ART HISTORY SURVEY II

Course Description:

This course will provide a survey of painting, sculpture, architecture, and other art forms from the Renaissance through the Contemporary period in both Western and non-Western cultures.

Required Text:


Recommended Resources:

http://www.metmuseum.org/toah/


http://www.getty.edu/research/tools/portal/index.html

Student Learning Outcomes:

The goals of the course are to make students aware of the history of art from the Renaissance through Contemporary periods in Western and non-Western cultures. The outcomes of the course will include the development of critical thinking skills through the examination of the numerous social and political forces that have impacted on the development of global art from the Renaissance to the Contemporary period.

1. Students will gain an understanding of the history of art from the Renaissance through the Contemporary periods through readings, class participation and attendance in
lectures. This knowledge will be measured by test performance, chapter quizzes and
quality of in class reaction papers.

2. Students will write one paper which will measure their understanding of a number of
the complex issues addressed in the history of art from the Renaissance through the
Contemporary periods.

3. Students will develop critical thinking skills based upon analyses of works of art, either
through individual analysis or by using compare/contrast parameters. These critical
thinking skills will be measured through written assignments and tests.

4. Students will improve their communication skills by learning to develop, interpret and
express ideas through written communication. These skills will be developed through
analysis of a number of works of art either by one single artist, by one movement or by
one culture.

5. Students will work together in teams to integrate different viewpoints. The students
will be divided into small groups which will investigate the significance of works of art
through history. They will then prepare a written explanation of how the importance of
these works of art was determined.

6. The students will be able to demonstrate intercultural competence by exploring works
of art from non-Western cultures, alongside works from Western cultures. A sense of
social responsibility will be developed by understanding varying cultural representations
of art. This understanding will be gauged via written assignments and tests.

**Grading:**

Your grade will be based upon:

1. Class attendance and participation (10%)
2. Test # 1, 2, 3 and 4 (40%)
3. Final examination (20%)
4. Term Paper (20%)
5. Group Project (10%)

1. The class attendance and participation grade will be based upon attendance in class,
your contributions to class discussion, and the completion of assigned in class reaction
papers. The reaction papers will consist of one to two-page responses to movies shown in
class and comparison and contrast assignments. In addition, some assignments may be
made that relate to the text. These response papers should be submitted after class via
Black board. Assignments will preferably be submitted as a typed document, unless the
student can write legibly by hand. These assignments are designed to assist you with your test performance so they should be completed by you.

In addition, I will be providing opportunities for extra credit assignments during the semester, which will include movies, gallery talks and presentations outside of class. These opportunities will be optional, but they can provide a real boost to your grade if you are in a borderline situation.

2., 3. Tests will consist of chapter quizzes through Mind Tap, supplemented by in class essay tests. These questions will be designed to judge your ability to analyze a work or works of art and to place it/them within a historical context.

4. The term paper will consist of an in-depth analysis of one work of art from the cultures and time periods covered in class and in the text. The paper of 750-1250 words must be typewritten using a double-space format. The paper must also contain a short bibliography of 2-3 sources (book or periodical sources, no websites, no Wikipedia, no dictionaries, no encyclopedias allowed). You must use peer-reviewed academic sources.

The paper should contain at least one illustration of the work of art that you are discussing, as well as: a title page, footnotes or endnotes and a bibliography. If you choose to do a compare/contrast paper, you should provide illustrations for all the works discussed in the paper.

**The paper topics must be pre-approved by me no later than February 19th.** If your paper topic has not been turned in, in written form, by that date, I will deduct ten points per class day from your topic approval which will impact your final paper grade. You must include complete identification of the work or works of art to be discussed when you submit your topic. In addition, you should have developed a thesis sentence to submit with your image or images.

**All assignments turned in via Black board need to be submitted in Microsoft Word. My computer cannot open certain file formats and this will ease stress for both you and me. If you submit it in an incorrect format, you will receive a 0 for that assignments. Late submissions in the correct format will have points deducted for being late (10 points per class period).**

FYI: The reason that you are asked to submit your paper topic and thesis for approval in advance is to protect you from receiving a failing grade. Topics that are not within the time periods and cultures covered in the class will receive an automatic grade of 0. I have instituted advance submissions to assist you with successfully completing your term paper.
If you are uncertain what area you would like to cover, please consult with me after class, during my office hours or via e-mail. I am very happened to make recommendations to you for interesting and successful papers, based upon your expressed preferences.

5. The group project will be conducted during class on **Monday, April 29th and Wednesday, May 1st**. In order to receive credit for this project, you **MUST** be present on both dates. Students will be examining works of art from the chapters on non-Western cultures and will develop and prepare written defenses for the selection of particular works of art for the final examination. The written responses will be submitted to me in written form with all names of the members of the group listed at the top. In addition, they will present their ideas directly to class with one selected representative speaking for the group. Students in other groups may provide comments on the presentations, arguing for or against the particular highlighted works. Guidelines will also be presented in class at the time of the group project.

