PHILADELPHIA ARTS & CULTURE (PAC801) – FALL 2016

American Studies 0801 / Section 001 / GenEd Arts / 4 credit hours
Monday, Wednesday & Friday 12:00 - 12:50, Anderson Hall 7

Kenneth Finkel, Professor, American Studies Program. Office: 838 Anderson Hall, kfinkel@temple.edu (Email is best for a response generally within 2 hours on weekdays; longer on weekends & holidays.) Office phone: 215-204-7566

Office Hours: Mondays, Wednesdays and Fridays: 9:00 to 9:45; 11:00 to 11:45; 1:00 to 1:45. Additional hours can be arranged. Contact me with any questions or concerns. Be sure to bring to my earliest attention any problem related to your successful completion of assignments.

Teaching Assistants: Minkyung Boo; Nicholas Salvo

Course Goals and Learning Outcomes: PAC801 will advance your ability to read and interpret cultural evidence. You’ll know when you’ve mastered this course when you can consider and contextualize the following:

- **Cultural artifacts are embedded with meaning.** Experiencing and researching cultural artifacts enables us to decode and understand rich, hidden messages.
- **Communities acquire identities through arts and culture.** Place and past create resonant cultural moments that often result in a powerful sense of place.
- **Expression takes many forms.** Philadelphia’s cultural landscape evolved as a network of many different contributors, modes of expression and types of creative media.
- **Direct experience is essential and irreplaceable.** Actuality is unique, powerful and preferred. Experiences with authenticity clarify the perceiving and understanding of expression.
- **Enhanced information literacy skills,** using the library and other quality sources.

In this course, we read, observe, reflect, discuss and write. Suggestions for success: take notes in class; download and print readings and slides posted at Blackboard; participate in class discussions; make assigned site visits a priority and leave time to develop well-researched, substantive and thoughtful PEX reports.

Experiencing Philadelphia’s arts and culture assets is essential. Students earn their 4th credit by spending additional time outside the lecture hall planning, coordinating, researching and reporting on site visits.

Throughout the semester, we will be guided by objectives for GenEd Arts courses, which are meant to help you experience and respond to a work of art and the creative process; to recognize or interpret a work of art or creative process in its social, historical and cultural context; to describe and evaluate a work of art or creative process using appropriate terminology; and to demonstrate an appreciation for the value of art in our lives and in society.

Required Readings: All readings are posted at Blackboard of linked there. Find .pdfs at “Reading Files” on the Blackboard menu and find links at the online “Syllabus & Schedule.”
Assigned video materials can be found as links, and/or at Paley/Media Services, and/or on Netflix.

Assumptions

Philadelphia Experience (PEX): This is a 4-credit course with 3 hours of weekly time in class. You’ll earn the 4th credit by planning and going on at independent tours to cultural destinations throughout the city and completing PEX (Philadelphia Experience) Reports. These visits need to be worked into your schedule and will have costs, for transportation and admission, as much as $40 or more. To help defray these expenses, be sure to use your TUID and the GenEd PEX Passport, online at https://gened.temple.edu/pexpassport/.

Prepare: In addition to class time, you must plan for at least an additional 4 to 6 hours per week of preparation for reading, studying, reflecting, preparing written assignments, reviewing notes, preparing for and taking online quizzes, in addition to researching and going on site visits.

Questions: Ask before, during or after class. Or contact me via email or/and visit during office hours.

Irrelevant media in class: The web can be wonderful, but turn off your devices and put them away during class. Laptops and tablets may be used only for class-related purposes. Students engaged in texting, Facebook and other irrelevant activity will be asked to put their devices away and will be counted as absent.

Be on time with every assignment and quiz: Note carefully the dates for all study objectives (SOs), PEX reports and quizzes for this course. If you miss these requirements without a valid, documented excused (illness, family emergency), you will receive a zero for that assignment. It is your responsibility to inform me of issues BEFORE the scheduled event.

