

### Basic Course Information

<b>Semester:</b>	Fall 2025	<b>Instructor Name:</b>	Dr. Cerise Myers
<b>Course Title &amp; #:</b>	History of Modern Art, ART 104	<b>Email:</b>	cerise.myers@imperial.edu
<b>CRN #:</b>	10587	<b>Webpage:</b>	<a href="https://imperial.instructure.com">https://imperial.instructure.com</a>
<b>Class Dates:</b>	Aug. 11—Dec. 6, 2025	<b>Virtual Office:</b>	zoom.us/my/dr.myers
<b>Emergency Contact:</b>	760.355.6378 (dept. office)	<b>Office Phone #:</b>	760.355.6286 (call/VM)
<b>Class Modality:</b>	ONLINE (asynchronous)	<b>Units:</b>	3
<b>Office Hours:</b>	Mon–Thu, 11:00am-12:00pm & by appointment		

### Welcome

Hello! I'm Dr. Myers, and **I want you to succeed in this course!** This term we'll study a variety of fascinating objects, cultures, and histories from around the world. You'll practice skills of **looking, describing, and critical thinking**, which will benefit you throughout your college experience and career. Whatever challenges you may be facing this term, **I am your ally and am here to help**, so please don't hesitate to reach out! **You can do this.**

### Course Description

A broad analytical survey of modern art with a focus on painting, sculpture and architecture. The course will emphasize the examination and comparison of art styles of the twentieth century. (CSU,UC)

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

None.

### 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. Recognize and identify famous works of art by artist, style, region and time period. (ILO2, ILO4, ILO5)
2. Describe and analyze works of art using appropriate terminology. (ILO1, ILO2, ILO4)
3. Identify the historical context behind important art movements of the 20th century. (ILO2, ILO4, ILO5)

### Course Objectives

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

1. Understand general art terminology.
2. Be aware of the use of the Visual Elements in works of art.
3. Appreciate the visual world in general.
4. Understand the development of Western art and culture in general.
5. Be familiar with many of the famous artists and works of art of Modern times.
6. Be familiar with the major art movements of the twentieth century.
7. Recognize the differences between the styles of various artists, cultures and time periods.
8. Interpret works of art for themselves.

## Textbooks & Other Resources or Links



### Textbook:

This is a zero textbook cost (ZTC) course. Our digital “textbook,” an Open Educational Resource (OER) is called *Reframing Art History* and was produced by the scholars at Smarthistory (<https://smarthistory.org>). Direct links to each unit’s readings can be found in Canvas, and the entire textbook can be accessed at <https://smarthistory.org/using-reframing-art-history/>. Additional learning materials are provided as links in Canvas. You can also access this same material, formatted with the chapter numbers shown in the schedule, at <https://art104.pressbooks.com/>

**Optional Textbook:** Arnason, H. H., and Elizabeth Mansfield. 2010. *History of Modern Art: Painting, Sculpture, Architecture, Photography*. Volume 1. 7th Edition. ISBN-13: 978-0-205-25947-2

### Canvas:

To log into Canvas (<https://imperial.instructure.com>): Your username is the first part of your IVC email address (ex: johndoe1) and your password is your WebSTAR/Student Portal PIN. If it’s your first time logging into any IVC site, your PIN is your birthdate (mmddyy).

**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. You will also need a stable, consistent, **Internet connection**.

**Tech resources are available!** To request a loaner laptop, portable Wi-Fi, or other electronic device, please visit the [IVC Student Resources](#) or [Basic Needs](#) pages. Learn more about online learning at [IVC’s Distance Education support site](#).

## Course Requirements and Instructional Methods

COMPONENT	POINTS POSSIBLE
Weekly journals & peer reviews (13)	455
Discussion forum posts (6)	120
Project 1 & Peer Reviews	175
Project 2 & Peer Reviews	250
Optional extra credit	50

## 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.



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- ★ **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 single blank line between each response and the next prompt.
- ★ Save your work frequently. 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 earn points for your accurate completion of these reviews.
- ★ Journal entries are due by **midnight Sunday**. Peer reviews are due by **midnight Wednesday**.

