 (on-line): Film quiz #6
**Week 9**  
Mar 18-24: Spring Recess

**Week 10**  
Mar 25 (in-class): The Avant-Garde in the Early 20th Century  
- Outline due in Canvas  
- Read Chapter 8: The Avant-Garde in the Early 20th Century  
Mar 27 (on-line): Early 20th Century quiz #7

**Week 11**  
Apr 1 Cesar Chavez Holiday: No Class  
- Read Chapter 9: Advertising  
Apr 3 (on-line): Advertising quiz #8

**Week 12**  
Apr 8 (in-class): Television Programming  
- Essay #4 due  
- Read Chapter 10: Television Programming  
Apr 10 (on-line): Television Programming quiz #9

**Week 13**  
Apr 15 (on-line): Television Commercials  
- Essay #5 due  
- Read Chapter 11: Television Commercials  
Apr 17 (on-line): Television Commercials quiz #10

**Week 14**  
Apr 22 (in-class): The Avant-Garde in the Late 20th Century  
- Read Chapter 12: The Avant-Garde in the Late 20th Century  
Apr 24 (on-line): Late 20th Century quiz #11

**Week 15**  
Apr 29 (in-class): Computers  
- Rough Draft due in Canvas  
- Read Chapter 13: Computers  
May 1 (on-line): Computers quiz #12

**Week 16**  
May 6 (in-class): **Bring hard copy of rough draft to class**  
May 8 (on-line): Work on research paper

**Week 17 Finals Week**  
May 13 (on-line): Research Paper due in Canvas folder by 8pm

*Syllabus is subject to change*
Bibliography


MANY OF THE ABOVE ARTICLES APPEAR IN THREE EXCELLENT COLLECTED VOLUMES OF WORKS (BELOW), SEE AMAZON.COM FOR THE TABLES OF CONTENTS:

