PHILADELPHIA ARTS & CULTURE (PAC801) – FALL 2013
Course Schedule and Syllabus
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: 835 Anderson Hall, 215-204-7566. kfinkel@temple.edu. (Expect responses within 2 hours on weekdays; longer on weekends and holidays.)
Office Hours: 9:15 - 9:40 and 1:00 - 2:00 Monday, Wednesday and Friday. Additional office 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: Lindsay Bartkowski and Tiffany DeRewal

Course Goals and Learning Outcomes: Just about everything we cover will advance our ability to “read” and interpret cultural evidence. You’ll know when you’ve mastered this course when you can discuss in detail the following ideas:
- The past, the present and creativity are connected. The deep and dynamic relationship between time, expression and place culminates in culture.
- Creative communities develop unique identities. Expression, place and past produce resonant cultural moments that often result in a powerful sense of place.
- Expression takes many forms. Over time, Philadelphia’s cultural landscape evolved as a network of many different contributors, modes of expression and types of media.
- Direct experience is best. The real thing is powerful, preferred and sometimes unique. Beware of copies.

In this course, you will read, reflect, listen and discuss. Take notes in class. Download and print out reading materials posted at Blackboard. Participate in class discussions; experience assigned site visits and write substantive and thoughtful journal entries. Experiencing Philadelphia is central to success in this course. Students earn their 4th credit by spending additional time planning, coordinating and reporting on independent site visits. Direct experience augments study, clarifies perception and deepens understanding.

Throughout the semester, we’ll revisit the objectives of GenEd Arts courses, which are designed to teach students how to: Experience and respond to a work of art or creative process; Recognize or interpret a work of art or creative process in its social, historical and cultural context; Describe or evaluate a work of art or creative process using appropriate terminology; Demonstrate an "appreciation" for the value of art in our lives and in society and Function as a member of an audience.

Required Readings: All readings are either posted on Blackboard. Find .pdfs at “Reading Files” on the Blackboard menu or links at the online “Syllabus & Schedule”. Video materials, when assigned, can be found on reserve at Paley/Media.

General Assumptions

Philadelphia Experience (PEX): This is a 4-credit course with 3 hours of weekly time in class. You will earn the 4th credit hour by going on a few guided and independent tours to cultural destinations throughout the city to complete three journal assignments. These visits need to be worked into your schedule and will have related expenses, perhaps as much as $30 or more, for transportation and
admission. To help defray these expenses, be sure to use your TUID and the GenEd PEX Passport, online at http://gened.temple.edu/passport/

**Prepare:** Each and every week, in addition to class time, you should plan for at least 4 to 6 additional hours of preparation for reading, studying, reflecting, preparing written assignments, reviewing notes, preparing for tests, and going on site visits.

**Questions:** There is no such thing as a stupid question. Ask before, during or after class. Or contact me via email or/and visit during office hours.

**Irrelevant Media in Class:** Cell phones must be turned off during class. Laptops, tablets and other devices may be used only for the purposes of note taking. Students engaged in texting, Facebook and other irrelevant activity will be counted as absent.

**Turn in Assignments; Take Quizzes:** Note carefully the dates for all study objectives, journal assignments and quizzes for this course schedule. If you miss these requirements without a valid, documented excused (illness, family emergency), you can receive a failing grade for that requirement. It is your responsibility to inform me of your absence BEFORE the scheduled event.

**Know and Engage in Academic Honesty:** Plagiarism and academic cheating are prohibited. It is your responsibility to consult Temple’s definitions and policies on academic honesty and integrity. These are well worth reading and they clearly state that, among other important principles, that “all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work and that undocumented use of materials from the World Wide Web is plagiarism. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper, quiz or test.

**Attendance:** Your presence is important to your success in this course. We meet about 40 times and attendance has an impact on your ability to perform well – and on your grade. 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, automobile accident) may have excused absences, but if such absences amount to more than one fifth of class hours for the semester, you should consider the possibility of withdrawal. This semester, is the last day to drop is Monday September 9th and Tuesday October 22nd is the last day to withdraw. After four forgiven absences, each additional absence will translate into a final grade reduction of 2 points. Example: a student who earns an 82 for the semester (a B-) and misses a total of 6 classes, will receive a 78 (a C+) for the course.