## 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 **six** 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 **three exams** will assess your achievement of the course objectives and learning outcomes. Study guides will be provided to help you focus and prepare. The exams will consist of three sections each:

- ★ Image identification, including the title, historical period/region, medium, and date of five objects we've studied. (20 minutes)
- ★ Multiple-choice questions focusing on vocabulary, historical context, and themes from class. (60 minutes)
- ★ Short essay, in which you'll be shown four artworks we've studied and will make an argument about how two that you choose relate to each other. You'll use the skills of description and historical knowledge you've gained in class to support your argument. Although it's called a "short" essay, you should plan to write as much as you can in the time given and impress me with what you've learned so far. (60 minutes)

You may use your notes and the textbook during the exam, but **not the Internet**. As there is a time limit, you'll want to be sure to study well ahead of time. You may choose to make flash cards and/or form a study group.

## PROJECT

The two projects are designed for you to demonstrate your knowledge and understanding of the material while using your own creativity to engage with what you've learned. Feedback is an important part of the



process, and you'll submit a draft in a discussion forum before each final project. The more complete and detailed this draft is, the more useful and helpful feedback you'll be able to receive from your classmates and me! You will also complete peer reviews of five of your classmates' projects, which will allow you to further demonstrate your own understanding of the material, your critical thinking ability, and your creativity.

**Project 1, Description and Analysis**, focuses on SLO 2, "2. Describe and analyze works of art using appropriate terminology." In this project, you'll focus on using correct and accurate vocabulary and describing the visual elements in one or more artworks. **Project 2, Historical Context**, focuses on SLO 3, "Identify the historical context behind important art movements of the 20th century." In this project, you'll build on the knowledge you're gaining to look at artwork in its own historical context as well as the present day. You'll support that with description and analysis, like you did in the first project, as well as pull together your understanding and experience of the all the course content, incorporating the conversations, feedback, and self-reflection from the whole semester. See Canvas for detailed descriptions of, and ideas/options for, both projects.

**Note:** If you would like to develop a research question to explore through a deeper dive into course content and external research, you have the option, with instructor guidance, of producing a research paper. This project, which would be developed in stages as you conduct research, develop a thesis, outline, and polish your paper, would serve as both Project 1 and Project 2.

**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, study for the exams, and invest in your project.*

Please note that in an online course, the delivery of **content is more condensed** than in a live, face-to-face setting. You should plan on **pausing and re-watching** the videos as necessary, and **actively checking in with yourself** as you watch and read to ensure your comprehension.

## Course Grading Based on Course Objectives

### GRADING SCHEME

Letter Grade	Percentage
A	≥ 90% (900-1000 points)
B	≥ 80% (800-899 points)
C	≥ 70% (700-799 points)

Letter Grade	Percentage
D	≥ 60% (600-699 points)
F	≤ 59.9% (0-599 points)

## LATE POLICY:

It's important to stay on top of due dates, especially because if you get behind, it's difficult to catch up! However, I realize that emergencies happen and I'm willing to work with you. In general, late assignments will be docked one letter grade (10%) for each day they are late and assignments later than one week will not be accepted. However, if you anticipate trouble making a deadline, please **let me know ahead of time**, and we can work out a solution together!

## Academic Honesty & Artificial Intelligence

Academic integrity means doing your own work and giving credit if and when you use the work, words, and/or ideas of others. Academic dishonesty includes **plagiarism** (presenting content from another source as your own, without giving credit) and **cheating** (being deceitful or dishonest in assignments, including submitting someone else's work or doing someone's work for them, providing or uploading course materials without authorization, or using a tool or service and claiming it as your own work).

Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Assignments that show evidence of academic dishonesty will receive a failing grade and be reported to the Dean of Student Services, who may impose additional penalties.

This course asks you to use and trust your own eyes and the skills you're learning. Research is generally not required. If you do use an external source/tool, or another author's words, you need to make very clear what information you've used, and where you got it. Direct quotes must go in quotation marks, and quotations, paraphrases, and/or translations **MUST** all be clearly **cited within the text**.

## IVC'S ARTIFICIAL INTELLIGENCE (AI) POLICY

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**IMPORTANT: SEE DR. MYERS' ART 100 AI POLICY FOR FULL DETAILS.**

## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through DSPS, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.



## 21st Century Job Skills & Work-Based Learning

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.**

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging and relevant learning environment. In addition to practicing the skills listed above, this course gives you the opportunity to explore career opportunities related to art, and, in the Final Creative Project, to produce something that gets you closer to your career goals, through exploration, research, and/or a product for a portfolio or application.

