

**UCO 1200: Art, Politics & Power
Fall 2016 Syllabus**

Instructor: Lillian Nave Goudas
MWF 10:00-10:50 & 11:00-11:50 AM

Office: Duncan 213A

Office Hours: MW 9:00-10:00 AM, 12:00-1:00 PM by appointment

E-mail: goudasln@appstate.edu

Classroom: Anne Belk 207

Office Phone: 828.262.2028

"Whatever these paintings may have been to men who looked at them a generation back—today they are not only works of art." Today they are the symbols of the human spirit, and of the world the freedom of the human spirit made... To accept this work today is to assert the purpose of the people of America that the freedom of the human spirit and human mind which has produced the world's great art and all its science—shall not be utterly destroyed."

-President Franklin D. Roosevelt, dedication ceremony of the National Gallery of Art, Washington, D.C., March 17, 1941

"It used to be called plundering. But today things have become more humane. In spite of that, I intend to plunder, and to do it thoroughly."

-Reichsmarschall Hermann Goring, speaking to a conference of Reich Commissioners for the Occupied Territories and the Military Commanders, Berlin, August 6, 1942

WEBSITE

It will be helpful to you throughout the semester to reference the First Year Seminar website: firstyearseminar.appstate.edu

BLOG

Important information will be provided for you by Dr. Martha McCaughey on the First Year Seminar blog. You must sign up for this blog in order to be apprised of our class and FYS activities. Required blog: thisblogisnotrequired.wordpress.com

Art, Politics and Power Description

This course will explore the power of images in a social context throughout a specific time in history, World War II. Following in the footsteps of the Allied Monuments Men in Europe, students will investigate artworks and their significance in history and culture, specifically looking at what happens when cultures collide. Taking a multicultural approach, we will seek to understand what art means to the people who make it, as well as what symbolism it begins to assume for the culture, and eventually what cultural values it transmits. Then we will evaluate how it is transformed through contact with other peoples and/or cultures throughout time. We will pay close attention to both positive and negative, constructive and destructive imaginings, and learn how to integrate cultural ideas into larger contexts in multicultural postmodern societies. In short, we will discuss the power of images, why Hitler wanted them, or wanted to destroy them, and how relevant this is in our lives today.

First Year Seminar Catalog course description:

The First Year Seminar (UCO 1200) provides students with an introduction to the four goals of a liberal education at Appalachian State University. Specifically, students will practice (1) thinking critically and creatively and (2) communicating effectively. In addition, students will be introduced to the learning goals of (3) making local-to-global connections and (4) understanding responsibilities of community membership.

While each First Year Seminar course engages a unique topic examined from multiple perspectives, each course also introduces students to a common set of transferable skills. As such, First Year Seminar facilitates student engagement with: fellow students, the university, the community, and the common reading; essential college-level research and information literacy skills; and the habits of rigorous study, intellectual growth, and lifelong learning.

How to successfully complete this course:

Your active and continued engagement with this course and its materials will provide you with a firm foundation for successful completion of the course. **I expect that you will:**

- a. Approach the class with a positive attitude in which you desire to learn from the materials and your fellow classmates
- b. Consider this class a journey on which I am not an instructor but rather a co-learner
- c. Read the required readings well before class time
- d. Complete any written assignments on the readings before class
- e. Bring any written assignments on readings with you to class for discussion
- f. Actively engage in class discussion
- g. Complete and hand in all written and creative assignments on time
- h. Attend all regularly scheduled class meetings

What you can expect from me:

I feel a great responsibility to you as my student. Your time is just as precious as mine and so I want to take full advantage of this very limited resource. **You can expect me to:**

- a. Honor your time and your commitment to this class by coming prepared and on time to each class meeting
- b. Create a safe, open, and welcoming environment for all students with differing ways of thinking and varied modes of communication
- c. Be respectful of your opinions, beliefs, heritage, and ideas
- d. Offer to be a co-learner with you as we take a journey in this class together
- e. Give you verbal feedback during every class
- f. Use a variety of pedagogical techniques to reach many different styles of learners
- g. Change up the classroom structure
- h. Challenge you to think broadly and in new ways

GOALS & OBJECTIVES:

Modes of Inquiry:

This course will engage students in several differing modes of inquiry through classroom activities and assignments. A *mode of inquiry* is essentially a methodological or disciplinary lens through which a particular topic is viewed. I emphasize using a variety of modes of inquiry in our course in order to introduce students to multiple methods of framing or solving problems, multiple ways of knowing, and/or understanding one's self and the subject matter. Listed in the table below are the modes of inquiry we will use along **with just one example** of how this mode of inquiry is applied in our course. (There are often many examples of each mode of inquiry, but only one is presented here for clarity.)