**Lateness, Penalties and Early Departures:** Coming to class late or leaving early is disruptive and is to 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:** Twelve Friday classes are reserved for class discussions of weekly study objectives, which will be posted at Blackboard. These are intended to help focus your thinking about the material covered in readings and lectures. The class is divided into two groups (Group #1 and Group #2 – see Blackboard) which will take turns developing six written responses to one study objective (your choice) in a substantive paragraph or two that includes a relevant excerpt from the reading. Group #1 begins September 6th; Group #2 begins September 13th. Students are encouraged to add additional handwritten
comments from class discussions on study objective sheets. At the end of each of these Friday discussions, students will submit their sheets for a grading. Each is worth a possible five points for a total of 30 points (30% of the final grade). See grading rubric. **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.

**Journals:** Students complete three short papers, 600 words each, research and response to experiences in Philadelphia’s cultural community. “Journal Prompts” will be posted at Blackboard. Each journal will be graded according to a rubric for a maximum of 10 points for a possible total of 30 points (30% of the final grade). **Format:** Double spaced; hard copy; name upper right; bibliography – see instructions or examples at Bb.

**Quizzes:** Twelve online quizzes, three or four points each, will be taken by students online at Blackboard outside of class starting the week of September 2nd. These will be “live” for an announced period of time between Wednesday and Friday’s classes. Each quiz is worth up to four points for a total of 40 points (40% of the final grade). *There will be no opportunity for makeup quizzes.*

**Grading:** Your non-negotiable grade for the course will be determined according to this formula:
Six Study Objectives-30%; Three Journals-30%; Twelve Online Quizzes-40% = 100 points

**Letter grades for the entire course will be assigned as follows:**

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>92.5% and higher</td>
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<td>A-</td>
<td>90.0 – 92.49%</td>
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<td>B</td>
<td>80% - 82.49%</td>
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<td>62.5% - 67.49%</td>
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<td>D-</td>
<td>59.99% and lower</td>
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**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](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).
Course Schedule

Monday August 26 — Course Introduction
Syllabus review: expectations, assumptions, logistics, rules, tools and texts. What Philadelphia Arts & Culture (PAC801) is about: place, time and creativity. We’ll discuss our goals and learning outcomes.

Wednesday August 28 — Dynamics of Creativity, Time and Place
Shakespeare’s London as a model for 21st century America?
READ:

Friday August 30 – London: the Unwanted City
The place William Penn hoped to leave behind.
READ:

Monday September 2 – LABOR DAY HOLIDAY

Wednesday September 4 – Philadelphia: the Ideal City
Philadelphia’s founding vision and creative legacy defines and sustaining a sense of place.
READ:
- William Penn’s letter to the Indians, October 18, 1681.

Friday September 6 – Study Objective Discussion (GROUP #1) - See Blackboard
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.

Monday September 9 - Philadelphia’s Print Culture
Franklin, Breintnall, reading, writing, image making and information sharing in a new city.
READ:
- 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 11 – 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.

Friday September 13– Study Objective (GROUP #2) – See Blackboard
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

Monday September 16 – Elegant Expressions: The Windsor Chair
Indigenous craft, quality and functionality in 18th-century material culture.
READ:

Wednesday September 18 – Sumptuous Expressions: the Chisels of Martin Jugiez
Philadelphia’s increasing appetite for London’s latest, greatest and most lavish.
READ:

Friday September 20 – Study Objective (GROUP #1) – See Blackboard
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.

Monday September 23 – National Bird, National Identity and Public Expression
A historical survey of street eagles in Philadelphia

Wednesday September 25 – The Artist, his Mastodon and his Museum
Charles Willson Peale’s American museum in Independence Hall.
READ:

Friday September 27 – Study Objective Discussion (GROUP #2) - See Blackboard
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

Monday September 30 – Philadelphia as the Athens of America
Philadelphia’s creative community seeks a new identity in the new century.
READ:

**Wednesday October 2 – 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 a social commentator.
READ:

**Friday October 4 – Study Objective Discussion (GROUP #1) - See Blackboard**
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.

