



**I. Course and Instructor Art 112; Art History: Renaissance to 1900**  
**Associate Professor Cynthia Zyzda**  
**Format: Web**

Instructor Information:

Name: **Associate Professor Cynthia Zyzda, MFA**  
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Office Hours: Mondays & Wednesdays- 9:30 a.m. to noon

**I check email one or two times per day, during the week, and will make every attempt to respond within 24-48 hours.**

Course Information:

Course Title: <b>Art History: Renaissance to 1900</b>	Synonym Number: <b>71271</b>
Course Code: <b>ART 112 DS21</b>	Credits: <b>3</b>
Semester: <b>Spring, 2013</b>	Prerequisite: <b>College Level Reading</b>
Meeting Times and Days: <b>Online</b>	
Class Location: <b>Canvas</b>	
Start Date: <b>1/14/2013</b>	End Date: <b>5/3/2013</b>
Refund Date: <b>1/30/2013</b>	Withdraw Date: <b>4/7/2013</b>

**Orientation Note:** The instructor will contact each student by email with orientation items regarding this Web course. Please make sure that your preferred email address has been updated with CMC. If you do not receive an orientation email, please contact me.

**There is a form also included - a statement of understanding. Sign and date the form if you have read and fully understand the requirements of this course and send it to me via snail mail or scan it and email it to me by Sunday, January 20<sup>th</sup>.**

**Computer Access:**

Online courses require frequent computer use and access to the internet. It is highly recommended that students have a personal computer for use in online courses. If you need to use a computer at your local Colorado Mountain College location, you will be able to do so during open lab hours. Please check with your local site for times. Labs will not be available for Collaborate web conferencing sessions, if included as part of your course, due to the verbal interaction involved.

If you have general questions about online learning, please contact **Colorado Mountain College Online Learning** at 800-621-8559, extension 8341 or [virtual@coloradomtn.edu](mailto:virtual@coloradomtn.edu).

**No-show reporting and financial aid:** If you have not completed your introductory assignment(s) in Canvas by **Tuesday, January 22nd** you will be reported as a no-show and dropped from the course. The resultant loss in credit hours may cause a reduction and/or cancellation of your financial aid award. Neither financial aid awards nor class reinstatement can occur after this point without significant documented extenuating circumstances. If you have questions or concerns about this please contact your campus financial aid specialist.

([www.coloradomtn.edu/web/departments/financial\\_aid](http://www.coloradomtn.edu/web/departments/financial_aid))

## **II. Course Description:**

**Provides the knowledge base to understand the visual arts, especially as related to Western culture. Surveys the visual arts from the Renaissance through the Modern periods.**

**NOTE: This course has heavy reading comprehension, critical thinking, and writing components.**

## **III. Student Learning Outcomes, Competencies, and Skills:**

Demonstrate knowledge of visual forms and processes.  
Understand the major characteristics of the creative process in each period, and be able to identify key examples.  
Evaluate and compare the social function of art forms in the different periods.  
Understand the varying roles of the artists in society.  
Understand influences that may have led to the development of artistic styles.  
Analyze and compare works of art.  
Continue to value the visual arts as a source of enrichment.  
Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.  
Write and speak clearly and logically in presentations and essays.  
Read, analyze, and apply written material to new situations

## **IV. IDEA Student Ratings of Instruction:**

Students should also:

1. Gain factual knowledge in regards to art work and artists.
2. Learn fundamental principles, generalizations, or theories of art.
3. Gain a broader understanding and appreciation of intellectual/cultural activity in terms of art.
4. Learn to analyze and critically evaluate ideas, arguments, and points of view about art.

## **V. Methods and Class Management:**

### **COURSE EXPECTATIONS:**

1. You are expected to read the text,
2. answer questions and respond to others in the Discussions link,
3. write essays,
4. view streaming videos, websites and resources
5. and complete exams.

