

Basic Course Information

Instructor Name:	Dr. Cerise Myers	Email:	cerise.myers@imperial.edu
Semester:	Spring 2020	Webpage:	https://imperial.instructure.com/
Course Title & #:	ART 102: History of Art II	Office #:	2799
CRN #:	21516 & 21517	Office Hours:	Monday – Thursday 9:45-10:45
Classroom:	Online	Office Phone #:	760.355.6286
Class Dates:	February 18–June 12	Emergency #:	Message: 541.716.1167
Units:	3		

Course Description

A continuation of ART 100, extending from the Renaissance to Contemporary times. May be taken before or concurrently with ART 100. (CSU,UC)

Course Prerequisite(s) and/or Corequisite(s)

None. **Please note that this is an entirely online course.** All content is delivered, and all assignments are submitted, through our Canvas site. Although you may be able to access some content using a mobile device and/or the Canvas app, you should plan on having access to a full computer to effectively complete and submit assignments.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology. (ILO1, ILO2)
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (ILO1, ILO2, ILO5)
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period. (ILO1, ILO2, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

21st Century Job Skills

The Foundation for California Community Colleges and the New World of Work Initiative have identified 10 employer-driven essential 21st century employability skills. Of these, this course will

focus in particular on collaboration, communication, digital fluency, self-awareness, and social/diversity awareness.

Textbooks & Other Resources or Links



Gardner's Art Through the Ages - The Western Perspective, 15th Edition, Volume II.
ISBN-13: 978-1-305-64506-6.

The textbook is available online and in the campus bookstore. Please see introductory videos for more information about editions and formats.

Canvas Course Site: <https://imperial.instructure.com/>

Our Canvas site is our classroom and will host all instruction, course documents, quizzes, and grades. You will submit all assignments via Canvas.

Course Requirements and Instructional Methods

COMPONENT	POINTS POSSIBLE
Weekly journals and peer review (14)	420
Formal Analysis Essay	200
Discussion Forum Posts (7)	175
Exams (2)	185
Quizzes	20 (required) 50 (optional/extra credit)

WEEKLY JOURNALS & PEER REVIEW

Each week, you'll watch lecture videos, which will prompt you to make entries in your journal responding to the material.

- ★ Questions that require journal entries will be indicated by an orange circle graphic as well as addressed in the video.
- ★ Begin a new document (Word, Google Docs, etc.) for each week's journal.
- ★ **Type each prompt, in bold typeface**, in your journal before responding to it thoughtfully and creatively, in your own words. Responses should be in normal typeface and single-spaced. Leave a blank line after each response and before the next prompt.
- ★ Save your work frequently and when you have completed the entire journal assignment, save it one final time and upload it to Canvas.
- ★ Each week you will review the submissions of two of your classmates, leaving a comment and using the online rubric to assign a grade based on completion of assignment, length of answers, and creativity/engagement with the questions. Likewise, each of your journal entries will be

reviewed by two of your classmates. You will receive points for your accurate completion of these reviews.

- ★ Journal entries are due by **midnight Sunday**. Peer reviews are due by **midnight Wednesday**.

FORMAL ANALYSIS ESSAY

The Formal Analysis Essay asks you to look carefully at an artwork featured in your textbook and develop an essay that describes the work in detail, so that someone who wasn't looking at it could picture it clearly. Use the vocabulary we've been studying in class to think about and describe its formal elements, as well as provide your own critical interpretation of the artwork. **See the assignment sheet for all details.**

DISCUSSION FORUM POSTS

In lieu of real-time, face-to-face conversations in the classroom, the discussion forum allows for you to exchange ideas with, and get to know, your classmates.

- ★ Although you are free to post and respond at any time (especially in the **Questions** forum), you are **required** to participate in **seven** conversations throughout the course of the semester, on assigned topics.
- ★ To receive full credit, initial posts should be at least **150 words long** and demonstrate your knowledge about the issues at hand and your ability to think critically and creatively.
- ★ You must also post at least **two follow-ups** engaging with what someone else has written.
- ★ Observe proper netiquette: keep language clear and concise; ensure posts are on-topic; use correct spelling, grammar, and capitalization (all caps = yelling); and contribute productively to conversations.

