

**De Anza College  
ICS 5.65Z/Art 2F.65Z  
Summer Quarter 2019  
Online Class**

**Multicultural Art in the United States**

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Office Hours: T-Th 12:30-1:30  
MCC 14

**Textbooks required**

**Lewis, Samella, *African American Art and Artists***, University of California Press. Third edition – expanded and revised, 2003. ISBN - 0-520-23935-0. Second hand copies are available in the bookstore, online @ Amazon.com.

***Creativity Is Our Tradition***, Rick Hill and Institute of American Indian Arts  
Find it posted online on Canvas in the Modules. You can print them if you wish!

**Kim, Elaine H., Margo Machida, Sharon Mizota, Lisa Lowe, *Fresh Talk, Daring Gazes: Conversations on Asian American Art***, University of California Press, Berkeley. ISBN -0-520-24456-0. Second hand copies are available at De Anza Bookstore and online @ Amazon.com.

Copies of all the above textbooks are also available on my reserve shelf in the Library at Olsen Reserve shelf. See librarians for access. Books can be checked out for 2 hours or over night. Suggest in that time you xerox off the assigned pages to read. Then you have your own copy! Use a big clip to hold pages together!

**Textbook - recommended but not required**

**Lipson, Charles, *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success!*** (Includes all major citation styles for literature and sciences). University of Chicago Press, Chicago, Ill. ISBN 13 - 978-0-226-48477-8 Available at Amazon.com and Olsen Reserve.

**Go to Canvas to the Summer ICS5-Arts2F.65. Home page - please read the information, then click on the Modules (to your left). With Modules open you should see all steps, activities, and assignments posted there. As soon as you see the class begin Step 1. Check in so we know you are part of the class!!**

You'll upload reflections, problems, extra credit, essays for midterms and the final exam at this site. Very important to get them all included!! Be aware that if you try to use your cell phone or a tablet to do assignments for this class, you may not be able to download everything that is in the Module. **To do your best work, USE A COMPUTER!!!! If you don't have one, go to the Student Computer pod in the basement of the Library Annex - building right behind**

**the Library!! Go through the ground level doors, down the hall, to the staircase. Go down the staircase to the basement level and you'll see the pod. You can "rent" a computer with your student body card.**

Google Museums for exhibits, activities and free days to visit. Cantor Center for the Visual Arts (Stanford U), DeYoung Museum, Asian Art Museum, MOAD, de Saisset Musuem (Santa Clara U), Triton Museum (City of Santa Clara), San Jose Art Museum.

### **GOALS and Student Learning Outcomes**

We will cover concepts of ethnicity, gender and social issues expressed by artists reflecting their “American Experience” - African Americans, Native Americans, and Asian Americans. Every cultural group constructs their own body of aesthetics based on their world views or philosophical outlook. These concepts and social issues reflect shared experiences (good and bad) that become traditions to remember and incorporate into contemporary images. These are the social contexts for the visual images. To fully understand and appreciate the art we must understand these cultural contexts that are shared by nearly everyone who identify themselves with an ethnic group or subgroup. Artists voice subsequent responses to these contexts. We need to become acquainted with traditions upon which the artists base their work – either in a positive way or using it as a springboard for critique and deconstruction. By the time this class is finished, you should be able to discuss these views!

A college readiness level of reading is not required, but is strongly encouraged. If you are in a transfer program, you will want to approach this course as though it is a class in a four-year institution. The goal of this class is to add breadth to your understanding of art as it reflects public issues that are now current. It reflects a variety of aesthetic preferences, based on cultural values. If you have a learning disability please see me.

You will have an opportunity to improve your college level skills by:

- **Writing** – two “problems” and four essays in exams
- **Critical thinking** – practice synthesizing ideas and information from reading materials, class lectures and outside reading sources for problems and essays.
- **Ethno-aesthetics** – become familiar with cultural values that create rules for aesthetic choice in each cultural climate. Some are different from Western European aesthetics, some are similar.
- **Artistic analysis** – students will have a chance to develop some critical skills to analyze what makes an example of Western art good.
- **Intercultural Studies** – gain sensitivity through understanding and thus respect for other cultural views, contexts for visual imagery and issues related to ethnicity, gender and social class identification. Gain sensitivity to concepts of ethnocentricity and stereotyping.