**A Web course is run as an independent study. You must dedicate and pace**

**yourself to complete the class successfully and on time. Do not lag behind in reading, viewing or assignments. Develop a regular schedule for yourself, so that you may fully appreciate and comprehend the material.** Keep in mind that I must remain fair to all people in the class, so please refrain from requesting special treatment for assignment requirements or due dates, unless you experience a family emergency, death in the family or serious medical emergency.

**GRADES:** You will receive a letter grade for this course, unless you have registered to audit or take the class pass/fail.

Grading Scale: 93-100= A	87-89= B+	77-79= C+	67-69= D+	59 & below= F
90-92 = A-	83-86= B	73-76= C	63-66= D	
	80-82= B-	70-72= C-	60-62= D-	

**\*Modules Consist of the following:**

- 1. Reading the assigned pages in the text**
- 2. Viewing the assigned videos**
- 3. Using the Online Learning Center to review and study**
- 4. Answering the assigned questions on the Discussion Board and/or the assigned Essay**

Essays = 3 @ 10 points each

Discussion Board Forums = 8 @ 5 points each

Final exam = 30 points

Total Points for the Semester= 100 points

**Essay Specifics**

*Late essays will not be accepted, except for extreme emergency situations (medical emergency, family emergency, death in family).* Essays are considered late and will no longer be accepted for a grade 2 days after the scheduled due date below. Essays received after 11:00 p.m. of the due date, but within 2 days of the due date will automatically receive a 2 point deduction after being graded. Essays will not be accepted for points on the Canvas site 48 hours after the due date. The Canvas site logs the time and date of each assignment submission.

**\*Include the following heading on each typed Essay:**

Your name & email address

Art History II

Date &Module #

**\*Save your essaysas follows: your last name\_module # EXAMPLE:(zyzda\_module1)**

It is important that you clearly identify yourself and the course, as I teach multiple classes.

**\*All essays must be submitted** digitally through the listed assignment on the Canvas site.

- 1. Create a Word document (rtf, pdf, or open office document)**
- 2. Type the essay in your own words(including the question)**
- 3. Click "Submit Assignment" to the right of the essay assignment, scroll down and attach your document by clicking on "Browse."**
- 4. Be sure to click the "Submit Assignment" button to submit the assignment.**

**\* Emailed essay submissions will not be accepted.**

**Essay requirements:**

- 1. TWO TYPED PAGES, DOUBLE SPACED, AT 12 POINT FONT SIZE.**
- 2. When writing, familiarize yourself with art historical terminology, use the text glossary and**

keep a dictionary handy. Remember that the Online Learning Center for the text is a great resource.

3. When writing your answers to essay questions, it is expected that the words submitted are your own thoughts. If you use someone else's words or thoughts, you must cite the sources. Plagiarism is not acceptable. Answering the questions using only other sources is not acceptable. Regurgitation of the text or other sources, without an attempt to analyze and synthesize information, using your own words is not acceptable. If you read the text, view the videos and use Online Learning Center, you should be able to come up with your own perceptions by thinking through the questions. Zero points will be earned if a student plagiarizes the assignment submitted. Please review the Student Handbook for consequences to plagiarism. It is a serious academic issue. Here is an excellent resource to avoid plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/>

#### 4. Use Visual Examples

To use an example in your writing, name the work, medium, artist and any other appropriate information necessary.

**Always over-describe the work of art, when making statements. The art is the visual record, so use it to support your statements. Describe what may seem obvious, in terms of line, shape, color, texture, etc. Observational skills are useful in many fields, so this is a great chance to improve them. Use this resource to hone your essay writing skills. Pay close attention to the Expository Essay, the Descriptive Essay, and the Argumentative Essay** <http://owl.english.purdue.edu/owl/resource/685/01/>.

Assignments are submitted to an anti-plagiarism software that detects copying of statements, phrases, etc. from published sources and other students' papers.

#### General Grading Rubric for Essays:

9-10 points= The student demonstrated a clear and complete understanding of the subject and pushed even further than the assignment required in original thought and research. The essay was well organized and written. Grammar, mechanics, and spelling were correct. Thoughtful decisions were made in regards the examples chosen, and visual description was exemplary. Sources were cited correctly.