EXAMS

The midterm and final exams (worth 8.5 and 10% of your grade, respectively) will require you to draw upon the skills of description, analysis, and identification that you've developed to date in the course.

- ★ You will be shown five images we haven't studied in class. You will select just one on which to write a short essay, in which you will argue, based on your educated guess (and comparing it to an object we *have* studied), when, where, and how you think the item was created, and why you think that is the case.
- ★ In your essay, carefully describe the image in as much detail as possible, using your description as evidence to back up the claim you made in your introduction. Focus both on how the object was made and how it fits into its particular chronological and geographical context. Relate the image to one we've studied in class, which you also briefly describe.
- ★ You will have **60 minutes** to complete the exam, so although you may use your notes, you'll need to have prepared well ahead of time.

QUIZZES

The textbook is a great resource, and I want you to read it. The **optional** quizzes are designed to encourage this.

- ★ Quizzes are worth **extra credit** totaling a bonus 5% of your grade.

- ★ The quizzes are multiple-choice, have no time limit, and only the first attempt will count
- ★ Late quizzes will not be accepted.
- ★ Please note that the **first quiz**, over the syllabus and our Canvas site, **is required**.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

*This means that since this is a 3-credit course, you should expect to spend about **nine hours a week** working on the material. In addition to reading the textbook, watching the videos, and completing assignments, you should use that time to review your lecture notes and study for the exams.*

Course Grading Based on Course Objectives

Grading Scheme

LETTER GRADE	PERCENTAGE
A	≥ 90% (901-1000 points)
B	≥ 80.0% (801-900 points)
C	≥ 70% (701-800 points)
D	≥ 60% (601-700 points)
F	≥ 59.9% (0-600 points)

Late Policy:

Late assignments will be docked one letter grade (10%) for each day they are late. Assignments later than one week will not be accepted without prior approval.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, **students who fail to complete required activities for two consecutive weeks** may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and drink are prohibited in all classrooms; water bottles with lids/caps are the only exception.

- Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Due to college rules and state laws, only enrolled students may attend class; children are not allowed.

Online Netiquette

- “Netiquette” refers to the rules of behaving well online. It can be more difficult to discern meaning in written text than in spoken conversation, so pay particular attention to your words.
- Keep your language clear and concise; ensure posts are on-topic; use correct spelling, grammar, and capitalization (all caps = yelling); and contribute productively to conversations.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Tips for Success

You can pass this course! If you put in the work, you can absolutely earn an A. Here’s how:

- **Watch the videos and take notes.** Take your time with the journal submissions, and thoughtfully review your classmates’ work.
- **Do the reading.** If you don’t have your own copy of the book, read the library’s copy on reserve.
- **Prepare well for the exams.** Review and carefully organize your notes, and put in some extra study time.
- **Invest in your Formal Analysis Essay.** Start thinking about it early, and brainstorm with me about your plans. Consider visiting the Writing Center for additional support.
- **Please ask me** if anything is unclear or if I can offer **additional support. I am here to help YOU!**

