

# SYLLABUS

# ART APPRECIATION

**Arts 1301.603**  
**Online Course Delivery**  
asynchronous online course

**Professor:** Brittany Ham, MFA  
**Office Hours:** Classroom Hall 314I  
T/Th 12:30pm-1:30pm  
F via Zoom by appointment only  
**Email:** [bham@tamusa.edu](mailto:bham@tamusa.edu)

SPRING 2024

**Department Offering the Course:**  
Arts & Humanities

**Pre-requisites: None**

**Materials Required:**

Gateways to Art 4th Edition  
by Debra J. DeWitte, Ralph M.  
Larmann, and M. Kathryn Shields  
ISBN: 978-0500845066

**Suggested Materials: none**

**THIS SYLLABUS IS SUBJECT TO CHANGE  
AT ANY TIME, BUT YOU WILL RECEIVE AN  
EMAIL IF CHANGES OCCUR.**

## ABOUT THE PROFESSOR:

**Teaching Philosophy:**

As a professor, I curate deliberate examples from the art world that engage, challenge and inspire my students. Bringing fine art into my classroom creates an environment where students enter a rigorous creative think tank. Through a diverse range of examples spreading over history, I guide students to ask paramount questions concerning the creative process and develop a unique perspective on how they formulate an educated opinion about art and their visual world.

**Biography:**

Brittany Ham is an artist currently living and working in San Antonio, Texas. She received her Bachelor of Arts degrees in Studio Art-Painting and Communication Design from Texas State University at San Marcos in 2012, and received her Master of Fine Arts degree in Fine Art from the University of Texas at San Antonio in 2016. You can find her creative work at her website [brittanyham.com](http://brittanyham.com).

**Email Format:**

When contacting me through email make sure that you provide all the necessary information. Provide me with your name, class, section number, and the specific about name of the assignment or material that you have questions about so that I can accurately answer your questions.

## ABOUT THE COURSE:

**Course Description:**

This introduction to the visual arts is designed for the general student, as an exploration of purposes and processes in the visual arts including evaluation of selected works. This course presents a survey of the visual arts, including artistic media and techniques, and art history. Students will also explore visual principles and elements through hands-on activities.

**Professor Ham's Perspective:**

In Art Appreciation, we will be looking at the basic principles of design, medium, history, and context which animate contemporary and historic art. This will serve as an introduction to the art world and empower students to be critical viewers.

**Course Structure:**

We will be covering two Units.

Unit 1 is devoted to the elements and principles of design. This unit will help us develop a common vocabulary so that we can effectively discuss art, and will show how artists across, time, location, and specialty have a common set of visual tools. This unit will culminate in our final examination.

Unit 2 is focused on different artistic media such as painting, drawing, printmaking, sculpting, etc. In this unit

we will look at the different technical means that artists have used to create artworks.

Each week of the term you will earn three grades for assigned work:

- a reading quiz over assigned reading
- taking notes over a recorded artist lecture
- completing a short 1-hour art activity and then interacting with your classmates via discussion

In addition to the weekly assignments, you will be asked to go visit San Antonio art spaces three times throughout the course of the semester.

### **Blackboard:**

I will use Blackboard to provide you with copies of the syllabus, calendar, and other course materials. This will also be where the most up-to-date grading information will be shared with you. Make sure you regularly check Blackboard for updates. If you require technical support with your Blackboard account please contact Academic Technologies. Resources for Blackboard help can be found online at: <http://www.tamusa.edu/its/student-resources/BlackboardStudentHelp/Bb-StudentHelp.html>

## **LEARNING OUTCOMES:**

**Upon successful completion of this course, students will have:**

- Thought critically about the meaning and impact of art in our world.
- Communicated our ideas clearly in your writing, verbal language, and artwork.
- Mobilized your individual strengths to work collaboratively as part of a team to accomplish a final project.

- Engaged with the local, national, and global art and better understand diverse perspectives and practices of art.
- Visited several art venues in our communities.

### **Core Competencies:**

1. **Critical Thinking:** Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
2. **Communication Skills:** Students will demonstrate effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Team Work:** Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
4. **Social Responsibility:** Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.

## **ACADEMIC EXPECTATIONS:**

### **Standards of Campus Conduct:**

Members of the University community assume full responsibility for compliance with Texas laws and for proper self-conduct. In addition to behaving according to the ordinary conventions of adult society, members of the University community are bound by University rules, procedures, administrative procedures, handbooks, catalogs and other university approved directives conducive to creating a positive campus atmosphere and general academic well-being.

