### Unit 1: (one week) Modernism

1. Identify artists and describe qualities associated with Modernism (Course Goals : 1,2,4,5, GE: 1,4,6,7, Core Skills: A, D, E)
2. Define key terms associated with this movement in general (Course Goals : 1,2,4 GE: 1,4,6,7, Core Skills: A, D, E)
3. Question the theory and philosophy behind the movement, with emphasis on Sartre. (Course Goals: 2,3,4,5,6 GE: 1,4,6,7,9 Core Skills: A, B, C, E, F, G)

### Unit 2: (one week) Abstract Expressionism

At the end of this unit, students will be able to:

1. Identify artists and describe qualities associated with Abstract Expressionism, and Color Field painting (Course Goals : 1,2,4,5, GE: 1,4,6,7, Core Skills: A, D, E)
2. Define key terms associated with these movements and artists (Course Goals : 1,2,4 GE: 1,4,6,7, Core Skills: A, D, E)
3. Question the theory and philosophy behind the movement, with emphasis on Greenberg and Sartre. (Course Goals : 2,3,4,5,6 GE: 1,4,6,7,9 Core Skills: A, B, C, E, F, G)

### Unit 3: (one week) Pop Art and the Return of Realism

At the end of this unit, students will be able to:

1. Identify artists and describe qualities associated with Pop Art, and Super Realism (Course Goals : 1,2,4,5, GE: 1,4,6,7, Core Skills: A, D, E
2. Define key terms associated with these movements and artists (Course Goals : 1,2,4 GE: 1,4,6,7, Core Skills: A, D, E
3. Question the theory and philosophy behind the movement, with emphasis on Warhol and commercialism. (Course Goals : 2,3,4,5,6 GE: 1,4,6,7,9 Core Skills: A, B, C, E, F, G)

### Unit 4: (one week) Minimal Form and Maximal Space

Unit IV Form and Thought in the late 60's

At the end of this unit, students will be able to:

1. Identify artists and describe qualities associated with Conceptual Art, Minimalism, and Land Art (Course Goals : 1,2,4,5, GE: 1,4,6,7, Core Skills: A, D, E
2. Define key terms associated with these movements and artists (Course Goals : 1,2,4 GE: 1,4,6,7, Core Skills: A, D, E)
3. Question the theory and philosophy behind the movement, with emphasis Sol Lewitt and Robert Smithson. (Course Goals : 2,3,4,5,6 GE: 1,4,6,7,9 Core Skills: A, B, C, E, F, G)
4. Discriminate between Land Art and Environmentalism.
5. challenge ideas of authorship and the production of artwork

### Unit 5: (one week) Identity and Marginalization

At the end of this unit, students will be able to:

1. Identify artists and describe qualities associated with Feminism and Identity Politics (Course Goals : 1,2,4,5, GE: 1,4,6,7, Core Skills: A, D, E
2. Question the political and social theory behind the movement. (Course Goals : 2,3,4,5,6 GE: 1,4,6,7,9 Core Skills: A, B, C, E, F, G)
3. Question the canonization of art and its exclusion of certain artists.
4. Analyze artistic strategies of dealing with identity including satire.

### Unit 6: (one week) The Postmodern Turn

At the end of this unit, students will be able to:

1. explore ideas of appropriation and paradigm shift

### Unit 7: (one week) Pluralism and Process

1. Explore ideas of pluralism, globalization, and post-modernism
2. Be introduced to artists working today
3. Understand the impact of digital and internet technology on the arts
4. Examine the relationship between a strong economy and art production
5. Debate ideas of censorship in relationship to publicly funded art)

### Unit 8: (one week) Globalism

At the end of this unit, students will be able to:

### Unit 9: (one week) Gallery Visit

1. experience first-hand art in person
2. learn the “etiquette” of gallery visits and research gathering methods
3. critically analyze work in the context of today’s society
4. develop strategies for viewing and using published information)

### Unit 10: (one week) Abject Beauty

At the end of this unit, students will be able to:

1. identify and analyze art and artists dealing with challenging subject & material
2. explore the relationship between sensationalism and the art world
3. analyze ideas of the abject in art and question traditional notions of beauty
4. address the use sexuality in contemporary art)

### Unit 11: (one week) Out of the System

At the end of this unit, students will be able to:

1. examine the concept of gallery as a white cube.
2. identify and analyze art and artists dealing with installations, new graffiti, outsider, and public art.
3. discuss impact of blockbuster shows on the canonization of art
4. raise ideas of the museum as a site for cultural critique
5. explore graffiti and underground art movements as an alternative to mainstream culture)

### Unit 12: (one week) New Photography

At the end of this unit, students will be able to:

1. identify and analyze a variety of artists working with photography today
2. question the idea of photograph as fact and the construction of a new reality. 1. examine photography’s complex relationship to documentation and marketing

### Unit 13: (one week) Digital Frontiers

At the end of this unit, students will be able to:

1. experience interactive projects on the internet
2. examine the relationship between art and science
3. understand concepts of 3D animation and computer generated imagery
4. discuss ideas of accessibility and audience with new media.