

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
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SU 2004

Course Number and Name: FA 300 20th Century American Fine Arts I
Credit hours: 4 qtr hr **Method of Delivery:** classroom

Course Description: (IAI HF 900)

Chronologically organized interdisciplinary survey of the significant intellectual, literary, philosophical, visual art, music and other performing arts expressions from the major epochs of the early American 20th Century (1900 – 1950).

Requirements for Completing the Course: In addition to passing quizzes and unit tests, students will be expected to complete assigned individual and group projects and class presentations.
Prerequisite: English 117

Topics: Early 20th Century visual arts, performing arts, literature and drama, music.

Course Objectives: Upon completion of this course, the student will be able to:

1. Evaluate contributions of American fine arts pioneers and their impact on early 20th Century American fine arts.
2. Compare the various genres of early 20th Century American fine arts.
3. Interpret works of early 20th Century American fine arts.

Midstate Grading scale:	90 - 100	A
	80 - 89	B
	70 - 79	C
	60 - 69	D
	0 - 59	F

Midstate Plagiarism Policy:

Matters related to academic honesty or contrary action such as cheating, plagiarism, or giving unauthorized help on examinations or assignments may result in an instructor giving a student a failing grade for that academic effort and also recommending the student be given a failing grade for the course and/or be subject to dismissal.

Plagiarism is using another person's words without giving credit to the author. Original speeches, publications, and artistic creations are sources for research. If you use the author's words in your papers or assignments, you must acknowledge the source. Plagiarism is strictly against the academic policy of the college and is grounds for failing the course. If repeated, plagiarism may result in suspension from the college.

Assessment Portfolio Reminder:

Each student is required to prepare an assessment portfolio for graduation. Keep a copy of this syllabus in the portfolio. Use the "Evidence for Success" list for your program, which is already in the portfolio, and instructions from the instructor to determine the assignment(s) that should be in the assessment portfolio.

Instructor Information: Steve Bortolotti, Office 236. 692-4092, email: sbortolotti@midstate.edu

General Course Policies:

1. Regular attendance is required. If a quiz, exam, in-class writing, or journal writing is assigned on a day when a student must miss class, it is up to the student to make arrangements to make up the missed assignment. Students must notify the instructor before the class they will miss, otherwise, exams cannot be made up. 1% deduction from final grade for every class absence. 2% deduction from final grade for every class absence for a weekly class.
If a student is more than a half hour late for class, it will be counted as one absence.
2. Late papers mean lower grades. Ten points will be deducted for each day the paper is late. You will be allowed to hand in late work up to one week past due date and no later.
3. Papers and other written assignments must follow the MLA standards of written work. Please refer to the Brief Holt Handbook.
4. Revised essays must be turned in by a date specified by the instructor. The grade for the revised paper will replace the original grade up to a B+. Students must turn in the original, graded essay with the revised ones. (This policy is only in effect for the out-of-class essays.)
5. General point deductions for written work:
1 point each for punctuation, spelling, capitalization, grammar, MLA errors, page headers, bolding
Loss of Letter Grade (LOLG) for not following directions
LOLG for not following essay structure/outline
6. It is the student's responsibility to keep all copies of papers and written assignments turned in for a grade. If a paper or other assignment is lost by the student or the instructor, the student is responsible for providing the instructor with another copy of the paper or assignment. Copies of the papers written in this course should be kept until the student receives his or her final grade for the quarter.
7. Evaluation process: quizzes, tests, projects, group discussions/presentations, and attendance will all be factored to determine student grades.
8. Reading materials for class discussion will be on reserve in the library.

Assignments:

1. Essays will follow the standards of written work established by Midstate College, including Microsoft Word, Times New Roman - size 12 font type/size, default margins, page headers, and double-spacing.
2. Essays will have clear objectives presented in a controlling purpose statement to be written on the first page of the essay.
3. When using secondary sources, students will submit source cards and note cards before composing outline or essay. All documentation of sources will follow the MLA style of documentation standards. Ideally, students will explore and utilize a variety of source material and academic discourse, including, but not limited to, Internet sources, journals, books, and periodicals.
4. Written Assignments:
 - A journal will be kept for the course. This journal will be kept on a floppy disk.
 - Journal entries are required for each reading assignment and for each listening and viewing experience.

- One three page essay per decade covered or a total of five essays to be written. These essays will synthesize arts and writing presented during those weeks. Each essay must focus on one of the following topics: film, literature, architecture, music, art, television, theater, or dance. Topics may not be repeated.
- Students will write an original essay for each unit. They are to choose one genre from the period under study and using at least two outside sources, compose an original essay on either an artist from the period or a major artistic movement from the period. The purpose of the essay is to discuss and analyze through original and scholarly criticism the contribution, impact, and effect of the artist to the period. Or, if an artistic movement is the subject of the essay, the student is expected to discuss and analyze through original and scholarly criticism the importance of the movement in 20th Century Art. The student cannot choose the same genre for more than one essay.

5. Projects:

Students will complete one project for the class using one genre from one of the periods as the subject. The purpose of the project is to instruct the class on one aspect of a particular art form. The project can use as its subject an artist from the period or a major artistic movement from the period. The subject of the project can not be the same as the topic of any essay. The end result of the project must take some physical form, whether it is an original piece of art, photography, video, etc. Accompanying the oral presentation must be an outline and a source page listing secondary sources used in researching the project. The project must take the form of a visual/aural presentation, a slide show, a Power Point presentation, original piece of work, etc. Part of the project includes a class presentation.