Mode of Inquiry	Use of Mode of Inquiry in course
Critical Analysis of film, text and art	Film quizzes and discussions
Social and Political Analysis	Monuments Men text
Historical analysis	Parthenon readings and discussion
Contemplative inquiry and first person observation	Journal assignments
Scholarly Research with Library component	Annotated bibliography assignment
Creative Inquiry	Documentary Film production

General Education Course Goals:

This course will address several of the General Education Course Goals:

Goal 1: Thinking Critically and Creatively

Goal 2: Communicating Effectively

Goal 3: Making Local-to-Global Connections:

Goal 4: Understanding the Responsibilities of Community Membership

Students successfully completing the course will reach these goals through their work on written assignments, in-class exercises and practical group learning experiences. Learning goals and outcomes are specifically stated on each assignment throughout the semester. Specifically, the table below provides **some examples** of how the course content, assignments, and and/or teaching strategies address the General Education Course Goals:

Course Goal	How will this course address this goal?
1	Annotated Bibliography: Students will research credible sources using the library resources to create an annotated bibliography using newly acquired information literacy skills.
1	Journal: Students will engage in a reflective process as they write their own views of how they react to class discussions, readings, and works of art.

2	Documentary Film: Students will research and create a well-organized, clearly understandable short film about a work of art that was affected by the Nazis during World War II.
3	Class Discussion: Students will make local-to-global connections during our discussions of the American soldiers tasked with protected Europe's artistic heritage during World War II.
4	Community of Learners: This class depends on the participation of each member. Together we will learn from each other and widen our understanding of the world, this topic, ourselves, and what it means to be a member of an academic community.

GLO Attribution

This course will also satisfy the requirements for Global Learning Outcomes (GLO attribution) relevant to our Quality Enhancement Plan (QEP) of Global Learning set forth by the university. Throughout the semester we will be discussing and debating the place and relevance of art in the world and will analyze these issues from multiple perspectives throughout the course.

Goal 1: Develop globally competent knowledge

1. Explain the historical, political, scientific, cultural, and/or socioeconomic interconnections between the United States and the rest of the world
2. Describe some of the contested assumptions and intellectual debates across the globe that are relevant to the major
3. Analyze the dynamics of global transactions as applied to a problem important to the field

Goal 2: Cultivate intercultural competencies

1. Apply knowledge of other cultures and countries
2. Analyze a single issue from multiple perspectives

Goal 3: Foster globally competent citizenship

1. Demonstrate a sense of global interconnections and interdependencies
2. Identify obligations to people situated both inside and outside their own national borders
3. Describe a social problem requiring collective remedies that transcend national borders
4. Identify some of the ethical and moral questions that underlie a given transaction between countries

REQUIRED READINGS

2015 Common Reading Selection- A Long Way Gone by Ishmael Beah

Robert Edsel, *The Monuments Men* (New York, Center Street, 2009)

***Please buy this via Amazon or at the College Bookstore or check it out from a local library

**Various other articles are available online.

COURSE REQUIREMENTS

Class Conduct & Participation

Be courteous to your fellow classmates and to your professor. **I have a NO LAPTOP policy for this class. NO CELLPHONES or other ELECTRONIC DEVICES are allowed either.** This class requires you to be present, mentally and physically, with the other people in the room and with me. This policy will not only lessen the temptation for distraction, but will cause you to interact with each other and understand the course in analog rather than digital terms. This is very important to a close engagement with visual art. This course is as much about the experience we have together as it is about the images and topics we will discuss. We are in class only briefly and it is to your great benefit to be actively engaged with your classmates, the material, and me. If you have something to add to the class discussion, please add it for all to hear as well. We all benefit from each other.

Your participation in this class is very important. We will be exploring our own reasoning, system of beliefs, expression of beliefs, and understanding of each other as well as various topics in the history of art and religion. When you speak in class, you are putting into practice your ideas and we can all learn from them.