Know and abide by the rules of academic honesty: Plagiarism and academic cheating are very serious infractions and must be avoided. It is your responsibility to understand what plagiarism is. You are responsible to know and abide by Temple’s definitions and policies on academic honesty and integrity. They clearly state: “all work done for courses—papers, examinations, homework exercises, lab reports, oral presentations—is expected to be the individual effort of the student presenting the work and that undocumented use of materials from the web is plagiarism.” Plagiarists and students whose work is the source for plagiarists will both receive “0” for relevant assignments and can receive a failing grade for the semester. Ignoring an email with the word “Plagiarism” in the subject line will lead to failure in the course. Sharing your coursework with other students this semester or in future semesters is forbidden. Cases of plagiarism or cheating may be referred to the University Disciplinary Committee. More at: http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academicishonesty

Attendance: Your on-time attendance is important to succeed in this course. We meet more than 40 times and being there will impact on your ability to perform well – and it can impact your grade. It is your responsibility to always be sure to sign one of the circulating
attendance sheets. We keep track of your attendance and you should, too. Students with an emergency (e.g., death in the family, illness, or automobile accident) may use four excused absences, but if additional absences amount to more than one fifth of class hours for the semester, you should consider withdrawal. After four forgiven absences, each additional absence will translate into a final grade reduction of 2 points. Example: a student who earns 82, or B- for the semester who also missed 7 classes would receive a penalty for three absences (three over the limit). This student would earn a 76, or a C for the course.

This semester, is the last day to drop a course is Monday September 12. The last day to withdraw is October 25.

Lateness, Penalties and Early Departures: Coming to class late or leaving early is disruptive and should be avoided. If you are late (5 minutes or more) it will be counted as an absence. If you must leave early for a reason, inform me ahead of time. Unexcused departures during class are counted as absences.

Study Objectives: Ten classes are reserved for full class discussions of study objectives. You’ll find these posted weekly at Blackboard. SOs are intended to help focus your study of the material covered in readings and lectures. The class is divided into two groups (Group #1 and Group #2) which will alternate and produce five written responses to one SO per cycle. Responses are short essays that must include an excerpt from the relevant reading. Group #1 begins on Friday 9/16. Group #2 begins on Friday 9/23. Students are strongly urged to add additional handwritten comments from class discussions on study objective sheets. At the end of each of these SO Fridays, students submit their study objective sheets for grading and feedback. Each SO is worth a possible five points for a total of 25 points toward your final grade. Consult the grading rubric and student work samples. Format: Double spaced; hard copy; name upper right; source cited—see instructions and examples at Bb. Study Objective sheets are accepted ONLY in class on the day they are due. Missing SOs count as “0” points.

Philadelphia Experience (PEX) Reports: Four times during the semester, you will seek out new experiences in Philadelphia’s cultural community and research, visit, and respond to what you’ve seen and learned. Written PEX reports are due online and by the assigned dates. Prompts and instructions for these open-ended reports will be posted at Blackboard several weeks before the deadlines. PEX Reports will be graded according to a rubric posted at Blackboard. Each report is worth a possible 10 points; the four PEX Reports comprise 40 points toward your final grade. Follow the required format (see Bb). Late Reports: Late reports will be graded, but can only earn 50% of the credit. Missing reports count as “0” points. Plagiarized reports and sources for plagiarized reports are graded as “0”.

Quizzes: These are based on weekly readings and lectures. Starting September 16, students will take 13 weekly online quizzes at Blackboard. Each is worth 3 points for a total of 39 points toward your final grade. Quizzes will be “live” online for between Wednesday and Friday classes. Each quiz may be taken twice and the average score will be recorded as your grade. There will be no opportunity for makeup quizzes. Missed quizzes count as “0”.
Grading: Your non-negotiable grade for the course will be determined according to this formula: 5 Study Objectives (25 points); 4 Philadelphia Experience (PEX) Reports (40 points); 13 Online Quizzes (39 points) = 104 points (This includes 4 extra credit points. There will be no other opportunities for extra credit.)

Letter grades for the entire course will be assigned as follows: Final grades are determined by how many points are earned out of a possible total of 104:
92.5 and higher = A; 90.0 – 92.49 = A-; 87.5 - 89.99 = B+; 82.5 - 87.49 = B; 80 - 82.49 = B-; 77.5 - 79.99 = C+; 72.5 - 77.49 = C; 70 - 72.49 = C-; 67.5 - 69.99 = D+; 62.5 - 67.49 = D; 60 - 62.49 - D-; 59.99 and lower = F

Prerequisites or co-requisites: None.

Disability Statement: This course is open to all students who met the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, you may have an opportunity to make up the class or course requirement if you make arrangements by informing me as to the dates of your religious holidays within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

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Monday August 29 — Course Introduction

Wednesday August 31 — Arts and Culture in Philadelphia
READ: Review each of the museum websites at Blackboard under “PEX Reports.”