- **Appreciation for diversity** – every culture contributes different views of artistic expression here in the United States, making it a very rich environment!

### **Requirements to pass the course:**

#### **Class assignments and activities are posted on Canvas.**

You progress through the course by way of “steps” that I have numbered 1 through 50 +. Each “step” is a learning activity that often (but not always) has points attached to it by writing a reflection about what you have just learned. Don’t be shy, say what you think or ask pertinent questions. That’s how learning progresses. You want to accumulate points like putting \$\$ in the bank!

**Read assignments** – midterm essays are questions to test your understanding of the reading assignments. This is where the learning happens!

**Ask questions** about your reading assignments if some concept isn't clear!!

**Problems** – An assignment where you have to use your own informed thinking skills along with the information you have read in the textbook and class notes to complete the assignment. Two problems will be assigned. Do them, turn them in!! Allow yourself enough time to do them so you are not pushing your mental limits at the deadline!

**Two midterms** – take ‘em, pass ‘em! Midterms test your understanding of the reading material and the assignments and discussions.

**Final exam** – be there! Finish it! This is a De Anza College requirement. Not taking it will result in an F in the class.

### **Expectations**

**Summer Quarter condenses 12 weeks into 6!! Be prepared to spend more time than usual on these classes, we’re covering the same material in ½ the time!!!!s**

If you decide to add the class, it is your responsibility to follow through with the paperwork. You will need to show me your receipt from the Registrar before I can add your name to the class roster. Last day to add this class is July .

If you decide to drop the class, it is your responsibility to follow through with the paperwork. If you decide to change your grade option from a letter grade to a pass/no pass option, you have to initiate the paper work at the admissions window. Last day to drop the class is July . Last day to drop without a W is 7/.

### Homework

It is your responsibility to buy and/or access textbooks from the bookstore, online or in the library reserve shelf. Read the assignments in a thoughtful manner. Ask yourself as you read – How does this change my earlier assumptions? Stereotypes? Save all your written homework on disk as backup!!

Questions are MOST WELCOME – no textbook author has thought of everything!! Read, it's OK to question what authors say! If you need help with reading or writing in English (whether you are ESL or NOT), take advantage of the TUTORIAL CENTER – L47 website: [www.deanza.edu/tutorial](http://www.deanza.edu/tutorial). Phone 408-864-8682/8683. They do not have tutors in ICS 5 but can help you work out what you are trying to say. They can show you resources to use and point out some of the most glaring problems with a particular essay. So you still have to do your own thinking!!

There is also a Writing and Reading Center in AT 304. They have drop in tutoring for 30-minute sessions. Sign up!! Also weekly one-hour sessions. See them for details. They are open M-Th 8:30 am to 5:30pm and Fridays, 8:30am to 12:30 pm. Phone # 408-864-5421 and/or email [flandezalerie@fhda.edu](mailto:flandezalerie@fhda.edu) , [blackborowsandra@fhda.edu](mailto:blackborowsandra@fhda.edu) , or [leonardamy@fhda.edu](mailto:leonardamy@fhda.edu) .

**Above all BE KIND TO YOURSELF!!** Allow yourself enough time to do the assignments – this isn't high school, this is college and it's more complicated than high school!

**“Problems”** are assignments where I give you a list of questions about a topic. It always involves going somewhere to look at some kind of art. You have to produce evidence that you have actually been there – such as photographs or entrance tickets. Doing your problem from digital images is discouraged. You answer the questions first based on what you observe – first hand. If you're not there, you'll miss important relationships! When you write up your answers I suggest that you also consult the textbook to help you answer the questions. (Not to tell you what to say, but the topics to cover.) You will find yourself examining your own opinions or the presentation of the images. That's good and encouraged! Do it in writing!! The more you read, the more you will have something to say. People who can't think what to say haven't read enough!!