7-8 points= The essay generally answered the question, with some awkwardness to the format, incorrect spelling, mechanics, and/or grammar. Only partial understanding of the material was presented in the writing with a reliance on the text's (or other source's) words rather than using mainly the student's words. At least two examples of art work were used, and visual description was adequate. Sources were cited correctly.

4-6 points= The essay does not demonstrate comprehension of the subject, is poorly written and unorganized, has spelling, mechanics and grammar mistakes and relies heavily on the text's (or other source's) words. Little to no original thought was presented. Examples were poorly chosen, with little to no visual description. Sources are cited.

0-3 points= The student did not submit an assignment or submitted an obviously unfinished, rushed, or incorrect essay. Sources were not cited or incorrectly cited.

#### Discussion Specifics

You will be required to contribute to discussions for each Module. Discussions are due on the due date and **DO NOT** have a two day grace period as the essays do. The Discussion link on Canvas will be a format for intelligent conversations concerning topics from videos and text information. For each topic, you are required to add to the conversation with substantive, original comments and questions. Each discussion forum will be worth five points for quality discussion. It is a requirement to treat everyone with respect, and to keep the conversation at an academic, intelligent level. Differing opinions are welcome; however, back up your statements with solid support and remain respectful at all times. And again, use your own words, your own visual descriptions and complete sentences.

There will be a set of questions posed, and you will answer those questions by Wednesday (the due date). Then over the next two days, you will complete the discussion by commenting/asking questions on other students' posts.

#### **General Grading Rubric for Discussions**

4-5 points= Each question is answered fully, showing an effort beyond the general requirements, and not with a "yes" or "no" response. The writer uses his/her own words to answer the questions. The writer uses specific descriptions and visual evidence to support the statements. The writer exhibits a full understanding of the topic, and writes in complete sentences. The post is added by the due date. The writer responds with a comment or question to at least one class member's post.

2-3 points= Each question is answered generally, but not with merely a "yes" or "no" response. The writer relies mainly on their own words, with some regurgitation from the text or video. The writer uses general descriptions, and some visual evidence to support the statements. The writer exhibits a general, surface understanding of the topic, and writes in complete sentences. The post is added by the due date.

0-1 points= All questions were not addressed. The writer answered with some "yes" and "no" responses. The writer relies on the text's words and the statements in the video, without furthering the discussion. The writer does not use description or visual evidence to support the statements. The writer exhibits minimal to no understanding of the topic, and does not write in complete sentences. The post is added by the due date.

**Videos:** Web course videos are available for checkout at all Colorado Mountain College sites in DVD format.

**Students with a broadband internet connection may be able to view the videos for this course via "Video on Demand" from Annenberg Media. There is no charge for this service, but registration on the Annenberg website is required.**

For more information, visit [www.learner.org/view\\_programs/view\\_programs.html](http://www.learner.org/view_programs/view_programs.html).

**The video series is called *Art of the Western World*. For our purposes, we will begin with the program entitled, "The Early Renaissance." The program numbers associated with the Video on Demand videos and the DVDs that you can check out of the CMC libraries are different, so please go by the titles instead of the numbers!**

Other videos that you will be watching are from the website [www.smarthistory.org](http://www.smarthistory.org). These include individual pieces of art, with discussions from art historians on the various pieces. By listening to these discussions you can get a better handle on some of the main issues involved in looking at art and analyzing it. Please glean as much information as possible from these resources, because learning from as many different resources as possible is a much more effective strategy than merely memorizing names, dates and information.

