

ARH 101

Survey of the Visual Arts/Online Course

Prof. Heather Sharpe

E-mail:

hsharpe@wcupa.edu

Office: E.O. Bull

Center 143

Office hours: Monday and Wednesday 9-10 and 2:30-3:30, Friday 1-2 (in person); by email or telephone message; by appointment in the Virtual Office Hour via D2L Collaborate.

Department phone: 610-436-2755

Course description

This is a fully online course. It is intended to provide you with an introduction to the visual arts of the western world. The course will begin with a brief introduction of what might be termed the vocabulary of art and art history. This will include topics such as the purposes of art, evaluating works of art and how paintings, sculpture and architecture communicate ideas through the use of media, subject matter and artistic style. The rest of the semester will be taken up with a rapid survey of western art from ancient to modern times. Art and architecture will be studied in light of the historical contexts from which they arose with close attention given to how works of art reflect the religious, social and political concerns of contemporary artists and viewers. We will also examine how works of art serve as a mode of communication: art expresses human feelings, beliefs, and experiences. The chronological span to be covered during the semester is extensive, but emphasis will be placed on discussing a smaller number of works in greater depth rather than an extensive array of objects.

There are no prerequisites for this course.

Required text: Wilkins, D.G., B. Schultz, and K. M. Linduff, *Art Past Art Present*, 6th ed. (Upper Saddle River 2009).

ARH 101 General Education Goals and Course Student Learning Outcomes

ARH 101 is an approved course for the WCU General Education/Arts Distributive Requirement. It is designed to help students meet the following General Education Goals:

Gen Ed Goal #1 – Communicate effectively by demonstrating comprehension of and ability to explain information and ideas accessed through reading and by expressing oneself effectively in presentations.

Gen Ed Goal #2 – Think critically and analytically by using relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea, and developing creative or innovative approaches to assignments or projects.

Gen Ed Goal #6: Arts - Understand varied historical, cultural, and philosophical traditions by demonstrating the ability to analyze, critique, and interpret works of art and culture; identifying connections among diverse human artistic and cultural productions across time and/or space; articulating the importance of artistic and cultural production to what it means to be human.

Note the prominent statement identifying the course as an approved General Education Arts Distributive.

Note the identification of General Education Goals 1, 2 and 6. The preparer identifies Goals 1 and 2, as well as at least one associated Student Learning Outcome (SLO). Goals 6 requires two identified SLOs.



The table provides clarity for the Course SLOs as well as the General Education Goals and their explicit link to assessment indicators such as Art and Pop Culture assignment. (Narrative included with CAPC course proposal clarifies link to assessment and description of assignments.)

Course Student Learning Outcomes	General Education Goals	General Education SLOs	Links to Assessment
<ul style="list-style-type: none"> - Demonstrate increased visual literacy and art vocabulary. - Clearly relate how works of art reflect contemporary religious, social and political movements and concerns. 	Gen Ed Goal 1 – Communicate effectively	a. Express oneself effectively in presentations	Art and Culture oral presentation
		d. Demonstrate comprehension of and ability to explain information and ideas accessed through reading	Discussion Board activities (see rubric below) Art and Pop Culture assignment Africans in Renaissance Art assignment
<ul style="list-style-type: none"> - Analyze and assess major stylistic movements of the Western world from antiquity to modern times. - Identify and evaluate works of art, individual artistic styles as well as historical styles of art. - Recognize key artistic concepts including style (realistic, abstract, nonobjective), composition, color, and media (artistic materials). - Identify common threads and themes among diverse artistic and cultural productions across time and/or space 	Gen Ed Goal 2 – Think critically and analytically	c. Reach sound conclusions based on a logical analysis of evidence	Discussion Board activities (see rubric below) Art and Pop Culture assignment Africans in Renaissance Art assignment
		d. Develop creative or innovative approaches to assignments or projects	Art and Pop Culture assignment Africans in Renaissance Art assignment
<ul style="list-style-type: none"> - Students will analyze, critique, and interpret art and architecture with close attention given to how such works reflect the religious, social and political concerns of contemporary artists and viewers. - Identify common threads and themes among diverse artistic and cultural productions across time and/or space. - Explore how humans use art to make sense of the world around them. 	Gen Ed Goal 6 – Understand varied historical, cultural, and philosophical traditions	a. Demonstrate the ability to analyze, critique, and interpret works of art and culture.	Discussion Board activities (see rubric below) Quizzes Art and Pop Culture assignment Africans in Renaissance Art assignment
		b. Identify connections among diverse human artistic and cultural productions across time and/or space.	
		c. Articulate the importance of artistic and cultural production to what it means to be human.	

Course Requirements

1. Syllabus quiz: 5%

You are required to thoroughly read the syllabus and take the online syllabus quiz (available on D2L during Weeks 1 and 2). You must receive an A grade (90%) in order to receive full credit. You may take the quiz as many times as needed.

2. Online Quizzes: 40%

During the semester there will be five online quizzes (available on D2L); you may drop the lowest quiz score. Quizzes will take place approximately every 3 weeks and will cover material from the previous few weeks (study guides will be available on D2L). The quizzes will be available for a designated time period (see schedule). It is important to pay close attention to the quiz time periods because once that time period has passed, you will not be able to complete the quiz. You will also have only one attempt, so you cannot save your work and return at a later time. You must prepare and study ahead of time to take these quizzes. There is a time limit, which has been designed

to measure how well prepared you are for the exam; **you will not have enough time to consult your notes or a text.** It is also recommended that you take online quizzes using a computer, not a mobile device.

If you miss a quiz and have a valid written excuse (e.g. medical absence, University sanctioned event) you may make up the quiz.

3. Discussion Board Posts: 20%

Threaded Discussions: The course schedule below provides you with a list of Discussion Board (DB) topics and due dates. Prompts for each DB will be posted on D2L under "Discussions" in the "Communication" menu tab, which is also where you will submit your required posts.

There will be 4 asynchronous threaded discussions during the semester. Students are required to discuss and initiate a debate regarding the artist, subject, function, and context of a specific work of art. For each DB topic you are required to post one substantive comment and respond to at least one other posting made by another student by the listed deadline. Your entries should be thoughtful, clear, and concise and well written.

DB Rubric

Points	10	7	4	0
Quality of post	Comment is thoughtful and original. Student demonstrates good understanding of major concepts.	Comment demonstrates knowledge of topic but lacks detail or originality. Student demonstrates some understanding of major concepts.	Comment reveals a lack of knowledge about the topic / lack of originality. Poor understanding of major concepts.	Comment missing.
Quality of writing	Clear and articulate. Grammar is correct. Student uses appropriate art history terminology.	Contains minor grammatical/punctuation Errors. Writing style is average. Limited use of art history terminology.	Contains multiple grammatical/punctuation errors. Writing is poor. Lacks knowledge of art history terminology.	Comment missing.
Engagement with others	Shows strong engagement with others. Interacts in a positive and constructive way.	Shows effort to engage with others. Interacts in a positive manner.	Makes little effort to engage with others. Mostly summarizes what other students have said.	Comment missing.

4. Art and Pop Culture analysis assignment: 15%

Oral presentation of Art and Culture analysis assignment: 5%

Assignment details, including due dates, will be posted on the assignment instruction sheet and on the course D2L webpage. All written assignments must be submitted through the “turnitin” function using the student’s individual D2L dropbox account, thereby insuring academic originality and integrity.

5. Africans in Western Art project: 15%

Assignment details, including due date, will be posted on the assignment instruction sheet and on the course D2L webpage. All written assignments must be submitted through the “turnitin” function using the student’s individual D2L dropbox account, thereby insuring academic originality and integrity.

Grading scale:

A letter grade will be assigned based on performance in the course according to the following scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure

Refer to the Undergraduate Catalog for description of NG (No Grade), W, Z, and other grades.

ONLINE POLICIES AND IMPORTANT INFORMATION

This is a fully online course; online course material will be taught asynchronously with students required to access online content (lectures and videos), participate in Discussion Board assignments, and complete assignments within a certain period of time. You are responsible for meeting deadlines (e.g. quizzes, assignments, and discussion board posts).

As an online course, you will be required to use D2L on a regular basis. In order to receive class announcements you will need to use your WCUPA email account, which is how you will receive D2L communications.

Course material can be accessed on D2L in the following locations:

Course Home: for news and announcements

Content: for course documents, assignments, and instructions

Communication > Discussions: to access DB instructions and post DB assignments

Assessment > Assignments: for students to upload assignments (Word or PDF format)

Assessment > Grades: for checking grades and student progress

To prepare for and successfully complete this course, students should consider:

- Participation and preparedness expectations for small group discussionboards;
- Participation and preparedness expectations for use of external learning websites;
- Technology expectations and requirements, as outlined below; and,
- The discipline required to meet scheduling demands in a primarily synchronous learning environment.

