EXPANDED COURSE DESCRIPTION
ART HISTORY
School of the Arts, Media, Performance and Design
Department of Visual Art Art History
FA / ARTH 4640C3.0 SECTION A
CONTEMPORARY ART AND SURREALISM
FALL 2017 / WINTER 2018

Last Modified Date: 08/24/2017

COURSE CALENDAR DESCRIPTION

Focuses on the art of the 1990s. In exploring this period, major emphasis is placed on the resurgence of Surrealist strategies in recent practice. A central theme involves the complex interplay between theory and practice within contemporary art of the last 10 years. In this vein, theories such as Kristeva’s concept of the abject, Bataille’s notion of the formless, Freud’s categories of the uncanny and the death drive, and Lacan’s problematic of the real receive close attention. Revisionist interpretations of Surrealism itself by contemporary critics such as Yve-Alain Bois, Whitney Chadwick, Hal Foster, Rosalind Krauss and others are extensively discussed. Rachel Whiteread, Jimmie Durham, Mona Hatoum, Gary Hill and Sarah Luca are among the contemporary artists whose work is considered. Prerequisites: FA/VISA 2620 6.00 and preferably a second course in 19th- or 20th-century art, or permission of the course director.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tr>
<td>Grosskurth, Brian J B</td>
<td>Sec. A / SEMR / F</td>
<td><a href="mailto:bgrossk@yorku.ca">bgrossk@yorku.ca</a></td>
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SPECIAL FEATURES

This seminar will focus on the art of the past two decades. In exploring this period, major emphasis will be placed on the resurgence of Surrealist strategies in recent practices. A central theme of the course will involve the complex interplay between theory and practice within contemporary art of the last 20 years. In this vein, theories such as Kristeva’s concept of the abject, Bataille’s notion of the formless, Freud’s categories of the uncanny and the death drive, and Lacan’s problematic of the real in the contemporary writing of Slavoj Zizek and Alenka Zupancic will receive close attention. Revisionist interpretations of Surrealism itself by contemporary critics such as Yve-Alain Bois, Whitney Chadwick, Hal Foster, Rosalind Krauss and others will also be extensively discussed. Inigo Manglano-Ovalle, Teresa Margolles, Thomas Demand, Rebecca Horn and Daniel Buren will be among the contemporary artists whose work will be considered. The course will consist of lectures, discussion, field trips and student seminar presentation.

TOPICS AND CONCEPTS

4. TOPICS AND CONCEPTS:
Course Texts:
Course Schedule (please note that the following outline is provisional in character and will subject to change due to class presentations, field trips and modifications of format):
Week One: Introduction
Week Two: Design, Dreams and Crime
Week Three: Surrealism and the Death Drive
Week Four: Destinies of the Formless, 1930-2010
Week Five: Beauty Shall Be Compulsive
Weeks Six to Twelve: Seminar Presentations
Important Dates:
Week Seven: Essay Outline Due, 18 October, 2017
Week Ten: First Essay Due, 8 November 2017
Week Twelve: Final Essay Due, 6 December 2017
Selected Bibliography
Homi Bhabha,
Rosalind Krauss,
L'Amour Fou. Surrealism and Photography,
Griselda Pollock,
Vision and Difference. Femininity,
Brandon Taylor, Avant-Garde and After, New York, 1996.
LIST OF LEARNING OUTCOMES AND EXAMPLES OF LEARNING OBJECTIVES AND OUTCOMES:

1) The seminar will assist students in examining key historical and contemporary issues within a challenging theoretical framework.

2) Students will focus on using advanced conceptual tools to analyse specific works and issues.

Course Texts:

GRADED ASSESSMENT

3. GRADED ASSESSMENT:

EVALUATION: Two 8-Page Essays (30% each, due dates: November 8 and December 6, 2017), Essay Outline (15%, due date: 18 October 2017) Class Presentation (15%), Participation (10%).

Essays: The 2 short essays must be a minimum of 7-8 pages and focus on one or two contemporary and/or surrealist works of sculpture in relation to the theoretical concerns raised in Hal Foster’s texts. Undergraduates may also have the option of writing 1 long paper instead of 2 short essays. In order to qualify, however, this paper must have a minimum of 12 pages of text, excluding endnotes and bibliography. Anything less will not be accepted as a long paper and will be counted as a short essay in the final grading scheme.

Essay Outline: The essay outline should be a minimum of 2 pages and include bibliography. It should a clear and concise presentation of the central arguments that you propose to use in your upcoming papers.

Participation and Attendance: Please let me know by email if you cannot attend a class especially if this is a field trip. Failure to attend regularly will bring your overall mark down significantly.

Presentations: Presentations should be 15-20 minutes in length and focus on the subject of one of
your papers. They should include projected visual materials. You should also circulate copies of
a 1 page summary of your argument with a brief bibliography to the class. All presentations should
be well prepared, well written and well rehearsed.
Assignment Submission: Essays must be given to me in class.
Essay Deadlines: 8 November 2017 and 6 December 2017
Essay Outline Deadline: 18 October 2017
Lateness Penalties: Essays turned in after the due date are penalized by 5% per day. Lateness
due to medical or other reasons must be fully documented.
GRADING: The grading scheme for this course conforms to the 9-­−10 point grading system
used in undergraduate programs at York (e.g. A+ = 9, A = 8, B+ = 7, etc.). Assignments and tests will
bear either a letter grade designation or a corresponding number grade (or both); (e.g. A+ = 90–100; A = 80–89; B+ = 75–79; etc.). For a full description of York grading system see the
York University Undergraduate Calendar.

ADDITIONAL INFORMATION

ADDITIONAL INFORMATION:
THE WITHDRAWAL DATE FOR A FALL TERM COURSE IS 10 NOVEMBER
2017
Important Deadline Dates:

Week Seven: Essay Outline Due, 18 October, 2017
Week Ten: First Essay Due, 8 November 2017
Week Twelve: Final Essay Due, 6 December 2017

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on
the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives,
Documents) http://www.yorku.ca/secretariat/senate_ete_main_pages/ccas.htm
• York’s Academic Honesty Policy and Procedures/Academic Integrity Website
• Ethics Review Process for research involving human participants
• Course requirement accommodation for students with disabilities, including physical, medical,
  systemic, learning and psychiatric disabilities
• Student Conduct Standards
• Religious Observance Accommodation

Academic Honesty and Integrity
York students are required to maintain high standards of academic integrity and are subject to the
There is also an academic integrity website with complete information about academic honesty.
Students are expected to review the materials on the Academic Integrity website
(http://www.yorku.ca/academicintegrity).
Access/Disability
York provides services for students with disabilities (including physical, medical, learning and
psychiatric disabilities needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at www.yorku.ca/cds or from disability service providers:

- Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297
- Mental Health Disability Services: N110 BCSS, 416-736-5350
- Learning Disability Services: W128 BCSS, 416-736-5383
- Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736-5263

Deaf and Hard of Hearing students can also contact dhh@yorku.ca

Glendon students - Counselling & Disability Services, Glendon Site: Glendon Hall E103, 416-487-6709

Ethics Review

Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Bennett Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship.
Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/univsec/policies/document.php?document=82

Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents): http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University