**Online Learning Center:** A website was created by McGraw Hill, the publisher of the text. The site offers reviews of the chapter objectives, links to artists and museums, quizzes and essay questions, a glossary, an audio glossary, and flashcards amongst other things. It is an excellent resource. Take advantage of this wonderful resource to further your understanding of the topics. [www.mhhe.com/adams4e](http://www.mhhe.com/adams4e)

#### **Schedule**

##### **MODULE DUE DATES:**

##### **Pre-Module Discussion Wednesday, January 23**

##### **Module 1-Pre-Renaissance, Renaissance, Mannerism, Northern Europe**

Lesson 1(Essay & discussion) Wednesday, February 6

Lesson 2 (discussion) Wednesday, February 13

Lesson 3 (discussion) Wednesday, February 20

##### **Module 2- Baroque & Rococo**

Lesson 4\_(discussion) Wednesday, February 27

### Module 3- Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism

Lesson 5 (discussion) Wednesday, March 20

Lesson 6 (essay & discussion) Wednesday, April 3

### Module 4- Turn of the Century

Lesson 7 (discussion) Wednesday, April 10

Lesson 8 (essay & discussion) Wednesday, April 24

Final Exam by Wednesday, May 1

(the final exam is available from April 3- May 1 , until 11:00 p.m.)

**(Note: Additional Discussion Forums may be added throughout the semester)**

### **RETRIEVING YOUR GRADES**

**All work will be graded within a week to ten days of the due date, barring extenuating circumstances.** To retrieve your grades and comments, click on Grades on the left side of the Canvas Art History: Renaissance to Modern page. Find the assignment and click on the Green Check Mark icon to see comments and details. My comments will be in a different color than your font. Notations of grammar, sentence structure, and spelling issues will be highlighted.

### **NECESSARY COMPUTER SKILLS**

Intermediate computer skills are best to complete this course successfully.

- \*Ability to create and save Microsoft Word documents
- \*Ability to navigate the Canvas course management system
- \*Ability to email
- \*Reliable access to the Internet

#### NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to Turnitin (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook, online version at: [www.coloradomtn.edu/File/student\\_handbook.pdf](http://www.coloradomtn.edu/File/student_handbook.pdf).

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified of changes in the Canvas course shell.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus.

- Edwards and Steamboat Springs: Deb Farmer at 970-870-4450
- Aspen, Carbondale, Glenwood Springs (including Spring Valley), and Rifle: Dr. Anne Moll at 970-947-8256
- Breckenridge, Dillon, Leadville, and Chaffee County: Sandi Conner at 719-486-4200

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

**VI. Grading System & Options:**

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term. Additional information is available at:

[http://catalog.coloradomtn.edu/content.php?catoid=3&navoid=620#Grading\\_System\\_and\\_Options\\_](http://catalog.coloradomtn.edu/content.php?catoid=3&navoid=620#Grading_System_and_Options_)

**VII. Required Course Materials**

*Art Across Time*, Volume 2, 4<sup>th</sup> Edition, McGraw Hill, ISBN= 9780077353711

**Ordering Books**

Colorado Mountain College has chosen to partner with Follett Virtual Bookstores to operate textbook services. You will find the official textbook list at [www.coloradomtn.bkstr.com](http://www.coloradomtn.bkstr.com). If you ever have any online bookstore questions, you can email [coloradomtn@fvb.follett.com](mailto:coloradomtn@fvb.follett.com) or call 800-621-4088.

Students can sell back books anytime online or in-person at Follett's CMC buyback events. Sign up for the online store's email list at [www.coloradomtn.bkstr.com/email](http://www.coloradomtn.bkstr.com/email) for more information on future buyback dates/times and to receive other important messages from Follett.

**Ordering Textbooks with Financial Aid:**

Students wishing to use their Financial Aid to purchase their textbooks from the Colorado Mountain College Online Bookstore (Follett) may be set up with a *CMC Flex Pay account*. Contact your local CMC Accounts Manager for instructions and your specific username and password information. If you are not close to a CMC site contact CMC Online Learning at 970-947-8341 or [virtual@coloradomtn.edu](mailto:virtual@coloradomtn.edu).

**VIII. Other Information:**

**Canvas**

Canvas by Instructure is the online learning management system (LMS) used by Colorado Mountain College. You access Canvas via your web browser, i.e.: Mozilla/Firefox, Internet Explorer, Opera, etc. Students, faculty and staff members use the CMC Canvas site to access course announcements, documents, research links and library resources, to receive and deliver completed assignments, take tests, and to communicate with each other via email, discussion boards and chat.