Schedule of Class Activities and Due Dates: This information will be posted on D2L under the Course Content, as well as attached to the Course Syllabus. Periodic reminders of assignments will be posted on D2L via the “Announcement” tool.

Minimum Technical Skills: Students are expected to be competent in general computer skills including use of Microsoft Office suite (Word), email, Internet / WWW, and D2L. Hardware requirements include a PC or Mac, and internal or external webcam, microphone and speakers. Software requirements include the most current version of Internet Explorer/Safari/Firefox. It is expected that all students will be able to open Microsoft Office documents. Students are encouraged to contact the Student Help Desk to ensure that their computer equipment is sufficient for the D2L operating system. Students must be able to readily access the Internet via cable or broadband. The use of external headsets with microphones and headphones are encouraged during synchronous meetings. Recommended

minimum computer configurations can be found at the WCU Academic Computing Center website <https://www.wcupa.edu/infoServices/resnet/computerConfig.aspx>.

Required Hardware:

Hardware requirements include a PC or Mac, and internal or external webcam, microphone and speakers. Software requirements include the most current version of Internet Explorer/Safari/Firefox. It is expected that all students will be able to open Microsoft Office documents. Students are encouraged to contact the Student Help Desk to ensure that their computer equipment is sufficient for the D2L operating system. Students must be able to readily access the Internet via cable or broadband. The use of external headsets with microphones and headphones are encouraged during synchronous meetings. Recommended minimum computer configurations can be found at the WCU Academic Computing Center website <https://www.wcupa.edu/infoServices/resnet/computerConfig.aspx>.

Internet connection: DB assignments posted to D2L require a secure, reliable Internet connection. If you do not have such a connection available at home, it will be your responsibility to plan to take the quizzes on campus. I am not responsible for your Internet connection. D2L Services recommends the use of Mozilla Firefox when working in the D2L environment. You can download Mozilla Firefox by visiting <https://www.mozilla.org/en-US/firefox/new/>. It is also recommended that you take online quizzes using a computer, not a mobile device.

Methods for Assessing or Evaluating Course Objectives: Students will be assessed using a variety of methods, including D2L online quizzes (utilizing time-restrictions, as well as randomized questions and answers), DB posts, and assignments uploaded to D2L. All written assignments must be submitted through the “turnitin” function using the student’s individual D2L dropbox account, thereby insuring academic originality and integrity.

Resources and Technical Support: Students can find general information on distance education student resources at: <http://www.wcupa.edu/distanceded/studentResources.aspx>.

For general computer help, students can access technical support through the office of Information Services for Students either in person at Peoples Building 34, via phone at 610-436-3350, or through their website <http://www.wcupa.edu/infoServices/clientServices/itHelpDesk/>.

Course material and information will be made available through D2L. If you need assistance with D2L, you can contact the D2L help desk via the D2L homepage, email or phone number (D2L website <https://www.wcupa.edu/infoServices/d2lServices/>; D2L Help Desk Call Center numbers: 610-436-3350 or 1-877-325-7778 after hours).

Students may need to utilize various resources at the Green Library, and will be instructed on using the catalog and appropriate databases. Detailed instruction can also be found at <http://subjectguides.wcupa.edu/distance>.

Communication

If you wish to contact me you may reach me in person Monday and Wednesday 9-10 and 2:30-3:30; Friday 1-2; by email or telephone message; or by appointment in the Virtual Office Hour via D2L Collaborate.

I use D2L for class announcements and email communication. Students should activate and maintain regular access to a University provided e-mail account in order to receive class announcements and official University communications. Class announcements and learning resources will be posted on D2L. Throughout the semester you are responsible for checking on your progress and verifying that you have completed all assignments.

Email Policy

I am happy to address any concerns or questions you have about the course or your grade either during my office hours or through email. If your email requires an answer I will generally respond within 24-48 hours Monday through Friday. Before you send an email regarding class material, assignments, quizzes etc., check first to see if your question is addressed in the syllabus. **If your email involves a request for information already covered in the syllabus, I**

will not send a response.

When emailing me, please use appropriate email etiquette:

- When writing your email, identify the subject of your message in the subject box
- Begin your message with an appropriate greeting (e.g. Dear Prof. Sharpe...)
- Identify in which class and section you are enrolled.
- Use standard spelling, grammar and punctuation.
- Clearly formulate the questions or issue you need me to address.
- Sign off with your full name.