Friday September 2 — Introduction to the Philadelphia Experience (PEX) Reports
Observation Workshop - (See Bb for PEX #1 prompt)
Assignment: Select an artifact from a museum website and describe in depth.
Monday September 5 – LABOR DAY (NO CLASSES HELD)

Wednesday September 7 – Introduction to the Philadelphia Experience (PEX) Reports
Context and Research Workshop (See Bb for PEX #1 prompt)
QUIZ #1

Friday September 9 – Introduction to PEX – Analysis Workshop
Research and Analysis Workshop (See Bb for PEX #1 prompt)

Monday September 12 – London: the Unwanted City
The place William Penn hoped to leave behind.
READ:
DUE ONLINE: PEX REPORT #1 – (See Blackboard for PEX #1 prompt and rubric.)

Wednesday September 14 – Philadelphia: the Ideal City
Philadelphia’s founding vision and creative legacy defines and sustains sense of place.
READ:
-William Penn’s letter to the Indians, October 18, 1681.
QUIZ #2

Friday September 16 – Study Objective SO#1 (GROUP #1) WRITEUP ONE STUDY OBJECTIVE.) See Blackboard for details.

Monday September 19– The Power of Print Culture
Franklin, Breintnall, reading, writing, image making and information sharing in a new city.
READ:
- Quaker Protest Against Slavery in the New World, Germantown (Pa.) 1688
- Joseph Breintnall, “A plain Description of one Single Street in the City,” 1729 and “A Letter…containing an account of…Being Bitten by a Rattle-Snake” 1746.

Wednesday September 21 – Is There a Quaker Aesthetic?
The distinctive “look and feel” of the regional culture of individuality, conscience and innovation.
READ:
-“Quakers as Producers – Introduction,” Bernard L. Herman in Quaker Aesthetics, pp. 149-155.

QUIZ #3

Friday September 23 – Study Objective (GROUP #2; SO#2) – See Blackboard
Students in Group #2 write up and turn in one study objective selected from Blackboard.

Monday September 26 – Indigenous Expression: The Windsor Chair
Indigenous craft, quality and functionality in 18th-century material culture.
READ:

Wednesday September 28 – Imported Expression: The Carvings of Martin Jugiez
Philadelphia’s increasing appetite for London’s latest, greatest and most lavish.
READ:
QUIZ #4

Friday September 30 – Study Objective (GROUP #1; SO#3) – See Blackboard
Students in Group #1 write up and turn in one study objective selected from Blackboard.

Monday October 3 – CLASS CANCELLED

Wednesday October 5 – Creating an American Identity through Nature
Charles Willson Peale’s American Museum in Independence Hall.
READ:
QUIZ #5

Friday October 7 – IN-CLASS PEX WORKSHOP
Workshop for PEX REPORT #2 (Come to class with your artifact selected, visited, researched and your report in draft form.) See Blackboard for prompt, format and rubric.

Monday October 10 – Creating an American Identity through Architecture
Philadelphia as the Athens of America, a new identity from old culture.

**READ:**

**OPTIONAL - Online and on reserve at Paley Media Services:** *Benjamin Latrobe: America’s First Architect* (55:24).

**DUE ONLINE:** PEX REPORT #2 - See Blackboard for details

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**Wednesday October 12 – CLASS CANCELLED**

**QUIZ #6**

**Friday October 14 – Study Objective Discussion (GROUP #2: SO#4) - See Blackboard**
Students in Group #2 write up and turn in one study objective selected from Blackboard.

**Monday October 17 – The Fall of the Athens of America: Philadelphia as the Capital of Urban Turmoil**
Creatives in a city of commerce and conflict. Lawyer-turned-cartoonist Edward Williams Clay becomes social commentator.

**READ:**

**Wednesday October 19 – George Lippard and the Rise of the Relevant Novel**
Success and the Gothic novel in contemporary Philadelphia.

**READ:**

**QUIZ #7**

**Friday October 21 – Study Objective Discussion (GROUP #1: SO#5) - See Blackboard**
Students in Group #1 write up and turn in one study objective selected from Blackboard.