For instructions on How to Access your Canvas Account, Canvas How To's, and who to contact for all your Canvas questions and support needs, please visit:

[www.coloradomtn.edu/web/departments/faq-for-students](http://www.coloradomtn.edu/web/departments/faq-for-students).



## **Student Email**

All CMC students enrolled in a credit-based class (0.5 hour credit class or more) will be assigned a CMC student email address through Google mail (Gmail). Please allow at least 48 hours after you register for this account to be activated. For more information on your CMC student email account, please visit the Student page of the MyCMC Portal: [mycmc.coloradomtn.edu](http://mycmc.coloradomtn.edu).

## **Video Information**

Course videos are available for checkout at all Colorado Mountain College sites in DVD format. At residential campuses (Leadville, Spring Valley, and Steamboat Springs), DVDs are available from the library. At commuter locations, please check at the front desk.

Students with a broadband internet connection may be able to view the videos for this course via "Video on Demand" from Annenberg Media. There is no charge for this service, but registration on the Annenberg website is required.

For more information, visit [www.learner.org/view\\_programs/view\\_programs.html](http://www.learner.org/view_programs/view_programs.html).

## **A Few Words About Microsoft Word**

Microsoft Word is the standard word processing program for the majority of CMC instructors. Students without Microsoft Word may use the free software from [www.OpenOffice.org](http://www.OpenOffice.org) to create Word-compatible documents. The program also includes spreadsheet, presentation, drawing, and database applications. The program is available for Windows, Macintosh, or Linux operating systems. Microsoft Word is installed on computers available in computer labs at CMC locations.

## **Virtual Library Information**

<http://library.coloradomtn.edu/>

The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, books and art images, downloadable videos and audio books, career resources and practice tests.

If you need help with the Virtual Library, email [reference@coloradomtn.edu](mailto:reference@coloradomtn.edu) or call us at 800-621-8559, extension 2926.

## **Colorado Mountain College Online Learning**

Information is available at: [www.coloradomtn.edu/online\\_learning/](http://www.coloradomtn.edu/online_learning/).



**SPRING, 2013 ART HISTORY: RENAISSANCE TO 1900 MODULES/LESSONS**  
(Be certain to consult the lessons on Canvas for the most up-to-date information)

**NOTE: IF YOU HAVE TECHNICAL DIFFICULTIES WITH CANVAS, CONTACT THE HELP DESK TO RESOLVE THESE ISSUES. I DO NOT HAVE THE TECHNICAL EXPERTISE TO SOLVE CANVAS TECHNICAL PROBLEMS.**

**\*Before Lesson 1, during the first week- Pre-Module Intro Discussion:**

**2 points by Wednesday, January 23rd. (This must be turned in to avoid being dropped from the class for Financial Aid Reporting)**

1. Become familiar with the Canvas site. Review the menu options on the left, and check each one regularly to stay abreast of the class. Especially pay attention to the Announcements, as things can change. I will keep you updated on any changes or important information in the Announcements section. Also, look over the Assignment Hints/Essays folder in Modules/Resources. There is extremely important information and resources about writing academically, avoiding plagiarism, and this folder includes some sample essays/writings. Your assignment answers should be academic, analytical, and as open-minded as possible. Use an informed opinion instead of personal biases to achieve success. Visual evidence from the art works will help to support concepts. Write descriptions of what You see in the art to exhibit a full understanding.

2. Since each student is given a CMC email address, the Canvas site automatically uses this email, so when I email the entire class, it will go to this email address. Check the email section in the syllabus to learn about your CMC email address. You can change this email in Canvas to your preferred email address. I recommend this, so that I may communicate with you easily. For assistance with this, please contact the Help Desk.

3. Read the Introduction- Why Do We Study the History of Art? in the text to familiarize yourself with what you will be learning and the basic tools that should become habit to you. Also read the documents under Course Documents in the Modules Section. The elements of form are essential. They are the building blocks of looking at, analyzing, and discussing art.

