

Student: Yunshan (Vicky) Gong

Course: Art Crime

Lead Instructor: Caterina Pierre

Co-Instructor: Claudia Sohrens

Course Description: From the looting of antiquities to Nazi theft to the seizure of paintings right off museum walls, the world of international art crime is both fascinating and diverse. In a dynamic virtual learning environment that balances live sessions with different types of interactive activities, students engage in an intensive study of this high-stakes arena, where millions of dollars as well as the reputations of premier art institutions and experts are on the line. Students learn how fakes enter the market and what methods are used to determine whether a work of art is authentic or a forgery; students also investigate how and when stolen works are restituted to their rightful owners. This course is ideal for students who love true crime and detective work, are inherently curious, and are interested in law and ethics.

Using case studies of the most notable art crimes and legal cases of the past three centuries, students are introduced to basic legal and ethical issues specific to the art market, guided by an expert educator and an internationally renowned art law specialist. Students discover how two unarmed men posing as police officers could steal 13 famous artworks valued at nearly \$500 million right off the walls of the Isabella Stewart Gardner Museum in Boston. Students also look at works of art stolen by the Nazis and then ultimately restituted to their rightful heirs, such as the captivating case of Gustav Klimt's Portrait of Adele Bloch-Bauer I, which was profiled in the 2015 film The Woman in Gold. Finally, students explore famous cases of forgery in art and discuss how such imitations can be discovered by art world professionals.

I. Intellectual Curiosity

ENGAGEMENT

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| <input checked="" type="checkbox"/> Excellent | The student was fully immersed in the course and proactively contributed to personal and group intellectual development by offering ideas and asking thoughtful, probing questions of others. |
| <input type="checkbox"/> Good | The student participated in the course by offering some ideas; however, Faculty would have liked to hear the student's voice more. The student's contributions are valuable! |
| <input type="checkbox"/> Developing | The student's participation was limited. Faculty advise the student to offer ideas and ask more questions in the future. |

DESIRE FOR LEARNING

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| <input checked="" type="checkbox"/> Excellent | The student displayed a strong desire for learning and demonstrated exceptional commitment to the course material by completing optional activities during the independent study module. |
| <input type="checkbox"/> Good | The student demonstrated a desire for learning the core curriculum and completed the required assignments. |
| <input type="checkbox"/> Developing | The student needs to demonstrate more desire to learn to achieve success in completing required assignments. Faculty advise the student to develop more academic rigor and a goal-oriented mindset. |

II. Academic Preparation

PREPARATION

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| <input checked="" type="checkbox"/> Excellent | The student was always prepared for assignments and projects, impressing Faculty with the student's strong commitment to the course. |
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<input type="checkbox"/> Good	The student was mostly prepared for assignments and projects; the student could better demonstrate commitment to the course by reviewing the required readings more closely and contributing more often during class discussions.
<input type="checkbox"/> Developing	The student needs to prepare better for assignments and projects. Faculty encourage the student to review the course syllabus more closely and be sure to submit all projects on time.

TIME MANAGEMENT

<input checked="" type="checkbox"/> Excellent	The student demonstrated strong time management skills in creating and preparing assignments and the final project, resulting in fully realized work.
<input type="checkbox"/> Good	The student demonstrated satisfactory time management skills preparing assignments and the final project; however, the student's work could benefit from additional refinement as a result of improving these time-management skills.
<input type="checkbox"/> Developing	The student had challenges with time management in creating and preparing assignments and the final project, resulting in partial work. Faculty advise that the student focus on developing time management skills.

III. Collaboration

LISTENING

<input checked="" type="checkbox"/> Excellent	The student actively listened when others spoke, then incorporated or built off others' ideas to deepen their own understanding of a topic.
<input type="checkbox"/> Good	The student listened when others spoke; however, the student also demonstrated moments of preoccupation. Faculty advise the student to listen more actively.
<input type="checkbox"/> Developing	The student displayed limited attention. Faculty encourage the student to pay closer attention and to listen more attentively when others are speaking.