**Grading Scale:**

Your final grade for the course will be generated utilizing the four components listed under “Grading” in the percentages indicated.

1. 100-90 point average=A
2. 89-80 point average=B
3. 79-70 point average=C
4. 69-60 point average=D
5. 59-0 point average=F
WANT TO MAKE AN A?

1. READ and listen to your assigned chapter prior to class to be prepared. Take your chapter test before class as well.

2. SHOW UP! –Class attendance is critical to success in college (as in any pursuit in life).

3. UNPLUG!—turn off your cell phone, e-mail and social media. It can wait a short time! I promise your family won’t report you missing during the short time you are in class. In fact, they might even be impressed by your priorities!

4. TAKE NOTES!—Notetaking reinforces knowledge. Note taking also keeps you more actively engaged in class.

5. LOOK UP!—Art history requires visual learning. The slides are up there!

6. DON’T FALL ASLEEP IN CLASS—Coffee is always close by.

7. RE-READ your notes and book after class to highlight critical information.

8. THINK ABOUT IT—The goal of college is to make you wonder and be curious!

9. DON’T FORGET ABOUT IT—Art is an open road to everywhere!
Academic Honesty:

In accordance with university policy, “University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).” (Undergraduate Catalogue)

“Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.” (Undergraduate Catalogue)

As outlined in the undergraduate catalogue, the punishment for academic dishonesty can range from a written reprimand to the assigning of an F for the work in question or the class in its entirety. In addition, severe punishment can result in the dismissal of the student from the program or the University.

My recommendation about cheating, is DON’T do it. It is not worth it! In my opinion, academic honesty is of the utmost importance. My personal policy is to give you a failing grade in the course if you are caught cheating on an examination or plagiarizing in a paper. My advice to you is to do the best you can on your own. When in doubt about how to reference information from outside sources, please ask my advice. I am more than happy to help you.

Cell phones and laptops:

Cell phones and laptops are NOT permitted in my class. Be sure that you turn off your cell phone prior to coming to class. You are not permitted to text during class or leave class to talk on your cell phone. I will confiscate the cell phone of any student caught using their cell phone during class and will return it at my discretion. You need to concentrate on the images on the screen, so please do not bring your laptop. I have noticed that students on laptops do not ever look up at the slide images, rendering learning almost impossible. This lack of engagement will have a negative impact on your learning in this class.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
• Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Attendance
Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the professionalism element of your final grade.

• You will lose a single letter grade on your third (3) absence.
• Five (5) absences will result in the drop of another letter grade.
• Six (6) absences will result in the failure of the course.
• Three (3) late arrivals or early departures will result in the recording of one (1) full absence.
• Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.
NOTE: A great deal of material is covered in this class. It is recommended that the students begin studying the first week of class. This course cannot be passed through last minute studying alone. It is recommended that you do the readings as scheduled and that you begin reviewing the images on your own as soon as possible.

The following is a tentative class schedule. It may vary somewhat during the course of the semester, but readings should be done on time to keep the student up with the course requirements.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Introduction and Chapter 14</td>
</tr>
<tr>
<td>1/27, 1/29</td>
<td>Chapter 20</td>
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<tr>
<td>2/3, 2/5</td>
<td>Chapter 21</td>
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<tr>
<td>2/10</td>
<td>Test # 1 (Chapters 14, 20 and 21)</td>
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<tr>
<td>2/12</td>
<td>Chapter 22</td>
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<tr>
<td>2/17, 2/19</td>
<td>Chapter 23</td>
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<tr>
<td>2/24</td>
<td>Paper Topic Due</td>
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<tr>
<td>2/26</td>
<td>Test # 2 (Chapters 22-23)</td>
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<tr>
<td>3/2, 3/4</td>
<td>Chapter 24, Paper Topic Redo Due</td>
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<tr>
<td>3/9, 3/11</td>
<td>Spring Break</td>
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<tr>
<td>3/16</td>
<td>Chapter 25</td>
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<tr>
<td>3/18</td>
<td>Test # 3 (Chapters 24-25)</td>
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<tr>
<td>3/23</td>
<td>Chapter 26</td>
</tr>
<tr>
<td>3/25</td>
<td>Chapter 27</td>
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3/30, 4/1  Chapters 28 and 29
4/7, 4/8  Chapter 30
4/13, 4/15  Chapter 31

4/20  Term Paper Due

4/22  Test # 4 (Chapters 26-31)
4/27  Chapter 32 and 33 and 34 (Non-Western)
4/29  Chapters 35 and 36 and 37 (Non-Western Art)

5/4, 5/6  Group Project

Final Examination Wednesday, May 13, 1:45 p.m.-4:15 p.m. (Chapters 32-37)
Some Suggested Artists to Research:

Rogier van der Weyden
Robert Campin
Michelangelo
Leonardo da Vinci
Masaccio
Raphael
Gianlorenzo Bernini
Jan van Eyck
Caravaggio
Peter Paul Rubens
Jean-Honoré Fragonard
John Singleton Copley
Benjamin West
Rosa Bonheur
Edouard Manet
Claude Monet
Max Beckmann
Georges Grosz
Alexander Calder
Minor White
Diane Arbus
Judy Chicago
Nam June Pak
I.M. Pei
Maya Lin
Zaha Hadid
Grant Wood
Thomas Hart Benton
Jose Clemente Orozco
Diego Rivera
Frida Kahlo
Rufino Tamayo
Frank Lloyd Wright
Dorothea Lange
Alexander Calder
Ludwig Mies van der Rohe
GRADING GUIDELINES
FOR ART HISTORY PAPERS

Topic turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade.