Additionally, the document, "Seven Steps to Thinking Critically about Art" is an excellent way to stay on track and keep yourself as open as possible to learning about all types of art. You may encounter art that you do not like or do not understand. In many cases, this is often because you have never been exposed to the full scope of the world of art.

Remember that this is an academic setting. Consider this course as you would any other academic course. Is it important that you like the Civil War in a history class in order to learn something about it? NO! Set your sights on learning something about what has existed and what currently exists in the field of art, rather than considering whether or not you would want to have the art works in your home. Art is not limited to decoration or entertainment, but is often a tool for activism, expression, frustration, awareness, joy, anger, and art works are sometimes the only tangible record of a particular time period, signaling the social, economic, and political climates of a place and time. And sometimes, they are pleasing to be around.

4. To practice Discussion, introduce yourself with a short, one paragraph biography about yourself. What are your interests and why are you taking this course? Do you have any prior experience in art, does art intimidate or confuse you? In the Module section of Canvas, find the Pre-Lesson discussion forum and click on it. Add a post or reply to my Pre-Lesson Introduction instructions. Add the Pre-Lesson discussion within the first week of class (by January 23rd).

Be certain that your contact information is current on Canvas and that your notifications are set. If you do not add your Pre-Lesson biography submission to the Discussion, I will assume that you do not intend to stay in the course, and will report you as a "No Show."

*Below you will find the Lessons for this class. These are provided here so that you may fully understand the amount of work that is required to complete the course. Please check Canvas for the most up-to-date information concerning the lessons.*

## **Module 1- Pre-Renaissance, Renaissance, Mannerism, Northern Europe**

### **\*Lesson 1 Due Wednesday, February 6 by 11:00 p.m. (Essay & Discussion)**

**Reading:** Chapter 12- Precursors of the Renaissance, & Chapter 13- The Early Renaissance.

**View video Program** – Early Renaissance

**Review** Learning Goals on the Online Learning Center

**Essay:** (10 points possible)

Keep in mind that essays will not be accepted after 2 days following the due date.

Essays received after 11:00 p.m. on the due date, but before the 2 day period is over at 11:00 p.m. on the second day, will automatically have a 2 point grade deduction after the assignment is graded.

Include the following heading on each essay: Your name & email address Art History II DS21 Date & Lesson #

Each essay should be a minimum of two typed pages, double spaced, at 12 point font size. When writing, familiarize yourself with art historical terminology, use the text glossary and keep a dictionary handy.

1. Compare fifteenth-century painting of the Northern Renaissance with that of fifteenth-century Italy, using specific examples and descriptions from the chapter. Identify both differences and areas of mutual influence. Describe the art works you use as examples.

**Discussion Forum:** Remember that Discussions are due on the due date, with no 2 day grace period. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading and viewing the video, look at/listen to the following website:

<http://smarthistory.org/Botticelli.html>

Listen to the video conversation about the *Venus* painting.

Questions-

What stood out to you in the conversation between the two art historians about this work of art? Did any of their statements bring forward new ideas/perspectives about looking at this work? Explain. In what ways was Botticelli embracing the emerging Renaissance and in what ways was he going against the conventions of the Renaissance?

### **\*Lesson 2 Due Wednesday, February 13 by 11:00 p.m. (Discussion)**

**Reading:** Chapter 14- The High Renaissance in Italy

**View video Program** – High Renaissance

**Review** Learning Goals on the Online Learning Center

**Discussion Forum:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading and viewing the video, look at/listen to the following website:

<http://smarthistory.org/school-of-athens.html>

Listen to the video conversation about the *School of Athens* painting.

Questions-

What stood out to you in the conversation between the two art historians about this work of art? Did any of their statements bring forward new ideas/perspectives about looking at this work as compared to the video's discussion of it? Explain.

When comparing our current time to the High Renaissance, what similarities or differences do you find?

The art historians talk about all of the noteworthy figures in the painting (Aristotle, Plato, Pythagorus, Michelangelo, Euclid, etc.), and the interdisciplinary approach to thinking during this time. If a painting were made in a similar fashion today, what prominent figures would be included, and what would the space or architecture be like to reflect 2012/2013?

