



ART 595 01W, Research Literature & Techniques

COURSE SYLLABUS: Fall 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Beatriz Galuban
Office Location: Art Building 211
Office Hours: Thursdays 1:00-2:00PM in-person or by appointment via Zoom.
Office Phone: 903-886-5208- Commerce campus
Office Fax: N/A
University Email Address: Beatriz.Galuban@tamuc.edu
Preferred Form of Communication: **email only**
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Cothren, Michael and Anne D'Alleva. *Methods & Theories of Art History* (London: Lawrence King Publishing, 2021). **Available online via the library at:**

*All other assigned readings will be made available in PDF on D2L

Software Required: Access to D2L and internet connection.

Course Description

Student Learning Outcomes: This class prepares the student for writing their exhibition statements and proposals through a thorough exploration of methodologies and theories used in art history and art education practice and research. This course examines how approaches to understanding and interpreting art have evolved over time and how other contemporary artists and educators have used these frameworks and approaches in their own artistic practice or qualitative research. A variety of research methods such as iconography, formalism, social history, biography, as well as feminist,

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Marxist, and post-modern theories will be explored. This course will examine the historical context in which these options emerged as well as the implications of adopting a particular approach. The course is delivered completely online on D2L.

1. Students will learn to recognize, assess, and employ art historical methodology.
2. Students will gain an understanding of the basic tenants of scholarly writing, citing and how to use resources for conducting research.
3. Students will learn to perform specialized research using methods discussed in modules resulting in the exhibition statement.
4. Students will also investigate the practice of contemporary artists and other methodologies used in art education/qualitative research.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Using D2L Brightspace learning Management system, Microsoft Word, and Library Resources.

Instructional Methods:

This course will take place fully online on D2L. Each week you will be responsible for completing the assigned readings, discussion or quiz associated with each module. Almost each week we will focus on a specific theory or method in art history or art education. It is important to sign into the course weekly to engage with the material and complete assessments.

The textbook and Material: The textbook will be your main guide or waypoint into the methods and theories you will learn about in this course. Chapters will cover a lot of information, philosophical movements, and 20th century ideas. It can sometimes be challenging to put these ideas and theoretical concepts into concrete examples or contexts. For this reason, I have included other chapters/article PDFs and videos in each module as supplemental to the textbook. As you make your way through the material, consider how contemporary artists or other authors have applied the method or theory in their work.

Tips for Engaging with the readings:

- Pre-read and look for the organization of ideas first. You can do this by scanning the text, chapter subheadings and specific topics discussed in text boxes.
- Underline/Highlight passages you find interesting or important.
- Circle words you want to look up or people who seem important- look at the citations and find artists/researchers/educators researching similar topics.
- Write thoughts or questions in the margins (unless it's a library book).
- After reading the chapter or article, look through again to reflect on the case author made.
- Do you agree or disagree with argument or theory?
- Write down questions you still have or thoughts that are fresh in your mind.

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Student Responsibilities or Tips for Success in the Course

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Example:

Exhibition or Pedagogical Statement	35%
Online Discussions	20%
Module Quizzes	20%
Annotated Bibliography and Abstract	25%
TOTAL	100%

Assessments

Online Discussions:

You will be responsible for completing four online discussions throughout the semester (each worth 5% of your overall grade). The discussions are a space to provide your opinions, thoughts, ideas, and questions with other students in the class. They are a way to reflect and make connections between the reading, contemporary artists and even your own practice. Each discussion will address a topic from the module and provide one or two prompts for you to respond. Remember to be respectful in your language, use proper spelling and grammar. Your post will be graded based on the following criteria:

1. How well student conveys a thorough understanding of the readings.
2. Engages with the readings/videos by making connections to other artists, examples, or self.

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3. Discussion is grammatically correct, and post is between 150-300 words in length.

Online Module Quizzes:

You will be responsible for completing four quizzes throughout the semester, each worth 5% for a total of 20% overall. The quizzes are in four different modules and serve to test your knowledge of the readings and other assigned material from that module. Quizzes contain a maximum of 15 multiple choice questions and are available from Monday to Saturday for the weekly module they have been assigned. It is your responsibility to read through the material and to take the quiz within the weeks' time-period. Because quizzes will remain open for the entire week, LATE quiz submissions WILL NOT BE ACCEPTED for credit.

Annotated Bibliography and Abstract:

This assignment has two components which must be completed and submitted in the same document. As you begin to think and consider your exhibition or lesson plan, you will formulate an annotated bibliography and abstract. Your abstract will be titled and formatted on one page while the bibliography will follow in a Word or PDF document. This assignment asks you to explain your project/body or work, considers which methods and theories are applicable and compiles a list of sources relevant to your work.

What is an Annotated Bibliography?

A list of your sources, complete and formatted correctly with an annotation for each source. Below each entry of your bibliography, you should include a clear, concise paragraph that explains how each source is useful. What information did it include that is relevant to your project? How was it helpful? How does it relate to your project overall?

An annotation is a summary and/or evaluation. Therefore, your annotated bibliography must include a summary and/or evaluation of each of the sources. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Your annotations should do the following:

1. **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
2. **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is

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the information reliable? Is it this source biased or objective? What is the goal of this source?

3. **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Entry Example:

Nochlin, Linda. "Why Have There Been No Great Women Artists? Thirty Years After." In *Women Artists: The Linda Nochlin Reader*, edited by Maura Reilly, 311-321. New York, NY: Thames and Hudson, 2015.

A follow-up to one of Nochlin's most famous articles, "Thirty Years After" revisits issues within the field of art history, and how they had changed or progressed since she first addressed them in the 1970s. Although acknowledging that strides have been made over the decades, Nochlin argues that feminism is still necessary, and its ultimate point will always be to upset the institution of art, which remains highly male focused.