Paper turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade.

Topic selection is a crucial component of a successful paper. The thesis statements must be well developed when turned in on the date topics are due. If you want guidance in the development of your thesis topic, please make an appointment to visit with me. I will be happy to visit with you as often as necessary during the preparation of your paper.

Biographical data in lieu of discussion of stylistic/iconographic concerns-failing grade.

Papers
Correct length (750-1250 words) 10 points

Footnotes or endnotes (MLA or APA format) 5 points

Bibliography-minimum of 2-3 books and periodical references (no websites accepted) 5 points

Thesis (main idea development) 20 points

Body (proof of thesis)/Quality of Presentation 50 points

Conclusion 10 points

Please include photocopies of works of art that you are referring to in your paper, particularly of lesser known works of art.
<table>
<thead>
<tr>
<th>Score</th>
<th>Mechanics</th>
<th>Organization</th>
<th>Thesis</th>
<th>Support</th>
<th>Style</th>
<th>Overall Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>very few or no mechanical errors, with complexity</td>
<td>-carefully but subtly organized from beginning to end w/smooth transitions -strong intro and conclusion framing the topic of discussion -paragraphs address one subject with interest</td>
<td>-thesis is specific, focused, purposeful, analytic, and insightful</td>
<td>-supporting details are relevant and appropriate -many quotes used smoothly and explained fully with close detail and interpretation</td>
<td>-rich, effective vocabulary -uses a variety of sentence structures, types, and lengths -offers a consistent voice and tone -no structural errors</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
</tr>
<tr>
<td>B</td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized from beginning to end w/smooth transitions -clear focus -logical order -strong intro and conclusion -paragraphs address one subject clearly and intelligently</td>
<td>-thesis is specific, focused, purposeful, and analytic</td>
<td>-details are strong, but lack richness and specificity -quotes are smoothly introduced and explained fully, but not excessively used</td>
<td>-effective vocabulary -moderately successful in using a variety of sentence patterns -reasonably consistent voice and tone -few errors in structure or usage</td>
<td>-fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text</td>
</tr>
<tr>
<td>C</td>
<td>-some mechanical errors that do not interfere with</td>
<td>-transitions are present -organized, but with lapses in</td>
<td>-thesis is specific, focused, and purposeful</td>
<td>-details are adequate -details are generally relevant</td>
<td>-acceptable vocabulary -attempts sophisticated sentence</td>
<td>-moderately fluent -ideas are developed, but limited in</td>
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<tr>
<td>C Range</td>
<td>-some mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>-thesis is specific and focused</td>
<td>-details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td>-simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
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<tr>
<td>D Range</td>
<td>-noticeable mechanical errors that interfere with communication -errors cause major problems for readers</td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly structured</td>
<td>-thesis is present, but vague and difficult to identify</td>
<td>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice or tone -simplistic vocabulary with incorrect usage</td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot summary</td>
</tr>
<tr>
<td>F Range</td>
<td>mechanical errors that seriously interfere with -so short or muddled that it lacks organization or focus</td>
<td>-no thesis</td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
<td>-no developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
<td>-shows a lack of depth -shows independent and analytical thought -ideas are clearly stated</td>
<td>-not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
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</table>
Here are some of the things that you will want to think about when writing your analysis.
You do not have to answer all of these questions in each paper. These questions are
included here to give you suggestions on how to think about art:

1. Give basic facts about the work:
   - What is the title?
   - When was the work done?
   - Where was the work done?
   - What medium was used?
   - What is the work’s size?

2. What is the subject of the work?

3. What is the purpose of the work?

4. What is the content of the work (what is the artist’s message)?

5. What period or movement does the work belong to?

6. What choices did the artist make concerning the formal elements and principles of
design?

7. What does the work of art tell us about the cultural group who made it?

8. What is your response to the piece? How did the artist’s formal choice affect your
response?

9. Where and how does the work fit into the history of art?

10. Did the artist use sources—religious, historical or visual?

11. What do important scholars say about this work?

12. What is the work’s relationship to the worldview at the time it was created: religion,
politics, economics, science, mathematics, psychology, sociology and so?

13. How does the work compare to earlier works or to works being done at the time?

14. What was the process of the piece?

15. What is the significance of the piece?

16. Is the work symbolic?
Form to turn in paper topic
Due:

Course: ARTS 1304

Name of Student:

Paper Topic:

__________ Approved    ___________ Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by