### **\*Lesson 3 Due Wednesday, February 20 by 11:00 p.m. (Discussion)**

**Reading:** Chapter 15- Mannerism and the Later Sixteenth Century in Italy; Chapter 16- Sixteenth Century Painting and Printmaking in Northern Europe

**Review** Learning Goals on the Online Learning Center

**Discussion Forum:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading, look at/listen to the following website:

<http://smarthistory.org/pontormo-entombment.html>

Listen to the video conversation about the *The Entombment* painting.

Questions-

What stood out to you in the conversation between the two art historians about this work of art? Did any of their statements bring forward new ideas/perspectives about looking at this work or Mannerism in general? Explain. When comparing Mannerism to the High Renaissance, what similarities or differences do you find? The art historians talk about the characteristics that make up a Mannerist painting, using *The Entombment* as an example. Looking at Figures 15.3 and 15.4 in your text (*Madonna of the Long Neck*, and *Venus, Cupid, Folly and Time*) where do you find those Mannerist characteristics? Be specific.

### **\*Lesson 4 Due Wednesday, February 27 by 11:00 p.m. (Discussion)**

**Reading:** Chapter 17- The Baroque Style In Western Europe, Chapter 18- Rococo and the Eighteenth Century

**View video Program** - Baroque & Rococo

**Review** Learning Goals on the Online Learning Center

**Discussion Forum:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading, and viewing the video, look at/listen to the following websites:

<http://smarthistory.org/Velazquez-Las-Meninas.html>

<http://smarthistory.org/fragonard-the-meeting.html>

Listen to the video conversation about the paintings, *Las Meninas*, . and *The Meeting*

Questions-

What stood out to you in the conversation between the art historians about these works of art? When comparing Baroque to Rococo, what similarities or differences do you find? The art historians talk about the Rococo painting very briefly. They describe it as being very obvious, trendy, and about the artificiality

of the upper class at the time, while the discussion of *Las Meninas* is more in depth. Compare the major characteristics of the two styles of Baroque and Rococo. What do you think is the focal point of *Las Meninas*? Explain. How is this work different from the Renaissance works and Mannerism?

**\*Lesson 5 Due Wednesday, March 20 by 11:00 p.m. (Discussion)**

**Reading:** Chapter 19- Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries, Chapter 20- Romanticism: The Late Eighteenth and Early Nineteenth Centuries

**View video Program** – Neoclassicism and Romanticism

**Review** Learning Goals on the Online Learning Center

**Discussion Forum:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading, and viewing the video, look at/listen to the following website:

<http://smarthistory.org/romanticism-in-spain.html>

Listen to the video conversation about the painting by Goya and the comparisons to other political images. Questions-

What did the art historian mean, when she said that Goya's painting was constructed to make a point, and was not necessarily the complete truth? When comparing Neo-Classicism to Romanticism, what distinguishes them from one another? The art historians talk about other political images, including Napoleon's attempt to portray himself as sympathetic, while plundering territories, and more recent photographs of former President Bush, etc. What struck you about the comparison of all of these images to one another? Why do you think the art historians chose the images they discussed? Today, do we continue to manipulate political images to convey or censor certain ideas?

**\*Lesson 6 Due Wednesday, April 3 by 11:00 p.m. (Essay & Discussion)**

**Reading:** Chapter 21- Nineteenth Century Realism Chapter 22- Nineteenth Century Impressionism

**View video Program-** Realism and Impressionism

**Review** Learning Goals on the Online Learning Center

**Essay:** Essay: (10 points possible)

Keep in mind that essays will not be accepted after 2 days following the due date.

Essays received after 11:00 p.m. on the due date, but before the 2 day period is over at 11:00 p.m. on the second day, will automatically have a 2 point grade deduction after the assignment is graded.

Include the following heading on each essay: Your name & email address Art History II DS21 Date & Lesson #

Each essay should be a minimum of two typed pages, double spaced, at 12 point font size. When writing, familiarize yourself with art historical terminology, use the text glossary and keep a dictionary handy.