Assignments, Papers, and Projects

ePortfolio	15%
Participation	10%
Journals	10%
Film Quiz (3@ at 5% each)	15%
Parthenon Marbles Essay	10%
Annotated Bibliography	10%
Power Point Outline	10%
Documentary film	20%

Attendance

You are required to come to class. Our class time is very important because we will be discussing topics as a group. Your input is important and hearing other viewpoints is equally important for this class. You are expected to be present at all classes and to participate in the discussion. I will take attendance each day. If you miss more than 3 class meetings, your grade will be moved down one third of a letter grade (i.e. From an A- to a B+)

Participation

Your participation is very important in this course. Throughout the course meeting times, I will have various in-class assignments that will count toward your participation grade. These may resemble “pop quizzes” but will for the most part be done collaboratively. Make sure you do your readings ahead of class to be prepared to discuss the topic of the day. These assignments will be taken up and account for your participation grade.

Journal

Writing is an extremely important skill you will use the rest of your life. It is a skill that will be stressed a great deal in this course. These exercises are designed to make you think and to force you to write down your thoughts in a coherent manner. The journal is merely one avenue we will use to help you formulate and express your ideas clearly.

The journal should be a minimum of 250 words (that's about one page double-spaced, typed) but can go up to 500 words. Each journal will be scored on a scale from 0 to 10. A successful journal will demonstrate critical thought on the topic and a long, thoughtful engagement with the material. A less successful journal will consist of less than 250 words, and/or a mere surface evaluation of the topic. Grammar and style are less important on these "low-stakes writing assignments" but certainly coherence is required. "Stream-of-consciousness" writing will not satisfy the requirements for the journal.

Parthenon Marbles Essays

You will be assigned two short papers in which you must determine whether or not the Parthenon marbles should remain at the British Museum or should be returned to Greece. You will take on the role of the curator and create a persuasive argument as to why the marbles should and should not move from the British Museum. A separate assignment sheet will be passed out explaining the assignment in detail.

Annotated Bibliography

In preparation for the final project, you will be required to research a topic of your own choosing. The first step in this process is the completion of an annotated bibliography in which you begin to find sources relevant to the final project topic. A separate assignment sheet will be passed out during the semester detailing this assignment.

Documentary Film Project

You will work either alone or with other members of the class on a project requiring use of the library's resources. This project will include both written and oral components and will result in a documentary film. We will all go to the library together and learn some research tools and then students will work in groups to present their results to the class and submit 5 to 10 minute documentary film.

Late Work Policy

Assignments are due at the beginning of class on the due date. Late work will be marked down 10% of the final grade. This means that if you have a printing problem when a paper is due, you will receive a 10% reduction in your grade. You may hand in the assignment on the next class period for the late grade. After the following class period, the assignment will not be accepted and you will receive a zero for the assignment. I will not accept emailed submissions for papers or any work that should be handed in to me.

Grading

Points	Letter Grade
100 - 93	A
92.9 - 90	A-

89.9 - 87	B+
86.9 - 83	B
82.9 - 80	B-
79.9 - 77	C+
76.9 - 73	C
72.9 - 70	C-
69.9 - 67	D+
66.9 - 60	D

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Academic Integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Disability Services

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Interim Religious Observances Policy

Please click here

<http://www.academicaffairs.appstate.edu/sites/firstyearseminar.appstate.edu/file/Interim%20Religious%20Observance%20Policy.pdf> for link to University statement.

Selected Bibliography

Edsel, R. M. (2006). *Rescuing da Vinci: Hitler and the Nazis stole Europe's great art : America and her allies recovered it.* Dallas: Laurel Pub.

Edsel, R. M. (2013). *Saving Italy: The race to rescue a nation's treasures from the Nazis.*

Kirkpatrick, S. (2010). *Hitler's holy relics: A true story of Nazi plunder and the race to recover the crown jewels of the Holy Roman Empire.* New York: Simon & Schuster.

Nagel, S. (2004). *Mistress of the Elgin Marbles: A Biography of Mary Nisbet, Countess of Elgin.* New York: Harper Collins.

Nicholas, L. H. (1994). *The rape of Europa: The fate of Europe's treasures in the Third Reich and the Second World War.* New York: Knopf.