### **Tests and Quizzes**

There will be quizzes on chapters of the assigned reading that will be worth 10 points even though there will usually be more than 10 multiple choice questions. There will be 2 midterms and one final. Midterms and a section of the final test the information we have just studied. The final will have one comprehensive essay as well. Midterm tests come in two parts – **picture identification** and **essay**. There will be a slide review just before the test. The review pictures are posted on Canvas modules for you to access and study. You can retrieve them in a Power Point format and add your notes on “why the picture/image is important.” **Essays** follow the general collegiate format – Introduction/question to answer, state your answer, then provide the information that leads to justifying your answer. Essays are intended to be an opportunity for you to show me how much you've learned – based on the reading assignments and problems.

## Grading Policy

Four quizzes, two tests, two problems, a final and reflections, work sheets and participation in forums all enter into your final grade. I arrive at final grades mathematically. **The four quizzes = 40 points, two midterms = 50 points each.** The **problems = 50 points each,** and **the final = 100 points,** totaling 340 possible academic points. Additional points are earned through the reflections, worksheets and forums. Extra credit can total 25 additional points. **The total number of points to be earned is 365.** If I add or take away a quiz or homework that changes the point total, I will re-calculate totals but the structure of % always stays the same. Also, I do not weigh quizzes, midterms more than regular assignments, (FYI) They add their point amounts on an equal basis. Students find that not submitting exam essays or problems puts a big hole in their total class grades!!! So try to get them all done - plan out the time since we're on a shorter schedule!!

365 or greater = A+.

90% of 365 = 328 points. That is the cut-off for an A.

A ranges from 335-350 (92%+)

A - ranges from 328-334

.. 80% of 365 = 292. That is the cut-off for a B.

B+'s range from 310-327 (85%).

B's range from 299-309 (82%)

B-'s range from 308-292 (80%)

70% of 365 = 255. That is the cut-off for a C.

C+ ranges from 291-274(75%+)

C ranges from 262-255. (70%+)

C- does not exist.

60% of 365 = 219. That is the cut-off score for a D.

D+'s range from 254-237

D's range from 236-226

D-'s range from 225-219.

Anything below 219 is an F. If you have an identified learning disability or you are an ESL student, please see me during office hours, after class or contact me by email. We can work out other ways of testing.

## Grading

**The Good News:** this is a Humanities class where there are no exact answers (unlike math), only thoughtful answers! Thoughtful answers use information gained from class lectures, reading assignments and problems. The more reading you do, the easier it will be to answer essay questions and write problems. Reading and grading problems is not an exact science either. To help communication between you and me, try to be as specific as you can, monitor your use of pronouns and definitely do not answer problem questions with a "yes" or "no" answer.

I am committed to helping you improve your communication skills. I respond to your writing with comments written in the margins of your problems. I applaud when you put two concepts together in a manner that has meaning. I try

to show you what to do next time when you did not. Office hours are meant for students who would like to discuss their progress, have questions about the problems or anything else. I want everyone to be a successful student.

**The Bad News:** I am a rather strict grader. I expect people to invest time in their education. As you plan out your time for this class, plan 2 hours homework time for every hour spent in class!! This is the customary expectation of 4-year institutions, get used to it. There is no such thing as instant knowledge!!

All the assignments go through Turnitin.com which scans uploaded work for similarity with other papers already on the internet. Everybody gets a similarity %. The best similarity % you can get is 0%. That means all your words are yours. I allow up to 10% similarity because students include the question (which is very helpful) , or use quotes or include bibliographies. Higher than 10% gets my attention. If part of a homework assignment comes off the internet, I am not impressed. **I reserve the right to give a 0 if copying is evident.**

**Extra Credit Assignments** can be done any time. There are no due dates for extra credit assignments - they can be turned in any time up and through the last day of class Summer Quarter 2019. I allow 20 points of extra credit which helps your final grade - it's also a good back up in case a test doesn't go as planned or something else happens that hinders point accumulation. It's a good back-up but it doesn't work so well as a substitute for weekly assignments (FYI).