Failure to follow these instructions will result in a delayed response. If your email requires a response, I will reply within 48 hours.

WEST CHESTER UNIVERSITY POLICIES:

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENT CODE OF CONDUCT

As in the University Mission and Values Statements, West Chester University is committed to providing a sound educational environment for intellectual pursuits. In addition, the University is concerned with developing socially responsible citizens, ensuring the welfare and freedom of all members of the University community, and protecting individual rights. The University is thus concerned with the quality of student conduct and has adopted rules and behavioral standards for its students. Disciplinary action may be imposed when a student engages in behavior, on University property or off University property, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct. Students at West Chester University are expected to abide by the rules and regulations of the University. The Student Code of Conduct translates those acts, which constitute unacceptable behavior for students and student organizations of the University. For questions regarding the Student Code of Conduct, students are encouraged to refer to the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at <https://www.wcupa.edu/universityCollege/ossd/>. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

EXCUSED ABSENCES POLICY

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University’s commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

<https://www.wcupa.edu/admin/diversityEquityInclusion/sexualMisconduct/default.aspx>

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University’s free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit <https://www.wcupa.edu/wcualert/>. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY AND STANDARDS OF COMMUNICATION POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

In all interactions with students, faculty, and any guests, students will adhere to accepted standards of appropriate academic discourse. Failure to conform to such standards will result in a warning upon the first infraction. Subsequent infractions will be met with significant penalties up to and including removal from the course.

D2L

Information about this course will be posted on D2L <https://www.wcupa.edu/infoServices/d2lServices/default.aspx>. Students are required to access this site on a regular basis. If you need assistance in accessing please ask. Students are required to check the website for announcements, assignments, lab hours, updates and additional information. If you are experiencing problems accessing your account contact Academic Computing. Students will be required to access and print out handouts posted on Desire2Learn.

ALLY STATEMENT

West Chester University’s Mission Statement says, in part, “We appreciate the diversity the members of our community bring to the campus and give fair and equitable treatment to all; acts of insensitivity or discrimination against individuals based on their race, gender, ethnicity, age, sexual orientation, abilities, or religious beliefs will not be tolerated.”

SUSTAINABILITY AT WCU

West Chester University recognizes that one of the most significant challenges facing humanity is achieving a sustainable society. Accomplishing this depends on our ability to organize human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present as well as the future. WCU intends to reduce its ecological impact and to promote research and service that foster regional and global sustainability (<https://www.wcupa.edu/sustainability/>).

WEEKLY SCHEDULE

WEEK	TOPICS	READINGS	ASSIGNMENTS
Week 1	Syllabus review and introduction Stylistic and formal analysis Elements of Art Principles of Design	Chapter 1 Online lecture	Meet and greet posts
Week 2	Introduction to Art History / Visual Literacy Categories of artistic style Introduction to the history of western culture A basic chronology of western civilization	Chapter 2 Online lecture	
Week 3	Greek Art Learning objectives The main historical periods of Greek art The key monuments and works of art of Greek world The formal and iconographical characteristics of Classical Greek art Art and architecture as a reflection of Greek political, religious and cultural values	Chapter 3 Online lecture	Discussion Board topic: The Parthenon
Week 4	Roman Art Learning objectives Key monuments in the history of Roman art The formal and iconographical characteristics of Roman art Technical innovations of Roman artists and architects Art and architecture as a reflection of Roman political, religious and cultural values	Chapter 4 Online lecture	Quiz #1
Week 5	Early Christian and Byzantine Art Learning objectives The role of Constantine in promoting Christianity Art and architecture in the service of Christianity The adoption of pagan artistic forms in Early Christian art and architecture The formal and iconographical characteristics of Early Christian art The formal and iconographical characteristics of Byzantine art	Chapter 5 Online lecture	Discussion Board topic: Religious pilgrimage
Week 6	Romanesque and Gothic Art Learning objectives The spread of Christianity to western and northern Europe The importance of pilgrimage in the development of Romanesque art and architecture Art and architecture as a means to communicate Christian theology The formal and iconographical characteristics of Romanesque art The formal and iconographical characteristics of Gothic art and architecture	Chapters 6 Online lecture	
Week 7	Renaissance Art Learning objectives The formal and iconographical characteristics of Italian Renaissance art The role of art in Renaissance Italy Painting mediums: tempera, fresco and oil The innovations of Giotto The development of naturalism in art (human figure and 3-D space)	Chapter 7 Online lecture	Quiz #2