## Course Policies

### ATTENDANCE

- ★ A student who fails to complete the **mandatory “First Day” Assignment** will be dropped prior to the Census deadline. 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. In this online course, if you **fail to complete required activities/assignments for two consecutive weeks, you may be dropped for non-attendance.**
- ★ Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### 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.

## Financial Aid

Your grades matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## 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 journals. Try to connect what you see to your own life.
- ★ **Do the reading.** If you prefer to read and take notes on paper, consider printing out the readings.

- ★ **Invest in your projects.** Start thinking about them early, and brainstorm with me about your plans. Make your draft submissions as complete as you can, and put in the work to improve them based on your classmates' and my feedback. Be sure to give yourself enough time to submit excellent, original work that shows off what you've learned.
- ★ **Invest in your classmates!** This course is online, but you can still form relationships with your classmates. Giving feedback on their draft projects and in your peer reviews is not only an excellent skill to take into the workplace, but allows you to challenge and strengthen your own knowledge.
- ★ **Please ask me** if anything is unclear or if I can offer **additional support**. **I am here to help YOU!**

### Anticipated Class Schedule/Calendar (SUBJECT TO CHANGE)

DATE	WK	TOPIC	READING	ASSIGNMENTS
8/11	1	★ Introduction & Orientation ★ The Visual Elements	☐ Syllabus ☐ Chapters 1-3	☐ "First Day" Assignment (WED) ☐ Discussion post 1 (WED) ☐ Journal 1
8/18	2	★ The Origins of Modern Art	☐ Chapter 4	☐ Peer review of Journal 1 ☐ Journal 2
8/25	3	★ Early Photography & Realism	☐ Chapter 5	☐ Peer review of Journal 2 ☐ Journal 3
9/1	4	★ Impressionism ★ Post-Impressionism	☐ Chapter 6 ☐ Chapter 7	☐ Discussion post 2 ☐ Peer review of Journal 3 ☐ Journal 4
9/8	5	★ Arts & Crafts, Art Nouveau ★ Fauvism & Expressionism	☐ Chapter 8 ☐ Chapter 9	☐ Peer review of Journal 4 ☐ Journal 5
9/16	6	★ Cubism ★ The Russian Avant-Garde	☐ Chapter 10 ☐ Chapter 11	☐ Discussion post 3 ☐ Project 1 Draft
9/22	7	★ Project 1 (Aestheticism through the Russian Avant Garde)	☐ Review	☐ Peer review of Journal 5 ☐ Journal 6 ☐ Project 1 Draft Feedback
9/29	8	★ Futurism, Dada, & New Objectivity	☐ Chapter 12	☐ Project 1 ☐ Peer review of Journal 6
10/6	9	★ De Stijl & Bauhaus ★ Surrealism	☐ Chapter 13 ☐ Chapter 14	☐ Discussion 4 ☐ Project 1 Peer Reviews ☐ Journal 7
10/13	10	★ American Art Before WWII	☐ Chapter 13 ☐ Chapter 14	☐ Peer review of Journal 7 ☐ Journal 8
10/20	11	★ Latin American Modernism	☐ Chapter 15	☐ Peer review of Journal 8 ☐ Journal 9



DATE	WK	TOPIC	READING	ASSIGNMENTS
10/27	<b>12</b>	★ Abstract Expressionism	📖 Chapter 16	<input type="checkbox"/> <b>Discussion 5</b> <input type="checkbox"/> Peer review of Journal 9 <input type="checkbox"/> Journal 10
11/3	<b>13</b>	★ Postwar European Art ★ Pop Art, Op Art, & Minimalism	📖 Chapter 17	<input type="checkbox"/> <b>Project 2 Draft</b> <input type="checkbox"/> Peer review of Journal 10 <input type="checkbox"/> Journal 11
11/10	<b>14</b>	★ Performance, Conceptual, & Activist Art	📖 Chapters 18-19	<input type="checkbox"/> <b>Project 2 Draft Feedback</b> <input type="checkbox"/> Peer review of Journal 11 <input type="checkbox"/> Journal 12
11/17	<b>15</b>	★ <b>Project 2</b>	📖 Review	<input type="checkbox"/> <b>Project 2</b> <input type="checkbox"/> Peer review of Journal 12
11/24		<b>Thanksgiving Break: No Classes</b>		
12/1	<b>16</b>	★ <b>Wrapping Up</b>		<input type="checkbox"/> <b>Project 2 peer reviews</b> <input type="checkbox"/> <b>Discussion post 6</b> <input type="checkbox"/> Peer review of Journal 13