### **SCHEDULE OF CLASS TOPICS, READING ASSIGNMENTS AND TESTS**

(use this schedule IN CONJUNCTION WITH the Canvas page "steps". You will only be able to see one week at a time online, so this gives you an idea what's coming up and when). All assignments can be found in Modules in the left hand list of choices when you get to the home page for this class. Look for all assignments there.

**July 1** Get acquainted! Who's who?? Get your books/organize your reading. What do you expect to learn about art?  
Introduction to multicultural art. How does culture contribute to visual images? What are aesthetics? How do they change with every culture? What is culture?  
**Week 1 July 1 - 7 Reading Assignment: African American packet handed out. Read - *African American Art and Artists*; Forewords- pp. xi- pp. 4 and Chapter 1 p.7- 21, Chapter 2 p. 23-58.**  
**All weekly assignments are due by Sunday night, uploaded into the Canvas Step provided.**  
Video: "Treasures of African Art" with Rhys-Grf Jones (Documentary) African aesthetics and role of artist in village societies. Worksheet on video to answer - upload by 7/7, 11:55pm.

**July 2** Art of Hunter-Gatherer societies - made by Shamans  
Farming societies, - Secret Societies' roles as patrons of the arts.

Africa's traditional wood carving  
Complex societies – Ranked societies with Royal courts, inherited statuses - textiles – Kente cloth. Blacksmiths and Bronze casters -- their social responsibilities.

**July 3** **Colonial period** – Changes - African art – in the New World. Affects of contact with Western European cultures. Slavery - Quilts and quilt making in Africa as free people and in the US as slaves. How it changed, what it became, how it reflects the spirit of a quiet resistance!  
**Problem #1 (Posted on the Catalyst website) – visit a museum or exhibit.**  
**Use the July 4 weekend to start your Problem 1. Visit a museum listed in Problem 1 - De Anza and San Jose State will be closed. MOAD, De Young in San Francisco will probably be open. Stanford's Cantor Center for Visual Arts will be open July 4 and the weekend. There are 3 exhibits at the Cantor that would fulfill your Problem 1.**

**Week 2 July 8 - July 14 Reading Assignment: *African American Art and Artists*, Chapter 3 p. 59 – 113. Chapter 4, p. 115-142.**

**July 8** **Free black artists in the south and in the north.** Limner painting Joshua Johnston, Early 19<sup>th</sup> C. painters: Robert Duncanson & Edward Bannister. Sculpture - Edmonia Lewis and Meta Vaux Warrick – Henry Tanner – precursor to the Harlem Renaissance!

**July 9** Harlem Renaissance – New Negro Movement – Theme of Ethiopia. Aaron Douglas and other Harlem Renaissance artists. Sculpture – Augusta Savage, Raymond Barthé, Sargent Johnson. Ken Burns' PBS documentary JAZZ, episode 2, The Gift  
Download worksheet, fill in as you watch and upload by 7/14. 11:55pm.

**July 10-11** Harlem Renaissance con't – Artists of the Harlem Renaissance "Against the Odds" : extra credit - find it on Netflix or De Anza's YouTube.

**Week 3 July 15 - 21 Reading Assignment: *African American Art and Artists*: Chapter 5, 143-172; p.198-244; p. 276-288, p. 291-337. Conclusion**

- July 15** MOAD " Dignity Images: Bayview - Hunters Point " visit the website online and learn what characterizes one of the most isolated neighborhoods in San Francisco.  
Contemporary African American artists and new social issues. Romare Beardon, Alma Thomas, Jacob Lawrence – two different approaches to the same social problem. Elizabeth Catlett, Raymond Saunders, Dana Chandler, Faith Ringgold –Installations and sculpture.
- July 16** 1990 – 2002 African American contemporary artists e.g. Richard Yarde, Kerry Marshall, Annette Lawrence, Chakaia Booker
- July 17** **Review for Test #1**  
**For next week: Assignment - Problem #1 due. (Pictures posted on Catalyst July 13). Chapters 1 through 5 + Conclusion. Essay questions posted on [www.turnitin.com](http://www.turnitin.com) Wed. July 15.**
- July 18** **Problem 1 due today! Upload your problem on Canvas. It will close at 5 minutes to midnight.**
- July 20-21** **Midterm #1. Multiple choice section will be done online. Essays will be due at 5 minutes to midnight July 19 on Turnitin.com. (25 points)**