Week 8	High Renaissance Art Learning objectives The formal and iconographical characteristics of Venetian Renaissance painting How Rome overtook Florence as the artistic center of Italy The artistic influence of Leonardo, Michelangelo and Raphael The change in the status of the artist The formal and iconographical characteristics of High Renaissance art	Chapter 7 Online lecture	Discussion Board topic: Michelangelo's David
Week 9	Baroque Art Learning objectives Martin Luther's challenge to the Roman Catholic Church The Protestant Reformation and its affect on the production of art The Counter Reformation movement initiated by the Roman Catholic Church The function of art according to the Council of Trent The formal and iconographical characteristics of Baroque art	Chapter 8 Online lecture	
Week 10	Baroque Art cont.	Chapter 8 Online lecture	Quiz #3
Week 11	18th Century Art Learning objectives The emergence of France as a center of artistic production The formal and iconographical characteristics of French Rococo art Enlightenment ideas and the rise of Neoclassical and Romantic art The formal and iconographical characteristics of Neoclassical and Romantic art The French Revolution and its effect on art	Chapter 9-10 Online lecture	Africans in Western Art assignment due
Week 12	19th Century Art Learning objectives Industrialization and its effect on French art and artists Identify how artists begin to challenge the constraints of the French Academy of Art The growing interest among artists in depicting scenes of modern life The formal and iconographical characteristics of Impressionism	Chapter 11 Online lecture	Discussion Board topic: Manet's Dejeuner sur l'Herbe
Week 13	19th Century Art cont. Learning objectives The creation of new styles of art that challenge traditional artistic ideas The formal and iconographical characteristics of Post-Impressionism	Chapter 12 Online lecture	Quiz #4
Week 14	Art from 1900-1949 Learning objectives The rise of abstraction and expressionism in art Social, political, and technological developments affecting the appearance of art Challenges to traditional ideas about art World War I and II and their impact on artists and art production	Chapters 13 Online lecture	Art and Culture assignment due
Week 15	Art from 1950s Learning objectives The increasing importance of New York as a center of art	Chapter 14 Online lecture	Quiz #5

	The impact of the 1913 Armory Show on American artists The growing diversity of artistic expression The rise of Conceptual art Globalization in art		
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ARH 101 – Art Appreciation Narrative – General Education Goals

Note the Narrative was included with the CAPC course proposal and provides additional clarity to the General Education Goals 1, 2 with at least one SLO each linked to assessment artifacts. General Education Goal 6 includes at least two SLOs and linked to assessment artifacts.

ARH 101 is an approved course for the **WCU General Education/Arts Distributive Requirement**. It is designed to help students meet the following general education goals:

Gen Ed Goal #1 – Communicate effectively by utilizing visual literacy and art vocabulary and demonstrating comprehension of material when participating in Discussion Board activities, completing the course writing assignments and an oral presentation.

Gen Ed Goal #2 – Think critically and analytically when analyzing and assessing major stylistic movements of the Western world and recognizing various artistic movements and the stylistic characteristics that distinguish them; assessed by Discussion Board activities, quizzes, and course writing assignment.

Gen Ed Goal #6 – Understand varied historical, cultural, and philosophical traditions by analyzing, critiquing, and interpreting art and architecture with close attention given to how such works reflect the religious, social and political concerns of contemporary artists and viewers; identifying connections among diverse human artistic and cultural productions across time and/or space; articulate the importance of artistic and cultural production to what it means to be human; assessed by Discussion Board activities, quizzes, and course writing assignment.

Course Requirements

1. Syllabus quiz (5%)
2. Online quizzes (40%)
3. Discussion Board Posts (20%)
4. Art and Pop Culture / Oral presentation (20%)
5. Africans in Western Art assignment (15%)

Associated Gen Ed Goal

- Gen Ed Goal #2, #6
Gen Ed Goal #1, #2, #6
Gen Ed Goal #1, #2, #6
Gen Ed Goal #1, #2, #6

Course Learning Outcomes as related to the General Education Goals:

By the end of the semester, the student is expected to be able to:

1. Demonstrate increased visual literacy and art vocabulary (**Gen Ed Goal #1**)
2. Demonstrate comprehension of and ability to explain information and ideas accessed through reading (**Gen Ed Goal #1**)

ARH 101 students are required to participate in Discussion Board (DB) posts and complete two course assignments to demonstrate the above Gen Ed Goals. Students must demonstrate increased visual literacy and be able to utilize appropriate art historical terminology when completing DB entries and course assignments. There will be four asynchronous threaded discussions during the semester. For each DB topic students are required to post one substantive comment and respond to at least one other posting made by another student by the listed deadline. Students are provided with a list of DB topics in their syllabus and will be provided with DB prompts. Students are required to discuss and initiate a debate regarding the artist, subject, function, and context of a specific work of art. The two required course assignments (Art and Culture Analysis and Africans in Western Art) will encourage students to elucidate how works of art reflect contemporary religious, social, and political movements and concerns. Students will explain how art functions as a vital form of human expression, which can inform and inspire us as well as serve as a vehicle to connect us with other humans in the past and in the present.