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books! You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veterans' Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar			
	TOPIC	READING	ASSIGNMENT DUE
2/18 1	★ Introduction & Orientation	<input type="checkbox"/> Syllabus <input type="checkbox"/> Textbook, Before 1300 & Introduction <input type="checkbox"/> Quest for Success mini-course	<input type="checkbox"/> Introductory discussion post <input type="checkbox"/> Quiz #1 <input type="checkbox"/> Journal #1
2/24 2	★ The Visual Elements ★ Principles of Design ★ Writing About Art	<input type="checkbox"/> Getlein, Chapters 4 & 5 <input type="checkbox"/> D'Alleva, "Formal Analysis" <input type="checkbox"/> Barnet, "Formal Analysis and Style"	<input type="checkbox"/> Peer review of Journal #1 <input type="checkbox"/> Journal #2 <input type="checkbox"/> Quiz #2 (optional)
3/2 3	★ Late Medieval Italy Late Medieval & Early Renaissance Northern Europe	<input type="checkbox"/> Chapters 14 & 15	<input type="checkbox"/> Discussion post 2 <input type="checkbox"/> Peer review of Journal #2 <input type="checkbox"/> Journal #3 <input type="checkbox"/> Quiz #3 (optional)
3/9 4	★ The Renaissance in Quattrocento Italy	<input type="checkbox"/> Chapter 16	<input type="checkbox"/> Peer review of Journal #3 <input type="checkbox"/> Journal #4 <input type="checkbox"/> Quiz #4 (optional)
3/16 5	★ Renaissance & Mannerism in Cinquecento Italy	<input type="checkbox"/> Chapter 17	<input type="checkbox"/> Peer review of Journal #4 <input type="checkbox"/> Journal #5 <input type="checkbox"/> Quiz #5 (optional)
3/23 6	★ High Renaissance & Mannerism in Northern Europe and Spain	<input type="checkbox"/> Chapters 18	<input type="checkbox"/> Discussion post 3 <input type="checkbox"/> Peer review of Journal #5 <input type="checkbox"/> Journal #6 <input type="checkbox"/> Quiz #6 (optional)
3/30 7	★ The Baroque in Italy & Spain	<input type="checkbox"/> Chapter 19	<input type="checkbox"/> Peer review of Journal #6 <input type="checkbox"/> Journal #7 <input type="checkbox"/> Quiz #7 (optional)
4/6 8	Midterm Exam		<input type="checkbox"/> Peer review of Journal #7
4/13 9	Spring Break: NO CLASSES		
4/20 10	★ The Baroque in Northern Europe	<input type="checkbox"/> Chapter 20	<input type="checkbox"/> Formal Analysis Essay <input type="checkbox"/> Discussion post 4 <input type="checkbox"/> Peer review of Journal #7 <input type="checkbox"/> Journal #8 <input type="checkbox"/> Quiz #8 (optional)

	TOPIC	READING	ASSIGNMENT DUE
4/27 11	★ Rococo to Neoclassicism: The 18 th Century in Europe & America	<input type="checkbox"/> Chapter 21	<input type="checkbox"/> Peer review of Journal #8 <input type="checkbox"/> Journal #9 <input type="checkbox"/> Quiz #9 (optional)
5/4 12	★ Romanticism, Realism, Photography: Europe & America, 1800-1870	<input type="checkbox"/> Chapter 22	<input type="checkbox"/> Discussion post 5 <input type="checkbox"/> Peer review of Journal #9 <input type="checkbox"/> Journal #10 <input type="checkbox"/> Quiz #10 (optional)
5/12 13	★ Impressionism, Post- Impressionism, Symbolism: Europe & America, 1800- 1870	<input type="checkbox"/> Chapter 23	<input type="checkbox"/> Peer review of Journal #10 <input type="checkbox"/> Journal #11 <input type="checkbox"/> Quiz #11 (optional)
5/18 14	★ Modernism in Europe & America, 1900-1945	<input type="checkbox"/> Chapter 24	<input type="checkbox"/> Discussion post 6 <input type="checkbox"/> Peer review of Journal #11 <input type="checkbox"/> Journal #12 <input type="checkbox"/> Quiz #12
5/25 15	★ Modernism & Postmodernism in Europe & America, 1945-1980	<input type="checkbox"/> Chapter 25	<input type="checkbox"/> Peer review of Journal #12 <input type="checkbox"/> Journal #13 <input type="checkbox"/> Quiz #13 (optional)
6/1 16	★ Contemporary Art Worldwide	<input type="checkbox"/> Chapter 26	<input type="checkbox"/> Discussion post 7 <input type="checkbox"/> Peer review of Journal #13 <input type="checkbox"/> Journal #14 <input type="checkbox"/> Quiz #14 (optional)
6/8 17	Course Wrap-Up & Final Exam		<input type="checkbox"/> Final Exam <input type="checkbox"/> Peer review of Journal #14

Schedule is subject to change