**Week 4 July 22 - 28 Begin Native American Section**  
Native American packet posted on Canvas – download the slide lists and information. Video: Myths and Moundbuilders download worksheet, complete, and upload by 7/28.  
Prehistoric Native Americans east and west of the Mississippi. Download "slide lists" that contain more information about the powerpoints you are assigned to study. Reading assignment: *Creativity Is Our Tradition*, Rick Hill and Institute of American Indian Arts is the textbook. The book is posted on Canvas by chapter. Reading Assignment – Read Chapter 1, 2, and 3.

- July 22** **Art after contact with American government** - Plains Indian art and Ledger painting. The Oklahoma school  
**Download slide list and information**  
**Begin Problem 2 – find it on Catalyst in this week's Things to do!!**  
**Extra Credit** - read Scott Momaday's article "Native American Views about the Environment."
- July 23** **IAIA Native American artists become artists in their own right. Reading Assignment: Creativity is Our Tradition, Chapters 4, 5, and 6.**  
Download slide lists and powerpoint review pics from Catalyst.
- July 24** **Fritz Scholder, Diego Romero, Roxanne Swentzell, Alan Houser.**
- July 25** **California Native Artists and Review for Midterm #2.**



(Problem 2 will be due after the midterm on July 30-31 .)  
Essay questions will be posted on Catalyst

**July 27-28 Midterm #2. Multiple choice section will be done online.**  
Essay will be due July 28, by 11:55 pm onTurnitin.com

**Week 5 - July 28 - August 4 Begin Asian American Section** Video: First Person Singular: IM Pei. Download worksheet for the video to complete and upload by August 4.

July 29 Neo-Confucianism and Taoism – Painting during the Northern Sung to Ching Dynasties. Go through the powerpoints of Hong Kong and Chinese Painting. Japanese aesthetics – castles, gardens, painting and Zen Buddhism, Woodblock prints - Kabu Study the pages re:Confucius, Taoism, 6 Canons of Painting -( the aesthetics of Asian art), study "How to Read a Japanese Print"  
**Assignment: Fresh Talk, Daring Gazes** read “Preface” by Margo Machida – pp.xi-xiii, **Forward by Lisa Lowe, Interstitial Subjects by Elaine Kim** Asian American packets handed out.  
Chinese Principles of Painting – Calligraphy

July 30 **Asian American artists in California** – Obata in Yosemite Watercolor artists in California.  
**Assignment:** Artists of Japantown Art and Media Workshop (JAM) **Contemporary artists from the textbook.**  
**Assignment: Fresh Talk, Daring Gazes, “Interchanges” Pacita Abad, Kristine Yuki Aono, Tomie Arai, Sung Ho Choi, Albert Chong, Ken Chu, David Chung, Michael Joo, Jin Soo Kim, Manuel Ocampo, and Roger Shimomura. Feel free to read others if they are interesting to you!**

August 1 **Review for Final, review sheet and powerpoint review pictures.**  
Download Final Exam Essay questions and powerpoint review to study – Will be available beginning August 1.

August 4 **Extra Credit - Tour of Asian Art Museum, San Francisco!** Write a one-page evaluation of your experience for extra credit. The first Sunday of every month, the Asian Art Museum does not charge admission. It is free that day. Great day to go visit and take your Museum assignment pages with you to do an extra credit assignment.

August 5 **Turn in Problem 2 to Canvas with pictures of your wall mural.**  
Finish artists from the textbook

August 8 Review slides for final exam.

August 9 **Final Exam 12:30 to 2:30 pm and we’re done!! Final Exam essay uploaded on Canvas by August 9 @ 11:55pm.**  
**Final grades are posted on Canvas by Wednesday, August 14.**