

ART HISTORY SURVEY II
ART 282
SCHOOL OF ART

Name:

Email:

Phone:

Office:

Office hours:

Class meeting time and place:

Course description:

Western Art from 1400 to 1900. Approved for general education requirement.

Text and Materials:

Art Across Time. Laurie Schneider Adams. 4th ed. or 3rd ed. Volume II or Combined Edition. Boston, et al: McGraw Hill College, 2010 or 2007. Two copies of the 3rd ed. are on two-hour reserve in Steen Library. Use CoursePack for digital access.

Other readings may be assigned at the discretion of the instructor.

Core Curriculum Objectives and Course Requirements:

Students in this course will be expected to complete several examinations and one Art Experience project which consists of several parts to demonstrate their understanding of course content and their ability to meet the following objectives.

Because these outcomes are in part skills-based, these assignments will be graded both for content and for style (grammar, spelling, sentence structure, logic).

1. Critical Thinking

Students will be instructed in the elements of critical thinking such as creative thinking, innovation, inquiry and analysis, evaluation, synthesis of information of creative artifacts and works of the human imagination. Instruction will take place by means of lecture, class discussion and assigned readings.

Each student's mastery of the critical thinking objective will be demonstrated by means of essays on exams in which students will be asked to analyze and interpret art works in terms of style, meaning of imagery within the work and historical context.

Each student will also demonstrate their mastery of critical thinking in an Art Experience project in which the student will use the same procedure of analysis and interpretation on a work of art or architecture chosen by the student that the student can examine in person in a gallery, museum or other site. This information will be presented in the form of an essay. Each student will orally present the work of art or architecture and the student's analysis and interpretation in the essay to a guest outside the class whom they will invite to see the work in person. (Additional parts of the Art Experience project are explained in 2, 3 and 4 below.)

It is hoped that students will be able to travel to a larger city to view a work from a Western culture that dates between AD 1300 and 1900 since few such works are in public view in Nacogdoches. If they are unable to travel, they will be permitted to apply their stylistic knowledge to a more recent, local work of art or architecture strongly influenced by the traditions of western art between 1300 and 1900.

To enable students to visit major museums that feature a wider range of art than is available in Nacogdoches, an optional day trip to art museums in Houston, Dallas or Fort Worth is offered every fall and spring semester. The buses accommodate 100 participants, and the trip is free students enrolled in art courses.

2. Communication Skills

Students will be instructed in the elements of communication skills such as effective development, interpretation and expression of ideas through written, oral and visual communication.

The instruction will take place by means of written guidelines.

Each student's mastery of the written communication skills objective will be demonstrated by means of the essays on exams and the Art Experience project's essay explained in 1 above.

Each student's mastery of oral and visual communication will be demonstrated by means of the Art Experience project's oral presentation about the chosen work of art to the guest. In addition each student will create a short digital slide presentation of the information the student conveyed to the guest and create a short video of themselves making the presentation to the guest. Both the slide presentation and video will be uploaded to D2L.

3. Teamwork

Students will be instructed in the elements of teamwork such as the ability to consider different points of view and work effectively with others to support a shared purpose or goal.

The instruction will take place using written guidelines that will be reviewed in class. Lectures and assigned readings will reinforce the practice of teamwork in art, where collaboration in making and exhibiting art is the norm.

Each student's mastery of the teamwork objective will be demonstrated by means of the Art Experience project's question list in which students will be divided into small groups, each of which will create a question list for their guests in connection with the oral presentation about the chosen work of art.

Beforehand each student will have read the Art Experience essay of the students in their group for whose guests they will create questions. Student will complete a peer assessment in connection with this part of the Art Experience project.

4. Social Responsibility

Students will be instructed in the elements of social responsibility such as intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

This instruction will take place by means of assigned readings and lecture that explain the interaction of cultures in Western history and art history from Prehistory to 1400 A.D., the significance of cultural influences and the role of visual art as a vehicle for cultural and philosophical expression.

Each student's mastery of the Social Responsibility objective will be demonstrated by means of the Art Experience project's oral presentation to the guest (explained in 1 and 2 above), in which the student will be asked to act as an ambassador for the art community, which exists locally, regionally, nationally and globally. Making the presentation will deepen each student's awareness of civic responsibility. The material each student presents and subsequently passes on to peers prepares each student for viewing visual art in many geographical or cultural settings.

Course Calendar:

Topics	Weeks MWF schedule	Weeks MW or TR schedule
Introduction	2/3 wwek	1 week
Proto- and Early Renaissance art Proto-Renaissance Early Renaissance art in Italy	3 weeks	3 weeks

Early Renaissance art in the North Exam (includes introductory information)		
High Renaissance and Mannerist art High Renaissance in Italy Sixteenth-Century Renaissance in the North Mannerism Exam (non-comprehensive)	3 2/3 weeks	3 1/2 weeks
Baroque through Neoclassicism Baroque in Europe Rococo Other eighteenth-century art Neoclassicism Art Experience project essay completed. Art Experience project question list completed. Exam (non-comprehensive)	3 weeks	3 weeks
Romanticism through Postimpressionism Romanticism Realism Impressionism Aestheticism Early Modern architecture Postimpressionism Art Experience project oral presentation to the guest, slide presentation of the information conveyed to the guest and video of the oral presentation completed. Exam (non-comprehensive)	3 weeks	3 weeks
Explicit instruction in critical thinking, communication skills, teamwork and social responsibility. This includes explanation of the Art Experience project and its parts and expectations for the project.	2/3 week	1/2 week

Grading Policy:

Varies by instructor.

Attendance Policy:

Varies by instructor.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for programs in art are addressed in this course.

Student Learning Outcomes:

ART 282 is part of the university's Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for courses designated for inclusion in the Creative Arts Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative and innovative communication about works of art.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in ART 282 will through a variety of exercises and assignments demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about western art from 1400 to 1900.
- Communicate effectively by developing and expressing ideas through written and oral communication.
- Consider different points of view and work effectively with others to support a shared purpose or goal.
- Gain intercultural competence, a knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Academic Integrity (A-9.1) Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition

applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Early Academic Intervention

Students who do not attend class regularly or who perform poorly on course work will be referred to the iCare program (formerly Early Alert). This program provides students with recommended resources or other assistance available to help SFA students succeed.

Mid-semester grades will be submitted to SFA before the drop deadline and students who are failing will be encouraged to drop the course.