ETIQUETTE

<input checked="" type="checkbox"/> Excellent	The student personally and actively helped contribute to building a positive learning environment and supported their peers in the classroom.
<input type="checkbox"/> Good	The student contributed to a positive learning environment. Faculty advise the student to focus more on supporting their peers in the classroom.
<input type="checkbox"/> Developing	The student displayed occasional preoccupied behavior during class. Faculty advise the student to focus on creating positive and supportive peer interactions.

GROWTH

<input checked="" type="checkbox"/> Excellent	The student was open to constructive criticism, integrating feedback in order to make their work even stronger and showing maturity beyond their years.
<input type="checkbox"/> Good	The student was open to constructive criticism, and Faculty encourage the student to better integrate this feedback in order to make their work even stronger.
<input type="checkbox"/> Developing	Faculty advise the student to explore opportunities to better integrate feedback into their work.

IV. Final Project(s)

Solving an Art Crime Case

For the Final Project, students will choose one of the following options.

1. Students may choose to take on the role of either an FBI investigator, a restitution specialist, or a museum curator. Choosing from a list of possible art crime cases, students will be asked to create a written plan to either track down stolen objects (FBI investigator); return looted objects to an individual or a government (restitution specialist); or

discover whether an artwork that has just been donated to their museum is an authentic work of art by the artist associated with it (museum curator).

OR

2. Students may also choose to be an art lawyer, and in this example can select a case in which they are to defend a position. Possible cases and readings to help guide your plan will be distributed separately and will be posted to Canvas.

The project should include the following:

1. Evidence of planning, which should include a brief outline of the student's ideas.
2. Reading list, including all online and article sources used in the project.
3. Evidence of revisions (students are free to share drafts with the instructors for feedback).
4. Written text, approximately 2,000 words in length.
5. Images for the virtual oral presentation.

The final project should be illustrated by a PowerPoint presentation and uploaded as a PDF, with an emphasis on images and explanatory statements. Students are expected to confidently pitch their solutions and ideas for the art crime and/or art law cases they have chosen in a presentation on the final day of class.

Narrative Evaluation:

Yunshan Vicky Gong was an excellent student in the Art Crime course. Vicky chose to work on the looting case concerning the Old Summer Palace in Beijing. It was one of the most important imperial residences and gardens in the eighteenth and nineteenth centuries. In 1860, during the Second Opium War, the Old Summer Palace was looted and destroyed by French and British troops. Vicky concentrated on the twelve zodiac heads looted from the Old Summer Palace, as there were too many looted objects to discuss them all in the time allotted for her presentation and the word count allotted for her written paper.

Vicky presented the case with clarity, which was not a simple matter as it was a complicated case with numerous artworks looted and a large property destroyed. Vicky settled on this case early in the course, as she had a personal connection with it: her high school is near the remains of the Old Summer Palace, and she had recently visited the museums at Princeton University, which have an edition of the twelve zodiac heads by the contemporary artist Ai Weiwei. Vicky's presentation combined her research about the case and her own photos of ruins, connecting the scene of the crime with her personal story. By asking her peers to participate in thoughtful surveys throughout the presentation, she was able to revive the interest and discussion around this case in a very interesting and engaging way. It is important to note that Vicky had only nine days to produce the materials. Her presentation was fun, and allowed students to discover their own Chinese zodiac sign, as well as to do some interactive looking at looted objects from the palace.

Vicky also completed all eight of the Discussion Board posts, as well as the in-class creative projects, which included making an abstract self-portrait, a cyanotype print, and a camera obscura. She participated in the group zine project, where she shared photographs of New York City through colorful filters and an image of a Vincent van Gogh painting that she saw during our class visit to The Metropolitan Museum of Art. She commented in the Zine about how the meaning of art is not static, and how artworks change as the people who view them change over time and history. The faculty believe the projects that Vicky completed in Art Crime will convert into skills that she will transfer into her academic and professional work beyond this course, such as research, writing, oral presentation, reading, and creative thinking.

Vicky was a pleasure to work with and the faculty are pleased to have had the opportunity to meet her and work with her in the Art Crime course this summer.