The code for student conduct is set forth in the Student Handbook. Specific attention is given there to rules addressing academic misconduct, hazing, sexual harassment and substance abuse, including alcohol abuse and the illicit use of drugs. Grievance procedures and guidelines for sanctions are outlined.

When students engage in behavior that the professor deems to be disruptive to the learning environment the professor will first verbally prompt the student to stop their behavior, if the behavior is especially gratuitous or persistent the professor may drop the student from the course.

#### **Attendance Policy:**

This course will meet asynchronously, meaning that we will not meet at an assigned time. Instead, this course will be based in the completion of weekly work, and participation with the course content on Blackboard.

#### **Financial Aid and Verification of Attendance:**

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during

the semester may also need to return a portion of his/her federal aid.

#### **Academic Dishonesty:**

Students are expected to do their own course work. First offenses cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. The student is usually confronted with the evidence in private and advised of the penalty to be assessed. The evidence will be retained for at least one full year.

For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the Office of Student Rights and Responsibilities.

Penalties for academic dishonesty may range from a grade of F on the particular assignment, F in the class, or in expulsion from the University.

## **COURSE ASSIGNMENTS:**

#### **Reading Quizzes:**

Each week you will be assigned reading in our textbook, Gateways to Art 4th Edition. You will then be quizzed on Blackboard over the material covered in the reading. The quiz must be completed on Sundays by 11:59PM. Reading Quizzes count for 20% of your final grade.

#### **Artist Lecture/Talk/Documentary Notes**

Each week you will be assigned a recorded video lecture by or about an artist engaging with the weekly course content. You will take notes while watching the video and submit them for a grade. These notes should use with headings, sub-headings, and sub-sub-

headings to encourage use to think in depth and organize our thoughts. Finally, the notes should demonstrate that you engaged with material from throughout the entire depth of the talk/lecture/documentary. The notes must be completed on Sundays by 11:59PM.

Notes count for 20% of your final grade.

### **1 Hour Art Projects**

In weeks 1-12, we'll be creating our own artworks inspired by our reading and by the work of a contemporary artist. In these assignments, we are putting into practice the theory that we gained. These artworks will utilize common materials that you are likely to have around the house and share your creations with your classmates by posting photos of your art to discussion boards. 1 Hour Art Projects must be completed on Sundays by 11:59PM.

1 Hour Art Projects will count for 20% of your final grade.

### **Community Art & Discussion Boards:**

In weeks 3, 7, and 11 you'll be tasked with visiting local art venues. In week 3 you'll be choosing to visit either the San Antonio Museum of Art or the McNay Museum of Art. In week 7 you'll be choosing to visit Contemporary at Blue Star, Ruby City, or Artpace (be sure to book an appointment if needed). In week 11 you'll be choosing to visit a public artwork in San Antonio.

For each of these visits you'll create a discussion board post with a selfie at the venue, an image of an artwork, and a five sentence paragraph describing what you think the central thesis of the artwork is. You'll then be asked to comment on at least 3 of your classmates posts adding to or critiquing their analysis with at post that is at least 3 sentences in length.

Community Art Discussion Boards will count for 15% of your final grade.

### **Visual Analysis Assignments:**

One large visual analysis assignment scheduled for the end of the semester will act as the final exam. This assignment is worth 100 points and has a clearly outlined rubric for how those points are achieved. This assignment is an opportunity to apply the terminology from your reading, the critical and contextual analysis from our lectures, and the multiple perspectives from our discussion boards. This is your chance to demonstrate what you've learned this semester. The VAA's will count for 25% of your final grade.

**Reading Quizzes: 20%**

**Artist Video Notes: 20%**

**1 Hour Art Projects: 20%**

**Community Art Discussion Boards: 15%**

**Visual Analysis Assignment: 25%**

## **GRADING**

### **Grading Scale:**

A.....	100 - 90
B.....	89 - 80
C.....	79 - 70
D.....	69 - 60
F.....	59 and Below

### **Late Work Policy:**

Late work will not be accepted. All coursework is due at 11:59PM on its assigned due date. However, in extreme cases or under extenuating circumstance I may— at my discretion— offer an extension on an assignment. To receive an extension you must email me before the deadline for that assignment passes. **You will only be granted an extension if you contact me before the due date.** Be sure to contact me as soon as possible when situations arise that affect your coursework. Early and transparent communication is always valued.

### Extra Credit:

Students will have the opportunity to earn extra credit by repeating the The Community Art Discussion Board Assignment. You can earn up to 5 bonus points for completing this extra credit and the assignment can be repeated as desired.

## ACCOMMODATION & RESOURCES:

### Accommodation Policy:

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 disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services.