1. Using art works in your text or another source, compare Realism with Impressionism, considering style, subject matter, and relationship to social context. Use specific examples and descriptions of art works.

**Discussion Board:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading and viewing the video program (Realism & Impressionism) in the *Art of the Western World* series, answer the following questions:

Questions-

In the *Art of the Western World* video, the focus of discussion was on the rebellious and radical avant-garde nature of Realism, Impressionism and Post Impressionism. How did each of these styles react to their time and trends?

Did any of the statements in the video bring forward new ideas/perspectives about looking at these styles? Were you surprised at the reasons for these new styles, or the harsh critiques of the paintings in their own time? Explain. Towards the end of the video, an art historian discussed the differences between female artists who painted females and male artists who painted females. Can you see the differences she pointed out? Are images of men and women in our daily experience different from one another today?

**\*Lesson 7 Due Wednesday, April 10 by 11:00 p.m. (Discussion)**

**Reading:** Chapter 23- Post-Impressionism and Late Nineteenth Century;

**Review** Learning Goals on the Online Learning Center

**Discussion Board:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

After reading the assigned reading and viewing the video, view/listen to the following video discussions from smarthistory.org, then answer the questions.

<http://smarthistory.khanacademy.org/cezannes-bathers.html>

Post-Impressionism was a very transitory and innovative style that helped move artists into the modern era. Cezanne was a key figure in that development. In the piece discussed, the art historians point out the traditional subject matter that Cezanne used, but what was his attempt at Modernism in this art work? Explain and use visual description.

**\*Lesson 8 Due Wednesday, April 24 by 11:00 p.m. (Essay & Discussion)**

**Reading:** Chapter 24- Turn of the Century: Early Picasso, Fauvism, Expressionism and Matisse

**View video Program,** Into the 20th Century

**Review** Learning Goals on the Online Learning Center

**Essay:**

Keep in mind that assignments will not be accepted after 2 days following the due date.

Essay: (10 points possible)

Each essay should be minimum of one to two typed pages, double spaced, at 12 point font size. When writing, familiarize yourself with art historical terminology, use the text glossary and keep a dictionary handy.

1. Discuss the relationship between Picasso's *Old Guitarist* and Wallace Stevens' "The Man with the Blue Guitar." How did Stevens interpret the form and content of Picasso's painting? Use specific description.

**Discussion Forum:** Remember that Discussions are due on the due date. There is no 2 day grace period for discussions. Please have your initial answers posted by Wednesday, so that you have two days to read and respond to your classmates' posts.

Remember to be respectful of differing opinions, and maintain academic integrity in all posts. Answer the questions below.

There are many art movements and styles during the first half of the 20th century and unfortunately, because this is a survey class, we cannot delve into them all in depth. Please feel free to listen to more of the video discussions on [smarthistory.org](http://smarthistory.org) that relate to the different styles of your interest or research further. After reading the assigned reading and viewing the video, view/listen to the following video discussions from [smarthistory.org](http://smarthistory.org), then answer the questions.

<http://smarthistory.khanacademy.org/matisses-luxe-calme-et-volupte.html>

<http://smarthistory.khanacademy.org/Kandinsky-CompositionVII.html><http://smarthistory.org/dada.html>

Each of the styles represented in the [smarthistory](http://smarthistory.org) discussions and on the *Art of the Western World* video were fairly radical reactions to the world/art. How did each of these styles react to their time and trends? Did any of the statements in the video bring forward new ideas/perspectives about looking at these styles? Were you surprised at the reasons for these new styles, or the harsh critiques of the art in their own time? Why is it still difficult in some ways to understand these works? Explain. Which of these two styles (Fauvism and Expressionism) is the most difficult to understand for you and which is the least difficult and why? Use examples.

### **Final Exam**

The Final Exam will focus on the big ideas and styles of art from the semester. You will be given images of art works to look and will answer various questions about those works of art. I will provide a study guide for this, but you are also able to use your text and notes. If you have not kept up with the lessons, the exam will prove to be very difficult.