

### Basic Course Information

Instructor Name:	<b>Dr. Cerise Myers</b>	Email:	<b>cerise.myers@imperial.edu</b>
Semester:	<b>Fall 2020</b>	Webpage:	<b><a href="https://imperial.instructure.com/">https://imperial.instructure.com/</a></b>
Course Title & #:	<b>ART 102: History of Art II</b>	Office #:	<b>2799</b>
CRN #:	<b>10454</b>	Office Hours:	<b>11:45-12:45 Monday – Thursday</b>
Classroom:	<b>Online</b>	Office Phone #:	<b>760.355.6286</b>
Class Dates:	<b>August 17 – December 11</b>	Emergency #:	<b>Message: 541.716.1167</b>
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 since this is an **entirely online** course, students must have **consistent access to a computer and reliable Internet connection**; a smart phone or tablet may not be sufficient for all tasks.

### 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 through the campus bookstore. Please see introductory videos for more information about editions and formats.

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

**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 submit your request at the [Student Equity and Achievement site](#). Free Wi-Fi is available in certain IVC parking lots; full details and more information is available at [Student Support Services](#).

## 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.*

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	≥ 80.0% (800-900 points)
C	≥ 70% (700-800 points)
D	≥ 60% (600-700 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.

### 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.

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, 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**.

### Tips for Success

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

- **Attend every class session**, participate in the discussions and activities, and take good notes.
- **Do the reading**. If you don’t own or rent your own copy of the book, read the copy on reserve in the library or in my office.
- **Prepare well for the exams**. Attend the review sessions, 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

#### How do I access services now that we are mostly online?

- **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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff.

### **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. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465. When campus reopens, visit Building 401

- **What if I cannot afford food, books, or need other help?** We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### 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
8/24 <b>1/2</b>	<ul style="list-style-type: none"> <li>★ Introduction &amp; Orientation</li> <li>★ The Visual Elements</li> <li>★ Principles of Design</li> <li>★ Writing About Art</li> </ul>	<ul style="list-style-type: none"> <li>★ Syllabus</li> <li>★ Textbook, Before 1300 &amp; Introduction</li> <li>★ Quest for Success mini-course</li> <li>★ Getlein, Chapters 4 &amp; 5</li> <li>★ D'Alleva, "Formal Analysis"</li> <li>★ Barnet, "Formal Analysis and Style"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introductory discussion post</b></li> <li><input type="checkbox"/> Quiz #1</li> <li><input type="checkbox"/> Journals #1 &amp; 2</li> <li><input type="checkbox"/> Quiz #2 (optional)</li> </ul>
8/31 <b>3</b>	<ul style="list-style-type: none"> <li>★ Late Medieval Italy</li> <li>★ Late Medieval &amp; Early Renaissance Northern Europe</li> </ul>	<ul style="list-style-type: none"> <li>★ Chapters 14 &amp; 15</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion post 2</b></li> <li><input type="checkbox"/> Peer review of Journals #1 &amp; 2</li> <li><input type="checkbox"/> Journal #3</li> <li><input type="checkbox"/> Quiz #3 (optional)</li> </ul>
9/7 <b>4</b>	<ul style="list-style-type: none"> <li>★ The Renaissance in Quattrocento Italy</li> </ul>	<ul style="list-style-type: none"> <li>★ Chapter 16</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer review of Journal #3</li> <li><input type="checkbox"/> Journal #4</li> <li><input type="checkbox"/> Quiz #4 (optional)</li> </ul>
9/14 <b>5</b>	<ul style="list-style-type: none"> <li>★ Renaissance &amp; Mannerism in Cinquecento Italy</li> </ul>	<ul style="list-style-type: none"> <li>★ Chapter 17</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion post 3</b></li> <li><input type="checkbox"/> Peer review of Journal #4</li> <li><input type="checkbox"/> Journal #5</li> <li><input type="checkbox"/> Quiz #5 (optional)</li> </ul>
9/21 <b>6</b>	<ul style="list-style-type: none"> <li>★ High Renaissance &amp; Mannerism in Northern Europe and Spain</li> </ul>	<ul style="list-style-type: none"> <li>★ Chapters 18</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer review of Journal #5</li> <li><input type="checkbox"/> Journal #6</li> <li><input type="checkbox"/> Quiz #6 (optional)</li> </ul>
9/28 <b>7</b>	<ul style="list-style-type: none"> <li>★ The Baroque in Italy &amp; Spain</li> </ul>	<ul style="list-style-type: none"> <li>★ Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formal Analysis Essay</b></li> <li><input type="checkbox"/> Peer review of Journal #6</li> <li><input type="checkbox"/> Journal #7</li> <li><input type="checkbox"/> Quiz #7 (optional)</li> </ul>

	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENT DUE</b>
10/5 <b>8</b>	★ The Baroque in Northern Europe	★ Chapter 20	<input type="checkbox"/> Peer review of Journal #7 <input type="checkbox"/> Journal #8 <input type="checkbox"/> Quiz #8 (optional)
10/12 <b>9</b>	<b>Midterm Exam</b>		<input type="checkbox"/> Peer review of Journal #8
10/19 <b>10</b>	★ Rococo to Neoclassicism: The 18 <sup>th</sup> Century in Europe & America	★ Chapter 21	<input type="checkbox"/> <b>Discussion post 4</b> <input type="checkbox"/> Journal #9 <input type="checkbox"/> Quiz #9 (optional)
10/26 <b>11</b>	★ Romanticism, Realism, Photography: Europe & America, 1800-1870	★ Chapter 22	<input type="checkbox"/> Peer review of Journal #9 <input type="checkbox"/> Journal #10 <input type="checkbox"/> Quiz #10 (optional)
11/2 <b>12</b>	★ Impressionism, Post-Impressionism, Symbolism: Europe & America, 1800-1870	★ Chapter 23	<input type="checkbox"/> <b>Discussion post 5</b> <input type="checkbox"/> Peer review of Journal #10 <input type="checkbox"/> Journal #11 <input type="checkbox"/> Quiz #11
11/9 <b>13</b>	★ Modernism in Europe & America, 1900-1945	★ Chapter 24	<input type="checkbox"/> Peer review of Journal #11 <input type="checkbox"/> Journal #12 <input type="checkbox"/> Quiz #12 (optional)
11/16 <b>14</b>	★ Modernism & Postmodernism in Europe & America, 1945-1980	★ Chapter 25	<input type="checkbox"/> <b>Discussion post 6</b> <input type="checkbox"/> Peer review of Journal #12 <input type="checkbox"/> Journal #13 <input type="checkbox"/> Quiz #13 (optional)
11/23	<b>11/23 Thanksgiving Week: No Classes</b>		
11/30 <b>15</b>	★ Contemporary Art Worldwide	★ Chapter 26	<input type="checkbox"/> <b>Discussion post 7</b> <input type="checkbox"/> Peer review of Journal #13 <input type="checkbox"/> Journal #14 <input type="checkbox"/> Quiz #14 (optional)
12/7 <b>16</b>	<b>Course Wrap-Up &amp; Final Exam</b>		<input type="checkbox"/> <b>Final Exam</b> <input type="checkbox"/> Peer review of Journal #14

**\*Schedule is subject to change\***