6. Tests and quizzes:

- Weekly quiz - multiple choice and short answer
- Unit test - multiple choice, essay, and short answer

Instructor's grading scale:

Journal	100 points
Essays - @100	500 points total
Project	200 points
Weekly quiz – @ 50 points	600 points total
Unit test – @ 100 points	500 points total
Total Points	1900

Suggested Source Materials: Selected readings from, but not restricted to, the following:

Barrilli, Renato. Art Nouveau. NY: Hamlyn, 1969.

Battersby, Martin. The Decorative Thirties. NY: Walker, 1971.

Brustein, Robert S. Who Needs Theater?: Dramatic Opinions. NY: Atlantic Monthly Review, 1987.

Doordan, Dennis P. Twentieth Century Architecture. NY: Abrams, 2002.

Ebert, Roger. The Great Movies. NY: Broadway, 2002.

Rubin, William S. Dada, Surrealism, and Their Heritage. NY: MOMA, 1968.

Scully, Vincent. Architecture: The Natural and the Manmade. NY: St. Martin's Press, 1991.

Class Schedule/Course Outline:

Weeks 1- 3: 1900-1910 – End of Gilded Age, start of Ragtime

Film: D.W. Griffith – “The Birth of a Nation”
Mack Sennett – Keystone Studios
Literature: Jack Reid – Ten Days That Shook the World
Architecture: Frank Lloyd Wright – The Prairie School, The Chicago Style
Music: Scott Joplin
Dance: Isadora Duncan
Art: Louis Comfort Tiffany – Art Nouveau

Weeks 4- 6: 1920s – The Jazz Age

Film: Erich Von Stroheim – “Greed”
King Vidor
Literature: F. Scott Fitzgerald – The Great Gatsby
Architecture: Frank Lloyd Wright – The Prairie School, The Chicago Style
Music: George Gershwin – Rhapsody in Blue
Art: Art Deco Movement

Weeks 7- 9: 1930s – The Great Depression

Film: Victor Fleming – “Gone With the Wind,” “The Wizard of Oz”
Shirley Temple - Various works
Marx Brothers - Various works
Literature: John Steinbeck – The Grapes of Wrath
Margaret Mitchell – Gone With the Wind
Architecture: Frank Lloyd Wright – The Prairie School, The Chicago Style
Music: Aaron Copland – Appalachian Spring, Rodeo
Cole Porter - Various works
Dance: George Ballanchine
Art: Maxfield Parrish – Illustrator
Georgia O’Keefe - Various works
Grant Wood – Various works
Drama: Lillian Hellman – “The Children’s Hour,” “The Little Foxes”

Weeks 10-12: 1940s: World War II

Film: Orson Welles – “Citizen Kane” (Film Noir)
The Movies Go to War - “Mrs. Miniver,” “Yankee Doodle Dandy,” “The Best Years of Our Lives,” “Gentleman’s Agreement”
Literature: Ayn Rand – The Fountainhead
Dashiell Hammet – Various works
Architecture: Frank Lloyd Wright – The Prairie School, The Chicago Style
Music: Benny Goodman, The Andrews Sisters (Big Band)
Drama: “Oklahoma!”
Tennessee Williams – “A Streetcar Named Desire,” “The Glass Menagerie”
Dance: Agnes de Mille
Art: Ansel Adams, Margaret Bourke White – photography

Midstate College FA 300 – Essay Rubric

Outline: 50 pts	-5	-2	-0	+1	Total
Thesis	Thesis not stated clearly.	Thesis stated clearly, but with some question as to purpose.	Thesis stated clearly as to which side of the argument the author will assume.		
Development	Substantially underdeveloped.	Not developed completely to the III. A. B minimum	Developed to the III.A. B minimum	Developed past the III.A. B minimum	
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
				Total	

WC Page: 50 pts	-5	-2	-0	+1	
MLA format	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Format of page	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
				Total	

Essay: 100 pts	-5	-2	-0	+1	Total
Introduction	Thesis not stated clearly.	Thesis stated clearly, but with some question as to purpose.	Thesis stated clearly as to which side of the argument the author will assume.		
Development	Substantially underdeveloped.	Essay not consistent parallel with outline.	Essay parallel with outline.		
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
Conclusion	Paragraph does not exist.	Conclusion restates thesis or summarizes.	Conclusion restates thesis and summarizes.	Plus offers opinion.	
				Total	

Midstate College
FA 300 – Project/presentation Rubric

Project/presentation: 100 pts	-5	-2	-0	+1	Total
Introduction	Does not state objectives clearly.	States objectives clearly.	Utilizes and attention getter, states objectives and main purpose.	Also includes necessary info for reader's understanding of topic.	
Conclusion	Does not summarize objectives clearly.	Summarizes purpose or main points.	Summarizes both purpose and main points.	Also includes final opinion that underscores and supports purpose; encourages discussion.	
Organization	Parallelism between presentation and outline is non-existent throughout presentation.	Parallelism with outline inconsistent throughout presentation.	Parallelism with outline consistent throughout, with few exceptions	Perfect parallelism between outline and presentation	
Subject matter	Project does not relate to any genre discussed in class.	Project related to topics discussed, but does not offer any new insights.	Project further enhances an appreciation and understanding of period/topic being presented.	Plus project shows awareness of topic in its historical context.	
Use of sources	No secondary sources used.	Only one source used, but not cited.	One source used and cited.	More than one source used and cited.	
				Total	