



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS AND SCIENCES

Art History

REVISED COURSE: CIAS-ARTH-369-20th Century Art Since 1950

10/15 prerequisite chg ARTH-135 and ARTH-136 corrected course title

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	December 1, 2010	December 1, 2010
College Curriculum Committee	February 11, 2011	February 11, 2011

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:	Yes			
Writing Intensive:		No		
Honors		No		

2.0 Course information:

Course title:	20 th Century Art: Since 1950
Credit hours:	3
Prerequisite(s):	ARTH-135 History of Western Art:-Ancient to Medieval and ARTH-136 History of Western Art:Renaissance to Modern
Co-requisite(s):	None
Course proposed by:	Clarence Burton Sheffield, Jr.
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	30
Lab		
Studio		
Other (specify)		

2.a Course Conversion Designation

√	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 2039-375 20 th Century Art: Since 1950
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:

	New
--	-----

2.b Semester(s) offered

Fall	√	Spring	√	Summer		Other	
------	---	--------	---	--------	--	-------	--

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate)

None

Students who might elect to take the course:

Undergraduate students from CIAS as well as any other undergraduates by permission of the instructor

3.0 Goals of the course (including rationale for the course, when appropriate):

3.1 To provide students with an in-depth knowledge of the key critical issues and major artists of the second-half of the twentieth century, as well as the broad historical context of this work.

4.0 Course description

Course number: ARTH-369

Long Course title: 20th Century Art Since 1950

Short Course title: 20th Century Art Since 1950

Prerequisites: ARTH-135 History of Western Art:-Ancient to Medieval and ARTH-136 History of Wst Art:Renaissance to Modern

Class 3, Credit 3 (F, S)

A critical study of the art and visual culture of the second half of the twentieth century. Major stylistic movements in Europe and America will be examined with special attention to innovations in materials, subject matter, and philosophy. Central themes include: Abstract Expressionism, Pop Art, West Coast Junk, Funk and Beat, Nouveau Réalisme, CoBRA and Situationism, Arte Povera, Earthworks, Site Specificity, Allegory, Conceptualism, Minimalism, Feminism, Performance, Happenings, Installation, and New Media. Part II of a two semester historical sequence devoted to 20th century art.

5.0 Possible resources (texts, references, computer packages, etc.)

Required Texts:

- 5.1 Hal Foster, Rosalind Krauss, Yve-Alain Bois and Benjamin H. D. Buchloh, eds., Art Since 1900 Vol. II (NY: Thames and Hudson, 2004).
- 5.2 Jonathan Fineberg, Art Since 1940: Strategies of Being 2nd ed. (Englewood Cliffs: Prentice Hall, 2000).
- 5.3 David Joselit, American Art since 1940 (NY: Thames and Hudson, 2003).
- 5.4 David Hopkins, After Modern Art 1945-2000 (NY: Oxford, 2000).
- 5.5 Erika Doss, Twentieth-Century American Art (NY; Oxford, 2002).

These will be supplemented by a course reserve and extensive bibliography.

6.0 Topics (outline):

- | |
|---|
| 6.1 Introduction and Visual Overview |
| 6.2 Abstract Expressionism |
| 6.3 The Independent Group and Pop Art |
| 6.4 West Coast Funk, Junk, and Beat Art |
| 6.5 Minimalism |
| 6.6 Conceptual Art |
| 6.7 Hard Edge and Post-Painterly Abstraction |
| 6.8 Neo-Dada and the Flat Bed Picture Plane |
| 6.9 Sculpture/Assemblage: Part I |
| 6.10 Sculpture/Assemblage: Part II |
| 6.11 Arte Povera and Nouveau Réalisme/CoBrA |
| 6.12 Site Specificity/Earthworks/Land and Environmental Art |
| 6.13 Performance/Happenings/Fluxus/Installation |
| 6.14 Feminism |
| 6.15 Race/Identity Politics |
| 6.16 New Media |
| 6.17 Abjection and Bodily Forms |
| 6.18 Figuration and the Return to Painting |
| 6.19 Allegory and the Question of Postmodernism |
| 6.20 The Real, Hyperreal and the Superreal |

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Identify, differentiate and evaluate the main stylistic periods of the second half of the 20 th century as well as the key artists associated with them.	Critical response papers
7.2 Write a coherent visual analysis of the work of a 20 th century artist.	Homework/projects
7.3 Describe and summarize the broad trajectory of art historical change and development within the 20 th century.	Exams/quizzes
7.4 Place 20 th century art within its broader intellectual and historical context, and critically discuss some of its ideological implications.	Exams/quizzes

8.0 Program outcomes and/or goals supported by this course

- | |
|--|
| 8.1 Enable students to understand the form, function and meaning of key works of art, architecture and design from the 20 th century, their historical context, and the ideological issues that they address. |
| 8.2 Stimulate and reinforce critical thinking, reading, writing, speaking and research skills that may be applied to the contextual analysis of works of art, architecture and design and, in fact, the entire world of objects and images. Such skills will be of capital importance in whatever field the student should chose to work in. |

8.3 Enable students to develop a broad familiarity with modern visual culture and necessary skills to evaluate it, and to question its significance.

9.0

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
<i>Communication</i>		
√	Express themselves effectively in common college-level written forms using standard American English	Critical response papers
√	Revise and improve written and visual content	Critical response papers
√	Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)	Brief individual and group presentations
√	Comprehend information accessed through reading and discussion	Critical response papers and written exams
<i>Intellectual Inquiry</i>		
√	Review, assess, and draw conclusions about hypotheses and theories	Critical response papers and written exams
√	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Critical response papers and written exams
√	Construct logical and reasonable arguments that include anticipation of counterarguments	Critical response papers and written exams
√	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Critical response papers and written exams
<i>Ethical, Social and Global Awareness</i>		
	Analyze similarities and differences in human experiences and consequent perspectives	
	Examine connections among the world's populations	
	Identify contemporary ethical questions and relevant stakeholder positions	
<i>Scientific, Mathematical and Technological Literacy</i>		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical	

	information	
	Perform college-level mathematical operations on quantitative data	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
<i>Creativity, Innovation and Artistic Literacy</i>		
√	Demonstrate creative/innovative approaches to course-based assignments or projects	Critical response papers and written exams
√	Interpret and evaluate artistic expression considering the cultural context in which it was created	Critical response papers, written exams, brief in-class quizzes

10.0 Other relevant information

10.1 Classroom with DVD, VCR, and equipped for Powerpoint projection via laptop.