DSS is located on the second floor of the Central Academic Building in Suite 210. DSS can also be contact by phone: (210) 784-1335, email: [dsupport@tamusa.edu](mailto:dsupport@tamusa.edu), or through their website.

### Library:

The University Library at Texas A&M University-San Antonio is an integral part of the University's mission to prepare and empower students through a solid foundation for success as the primary learning support service for students on campus. The library is actively engaged in the teaching, research, and public service activities of A&M-SA. The University Library provides research assistance and instruction, curriculum support, access to a wide variety of information resources, and facilities that foster independent study and

collaborative engagement. More information can be found on their webpage.

### Writing Support:

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDC-Center>.

### Academic Success Center:

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336.

To contact the Center, please call 210-784-1352 or email at [Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu)



tamusa.edu.

**Career Services:**

The Office of Career Services prepares students for real life objectives and expectations regarding careers and employment through the use of innovative research and learning techniques. Career Services provides quality counseling in the areas of choosing a major, job search strategies, pursuing employment and graduate school opportunities. Due to the high demand for services, they are available to currently enrolled A&M-SA undergraduate, and graduate students, and alumni who have graduated within the last year.

The office can be contacted via their website: <http://www.tamusa.edu/career-services>

**Mental Health and Wellness support:**

The Office of Student Counseling & Wellness Services (SC&WS) provides short-term individual, couples, and group counseling services, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. Our staff, of licensed mental health professionals, can work with you to identify more effective strategies both to cope with difficult situations and achieve goals set with your counselor.

The office can be contacted via phone: (210) 784-1331, email: [StuCounseling@tamusa.edu](mailto:StuCounseling@tamusa.edu), or on their website.

**Military Affairs:**

Texas A&M University-San Antonio assists Veterans with various educational benefits. In order to determine which veteran benefit you may use, please review these eligible education benefits and their requirements.

The office of military affairs can be con-

tacted by email: [military@tamusa.edu](mailto:military@tamusa.edu) or through their website.

**Rainbow P.A.W.S.**

Through education and advocacy, Rainbow PAWS seeks to make Texas A&M University-San Antonio a more welcoming, safe, and inclusive campus for LGBTQ+ individuals, a term that includes but is not limited to gay, lesbian, bisexual, transgender, intersex, and queer individuals.

Throughout the academic year, Safe Space workshops prepare members of the university community to support and advocate for those who identify as LGBTQ+. Once the workshop has been completed, participants will receive a Safe Space certificate, which they can display to signal their status as an advocate.

**No Use of Generative AI Permitted**

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

**CONGRATS! YOU'VE REACHED THE END OF THE SYLLABUS AND ARE NOW PREPARED WITH THE BASIC INFORMATION FOR THE COURSE!**

# Art Appreciation

## Course Calendar

Assigned Reading and Quiz is marked Orange (with the quiz due date)

Lectures, Artists Talks, Interviews, etc. and corresponding Quizzes are marked in Yellow (with the note due date)

Art Assignments are marked in Green (with due date)

Community Art Discussion Boards are Marked in Blue (with due date)

Visual Analysis Assignment is Marked in Purple (with due dates)

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### WEEK 1 | 1/16 – 1/21

1. Assigned Reading & Quiz for Chapter 1.1: Line, Shape, & Contrast p. 48-64 (due Sunday, 1/21 by 11:59 PM)
2. Julie Mehretu Notes (due Sunday, 1/21 by 11:59 PM)
3. Julie Mehretu Inspired Drawing (due Sunday, 1/21 by 11:59 PM)

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### WEEK 2 | 1/22 – 1/28

1. Assigned Reading & Quiz for Chapter 1.2: Form, Volume, Mass, and Texture p. 67-79 (due Sunday, 1/28 by 11:59 PM)
2. Louise Bourgeois Notes (due Sunday, 1/28 by 11:59 PM)
3. Louise Bourgeois Inspired Sculpture (due Sunday, 1/28 by 11:59 PM)

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### WEEK 3 | 1/29 – 2/4

1. Assigned Reading & Quiz for Chapter 1.3: Implied Depth, Value, and Space p. 82-98 (due Sunday, 2/4 by 11:59 PM)
2. Community Art Discussion Board (due Sunday, 2/4 by 11:59 PM)
  - a. No notes or art activity this week.