Note the link in General Education Goal with assessment artifacts.

General Education Goal 1 with at least one SLO. Paragraph below explains connection to Discussion Board Posts as well as Art and Pop Culture and Africans in Western Arts Assignments. Students demonstrate increased visual literacy and art vocabulary.

3. Express oneself effectively in presentations (**Gen Ed Goal #1**)

Students must post a 5-minute oral/video presentation as part of their Art and Culture Assignment, in which they are required to pair works of art from western art history with three modern or contemporary parallels (e.g., from works of art, advertisements, magazines, news sites, movie posters, album covers etc.). They are expected to discuss how the images relate visually and thematically, and how the images reflect, shape, reinforce or challenge social, political or cultural values.

General Education Goal 2 “Think Critically and Analytically” with at least one SLO. Students analyze and assess major stylistic movements of the Western world and recognize various artistic movements and the stylistic characteristic that distinguish them.

4. Analyze and assess major stylistic movements of the Western world from the period of the Renaissance through the 21st century. (**Gen Ed Goal #2**)
5. Recognize various artistic movements and the stylistic characteristics that distinguish them (**Gen Ed Goal #2**)

During the semester, students will be required to think critically and analytically demonstrating their knowledge of artists, artworks, artistic movements, and their historical/cultural contexts. Furthermore, students will utilize knowledge gained early in the course and apply it to the interpretation and appreciation of works from other cultures and periods.

In DB posts, writing assignments and quizzes, students will use critical and analytical skills to identify and examine works of art, individual artistic styles as well as historical styles of art. Students must demonstrate their familiarity with key artistic concepts including style (realistic, abstract, nonobjective), composition, color, and media (artistic materials). Students will examine art and architecture in light of the historical/cultural contexts in which they were made.

As part of their Art and Culture Assignment, students are required to pair works of art from western art history with three modern or contemporary parallels (e.g., from works of art, advertisements, magazines, news sites, movie posters, album covers etc.). They are expected to discuss how the images relate visually and thematically, and how the images reflect, shape, reinforce or challenge social, political or cultural values. In the course assignment Africans in Western Art students will examine and analyze Western paintings and assess how Africans have been depicted in European art from the 15th to the 19th century. Students are encouraged to explore how these works of art either reinforce or refute the roles Africans played in western (European or American) society.

6. Evaluate and interpret artworks from various styles and periods in history and place them in their original physical, historical and cultural contexts (**Gen Ed Goal #6**)
7. Demonstrate how contemporary religious, social, and political forces affect both artists and the works they create (**Gen Ed Goal #6**)
8. Articulate the importance of artistic and cultural production and express how art has been utilized to explore and reflect the human condition (**Gen Ed Goal #6**)

In preparation for DB posts, course written assignments, and their oral presentation, students are required to research specific works and art and artistic movements and consider the various functions art served from ancient to modern times. In order to comprehend the role/s of art in various societies, it is necessary to study art in light of historical and economic events, religion, class and gender. For example, Renaissance art is studied in light of the rise of humanism, the development of Baroque art is tied to the Counter-Reformation, and depictions of minorities are examined in relation to their social status.

General Education Goal 6 “Understand Varied Historical, Cultural, and Philosophical Traditions” with at least two SLOs. Students are required to research specific works and art and artistic movements and consider the various functions art served from ancient to modern times. In order to comprehend the role/s of art in various societies, it is necessary to study art in light of historical and economic events, religion, class and gender. Students will analyze how art functions as a vital form of human expression, which can inform and inspire us as well as serve as a vehicle to connect us with other humans in the past and in the present.

The two required course assignments (Art and Culture Analysis and Africans in Western Art) will encourage students to explore how works of art reflect contemporary religious, social, and political movements and concerns. Students will analyze how art functions as a vital form of human expression, which can inform and inspire us as well as serve as a vehicle to connect us with other humans in the past and in the present.