**Monday October 24 – Commodification of Life: the Portrait**
The Daguerreotype and the lithograph: graphic technologies & new ways of participating.
READ:
- Catching A Shadow: Daguerreotypes in Philadelphia, 1839-1860, [read all items on the exhibition menu:]
  http://www.librarycompany.org/catchingashadow/intro.htm
- Philadelphia On Stone: The First Fifty Years of Commercial Lithography in Philadelphia, 1928-1878, [read Introduction and Sections I - VI]
  http://www.librarycompany.org/pos/exhibition/

Wednesday October 26 – Commodification of Death: the Cemetery
The Rural Cemetery Movement in urban America.
READ:
Aaron Wunsch, Guest Curator, Building a City of the Dead: The Creation and Expansion of Philadelphia’s Laurel Hill Cemetery,
[Read all items on the exhibition menu]
http://www.librarycompany.org/laurelhill/index.htm

QUIZ #8

Friday October 28 - Study Objective Discussion (GROUP #2: SO#6) - See Blackboard
Students in Group #2 write up and turn in one study objective selected from Blackboard.

Monday October 31– Philadelphia’s City Hall: A White Elephant in a Red City?
Exploring the story, statements and secrets in Philadelphia’s most expressive building.
READ:

Wednesday November 2 – Frank Furness and Architecture of Time and Place in the Industrial City: The meteoric rise and dramatic fall of the most original architect in 19th-century America.
READ:
- Furness 2012: Inventing Modern (online exhibition for images of selected projects) http://frankfurness.org/projects/selected-projects/
QUIZ #9

Friday November 4 – Study Objective Discussion (GROUP #1: SO#7) - See Blackboard
Students in Group #1 write up and turn in one study objective selected from Blackboard.

Monday November 7 – Realism and Heroism in Art at the Centennial Exhibition.
Thomas Eakins’ painting The Gross Clinic as a patriotic, civic and creative statement.
READ:

Wednesday November 9 – Realism, Identity and the Meaning of the Banjo
Henry Ossawa Tanner stakes out a cultural claim for the banjo.
**READ:**
**QUIZ #10**

Friday November 11 – IN-CLASS PEX WORKSHOP
Workshop for PEX REPORT #3 (All Students come to class with PEX artifact selected, researched and a draft.) See Blackboard for prompt and format.

Monday November 14 – Art Embracing Everyday Life
The Origins of the Ashcan School in Philadelphia of the 1890s
**READ:**
**DUE ONLINE: PEX REPORT #3 - See Blackboard for details**

Wednesday November 16 – Modernism Arrives - and the Reviews are Mixed
Art, ideas, expression and collecting: the start of the Barnes Foundation.
**READ:**
**QUIZ #11**

Friday November 18 – Study Objective (GROUP #2; SO#8) – See Blackboard
Students in Group #2 write up and turn in one study objective selected from Blackboard.

Monday November 21 – Friday November 25 – Thanksgiving Break

Monday November 28 - Edmund Bacon and the Power of “The Design Idea”
City Planning returns and remakes Philadelphia in the 1950s and 1960s.
**READ:**
-“Under the knife, or all for their own good,” *Time Magazine*, November 6, 1964.
-**OPTIONAL - Online (see Resources at Bb) and on Reserve:** *Form, Design and the City.* (57:10 minutes; Edmund N. Bacon, 1963).

Wednesday November 30 – Louis Kahn and the Vision of the Artist
The architect challenges city planning and questions the origins of inspiration.
**READ:**

**OPTIONAL / ON RESERVE / MEDIA SERVICES:** *My Architect: A Son's Journey* (116 minutes; Nathaniel Kahn, 2003).

**QUIZ #1**

**Friday December 2 – Study Objective Discussion (GROUP #1; SO#9) - See Blackboard**

Students in Group #1 write up and turn in one study objective selected from Blackboard.

**Monday December 5 – Public Space: What Succeeds; What Fails**

Expression, monumentality and meaning in civic settings.

**READ:**
- Project for Public Spaces (PPS) website:
- North America’s Top 12 Public Squares: [http://www.pps.org/articles/uscanadasquares/](http://www.pps.org/articles/uscanadasquares/)
- Five Parks that Need Turnaround: [http://www.pps.org/articles/parksneedturnaround/](http://www.pps.org/articles/parksneedturnaround/)

**Wednesday December 7 – Interpreting Public Art: Monuments, Memorials and Sculpture**

**READ:**
- Claes Oldenburg, “I am for art…,” (Manifesto, May 1961)

**QUIZ #13**

**Friday December 9 –Study Objective Discussion (GROUP #2; SO#10) - See Blackboard**

Students in Group #2 write up and turn in one study objective selected from Blackboard.

**Monday December 12 – Philadelphia's Creative Communities Overview and Final PEX Workshop**

(Come to class with your PEX artifact selected, visited, researched and your report in draft form.)

**DUE ONLINE: PEX REPORT #4 - See Blackboard for details**