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### WEEK 4 | 2/5 – 2/11

1. Assigned Reading & Quiz for Chapter 1.4: Color p. 101-116 (due Sunday, 2/11 by 11:59 PM)
2. Nick Cave Notes (due Sunday, 2/11 by 11:59 PM)
3. Nick Cave Inspired Photograph (due Sunday, 2/11 by 11:59 PM)



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## WEEK 5 | 2/12 – 2/18

1. Assigned Reading & Quiz for Chapter 1.5: Time & Motion p 119-128 (due Sunday, 2/18 by 11:59 PM)
2. William Kentridge Notes (due Sunday, 2/18 by 11:59 PM)
3. William Kentridge Inspired Photograph (due Sunday, 2/18 by 11:59 PM)

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## WEEK 6 | 2/19 – 2/25

1. Assigned Reading & Quiz for Chapter 1.6: Unity, Variety, & Balance p. 131-143 (due Sunday, 2/25 by 11:59 PM)
2. Sarah Sze Notes (due Sunday, 2/25 by 11:59 PM)
3. Sarah Sze inspired Photograph (due Sunday, 2/25 by 11:59 PM)

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## WEEK 7 | 2/26 – 3/3

1. Assigned Reading and Quiz for Chapter 1.7: Scale & Proportion p 146-153 (due Sunday, 3/3 by 11:59 PM)
2. Community Art Discussion Board (due Sunday, 3/3 by 11:59 PM)
  - a. No notes or art activity this week.

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## WEEK 8 | 3/4 – 3/10

1. Assigned Reading and Quiz for Chapter 1.8: Emphasis and Focal Point p. 156-164 (due Sunday, 3/10 by 11:59 PM)
2. Artemisia Gentileschi Notes (due Sunday, 3/10 by 11:59 PM)
3. Artemisia Gentileschi Inspired Photograph (due Sunday, 3/10 by 11:59 PM)

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## WEEK 9 | 3/11 – 3/17 SPRING BREAK NO WORK

1. Optional Reading and Quiz for Chapter 1.9: Pattern & Rhythm p. 167-175 (due Sunday, 3/17 by 11:59 PM). This quiz will replace your lowest quiz grade.

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## WEEK 10 | 3/18 – 3/24

1. Assigned Reading & Quiz for Chapter 1.10: Content & Analysis p. 178-193 (due Sunday, 3/24 by 11:59 PM)
2. Jeffery Gibson Notes (due Sunday, 3/24 by 11:59 PM)

3. Jeffery Gibson Inspired Sculpture (due Sunday, 3/24 by 11:59 PM)
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#### WEEK 11 | 3/25– 3/31

1. Assigned Reading & Quiz for Chapters 2.1 & 2.2: Drawing & Painting p. 198-229 (due Sunday, 3/31 by 11:59 PM)
  2. Community Art Discussion Board (due Sunday, 3/31 by 11:59 PM)
    - a. No notes or art activity this week.
  3. Visual Analysis Draft Assignment: Steps 1-2 Instructions (due Sunday, 3/31 by 11:59 PM, optional submission for extra credit)
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#### WEEK 12 | 4/1 – 4/7

1. Assigned Reading & Quiz for Chapter 2.3: Printmaking p. 232-245 (due Sunday, 4/7 by 11:59 PM)
  2. Nate Russell Notes (due Sunday, 4/7 by 11:59 PM)
  3. Nate Russell Inspired Design (due Sunday, 4/7 by 11:59 PM)
  4. Visual Analysis Draft Assignment: Steps 3-4 Instructions (due Sunday, 4/7 by 11:59 PM, optional submission for extra credit)
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#### WEEK 13 | 4/8 – 4/14

2. Assigned Reading & Quiz for Chapter 2.4: Sculpture p. 248-264 (due Sunday, 4/14 by 11:59 PM)
  5. Visual Analysis Draft Assignment: Steps 5-6 Instructions (due Sunday, 4/14 by 11:59 PM, optional submission for extra credit)
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#### WEEK 14 | 4/15 – 4/21

1. Assigned Reading & Quiz for Chapter 2.8: Photography p. 319-335 (due Sunday, 4/21 by 11:59 PM)
  2. Visual Analysis Draft Assignment: Steps 1- 6 (due Sunday, 12/3 by 11:59 PM, required submission for all students)
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#### WEEK 15 | 4/22- 4/28

1. Peer Feedback on Visual Analysis Draft Assignment (due Sunday, 4/28 by 11:59PM, required submission for all students)
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#### WEEK 16 | FINAL EXAM WEEK

2. Final Visual Analysis Assignment: Steps 1-8 (due Friday, 5/7 by 5PM, required submission for all students)

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## WEEK 17 | FINAL GRADES

1. Final Grades are Submitted on 5/12 starting at 12PM  
(Final grades are available to students in JagWire on 5/16)