Consider the example summary of Nochlin's work above. If I was really writing an annotation for this source, I would also include an assessment and my own reflection of the work. After a summary, it would be appropriate to assess this source and offer some criticisms of it. **Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she qualified in this subject? Is this source scholarly, popular, some of both?** After summarizing and assessing, you can now reflect on this source. **How does it fit into your research? Is this a helpful resource? Too scholarly? Not scholarly enough? Too general/specific?**

Exhibition or Lesson Plan Abstract:

According the TAMUC Graduate Student Handbook an Exhibition Statement is:

designed to help students articulate their artistic endeavors and exhibition project. Students should address their artistic ideals, studio practice, artistic influences, relevant research on their chosen themes, and the goals of the exhibition. If you are creating an abstract for a lesson plan or a grant, your statement will address goals, objectives and learning targets for your project.

- Your description abstract will outline the general focus of the body of work you plan to exhibit. For MFA students – this will be your MFA exhibition, for MA students – this could be for any exhibition, a lesson plan project or for a grant application. The idea is to put down in writing what you envision your exhibition or project to embody.

The syllabus/schedule are subject to change.

1. This will change as we work on the full exhibition statements, but I expect the general ideas you put down in your abstracts to appear in your final statements. Write your statements using clear, concise, and direct language.
2. The goal is to convey your exhibition concept in just 250 words capturing your readers attention. The abstract will help guide your research agenda and think about the methodological approach to your project.

Your abstracts must include and will be graded on the following criteria:

1. Follow Chicago Manual of Style Notes/Bibliography format.
2. Length in no more than 250 words.
3. Assignment must be typed, 12-point font, Times New Roman font and Double-spaced. 1-inch margins
4. Pages should be numbered.

Exhibition/Pedagogical Statement:

The Exhibition Statement is the final component to the work you've completed and researched in this course. According to the Graduate Student Handbook for MA and MFA students, the exhibition statement is designed to help students articulate their artistic endeavors and exhibition project. Your exhibition or pedagogical statement will be created based on the research you've conducted in this course and the resources you included in your annotated bibliography. In your statement, you should address artistic ideals, studio practice, artistic influences, relevant research on your chosen themes, and the goals of the exhibition or lesson plan. If you have chosen to create a lesson plan or to write about another exhibition, your statement should include overarching ideas, key methods or theories, your lesson, and the rationale for this.

Your Exhibition Statement must include:

1. Follow Chicago Manual of Style Notes/Bibliography format.
2. Length should be between 6 and 8 pages.
3. Assignment must be typed, 12-point font, Times New Roman font and Double-spaced. 1-inch margins
4. Pages should be numbered.
5. Show indicates clear connection to the annotated bibliography and original abstract.

Your Lesson Plan and Pedagogical Statement must Include:

1. Follow Chicago Manual of Style Notes/Bibliography format.
2. Include a 2-page lesson plan for one lesson AND a 4–5-page rationale that explains your lesson (the ideas and theories behind it).
3. Assignment must be typed, 12-point font, Times New Roman font and Double-spaced. 1-inch margins
4. Pages should be numbered.

The syllabus/schedule are subject to change.

5. Should indicate clear connections to the annotated bibliography and original abstract.

Late Work Policy:

Late submissions will not be accepted unless you are experiencing extreme hardship or medical necessity. **If you experience an emergency, or something prevents you from completing a discussion or submitting an assignment, an email notification must be sent to the instructor BEFORE the deadline. documentation of circumstance may be required.** See course schedule for assignment deadlines.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact me via at Beatriz.Galuban@tamuc.edu

Every effort will be made to answer your email within 24 hours from Monday to Thursday. Please be mindful that if you email me on Friday afternoon, I may only respond the following Monday.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

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<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Date:	Module/Assessment:	Themes/Topics:
08/28	Module 1	Introduction: Thinking about Method & Theory Textbook: Pages 13-24 *Additional readings on D2L.
09/05	Module 2 Discussion on D2L DUE 09/08	Style, Iconography, and Iconology Textbook: Pages 25-50 *Additional readings on D2L
09/11	Module 3 Discussion on D2L DUE 09/15	Semiotics Textbook: Pages 53-69 *Additional readings on D2L
09/18	Module 4 Quiz on D2L Due 09/22	Marxist Perspectives Textbook: Pages 71-84 *Additional readings on D2L
09/25	Module 5 Quiz on D2L DUE 09/29	Feminisms, Sexualities & Queer Theory Textbook: Pages 86-102 *Additional readings on D2L
10/02	Module 6 Discussion on D2L DUE 10/06	Narrative Inquiry and Autoethnography *Readings located on D2L
10/09	Module 7 Discussion on D2L DUE 10/13	Arts-Based Research *Readings located on D2L
10/16	Module 8	Library Resources and Citation How to. *Videos and Readings located on D2L
10/23	Assignment Due!	No Readings assigned this week!
10/30	Module 9 Quiz on D2L DUE 11/03	Cultural Studies and Post-Colonial Theory Textbook: Pages 107-120 *Additional readings on D2L
11/06	Module 10	New Materialism and Place-Based Pedagogies *Additional readings on D2L
11/13	Exhibition Statement draft	Review modules and work on Final Exhibition Statement
11/20	Thanksgiving	No Readings Assigned this week!
11/27	Module 11 Quiz on D2L DUE 12/01	Museums and Institutional Critique *Readings located on D2L

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12/04	Final Exhibition Statement due on 12/05	Assignment to be submitted on D2L
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