**Monday October 7 – George Lippard and the Rise of the Relevant Novel**
Success and the Gothic novel in contemporary Philadelphia.
READ:

**DUE: JOURNAL #1**

**Wednesday October 9 – The Daguerreotype and the Lithograph: New Graphic Technologies and New Ways of Seeing**
Innovators and creators change the cultures of imagemaking and create commercial viability.
READ:

**Friday October 11 – Study Objective Discussion (GROUP #2) - See Blackboard**
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

**Monday October 14 – Death in the 19th Century and the Rural Cemetery Movement**
The sprawling, commercial city commodifies everything, including death.
READ:

Wednesday October 16 – Philadelphia’s “Iron Age” and the Rise of Fairmount Park
Revisiting Penn’s “Green Country Town” in a time of industrialization.
READ:

Friday October 18 - Study Objective Discussion (GROUP #1) - See Blackboard
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.

Monday October 21 – Philadelphia’s City Hall: A White Elephant in a Red City?
Exploring the story, statements and secrets in Philadelphia’s most noticeable building.
READ:

Wednesday October 23 – – Frank Furness and Architecture of Time and Place in the Industrial City:
The meteoric rise and dramatic fall of perhaps most original architect in 19th-century America.
READ:

Friday October 25 – Study Objective Discussion (GROUP #2) - See Blackboard
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

Monday October 28 – Monday April 8 – Realism and Heroism in Art at the Centennial Exhibition.
Thomas Eakins’ painting The Gross Clinic as a patriotic, civic and creative statement.
READ:

Wednesday October 30 – Realism, Identity and the Meaning of the Banjo
Henry Ossawa Tanner stakes out a cultural claim for the banjo.
READ:
Friday November 1 – Study Objective Discussion (GROUP #1) - See Blackboard
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.

Monday November 4 – Purpose and the Parkway
Forging a connection between the 17th, 18th and 19th centuries – in the 20th century.
READ:

DUE: JOURNAL #2

Wednesday November 6 – Elements of Success in Public Space and Public Art
Expression, monumentality and meaning in civic and community settings.
READ:
Project for Public Spaces (PPS) website:
What Makes a Successful Place? http://www.pps.org/articles/grplacetpat/
The World’s Best Squares: http://www.pps.org/articles/internationalssquares/
North America’s Top 12 Public Squares: http://www.pps.org/articles/uscanadasquares/
Five Parks that Need a Turnaround: http://www.pps.org/articles/parksneedturnaround/

Friday November 8 – Study Objective Discussion (GROUP #2) - See Blackboard
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

Monday November 11 — Art Embracing Everyday Life
The Origins of the Ashcan School in Philadelphia of the 1890s

Wednesday November 13 – Modernism Arrives - and the Reviews are Mixed
Art, ideas, expression and collecting: the start of the Barnes Foundation.
READ:
Albert Barnes to Leo Stein, Letter, July 17, 1914.
Ken Finkel, April 2, 1912: Barnes Unpacks His First Shipment of French Art, April 2, 2012.

Friday November 15 – Study Objective Discussion (GROUP #1) - See Blackboard
Students in Group #1 write up and turn in one study objective selected from the Blackboard menu.
Monday November 18 – Edmund Bacon and the Power of “The Design Idea”
City Planning returns and remakes Philadelphia in the 1950s and 1960s.
READ:
OPTIONAL ON RESERVE: *Form, Design and the City*. (57:10 minutes; Edmund N. Bacon, 1963).

Wednesday November 20 – Louis Kahn and the Power of the Artist
The architect challenges city planning and questions the origins of inspiration.
READ:

Friday November 22 – Study Objective Discussion (GROUP #2) - See Blackboard
Students in Group #2 write up and turn in one study objective selected from the Blackboard menu.

Monday November 25 – Public Monuments and Claes Oldenburg
Shifts in public art from congratulatory to challenging – and back again.
READ:
Claes Oldenburg, “I am for art...,” (Manifesto, May 1961)

Wednesday November 27 – Final Journal Review/Workshop

Friday November 29 – Thanksgiving Break

Monday December 2– The Transformation of Cultural Experience in Philadelphia
The state of the creative sector in early 21st-century Philadelphia.

Wednesday December 4 – Arts and Culture as Economic Engine
Can arts and culture be expected to save a city?
READ:

Friday December 6 – DUE: JOURNAL #3 / Philadelphia Experience Discussion.