![Imperial Valley College logo]

IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Fall 2021**	Instructor Name:	**Dr. Pearlie Baluyut**
Course Title & #:	**History of Art II, ART 102**	Email:	**Via Canvas Inbox or pearlie.baluyut@imperial.edu**
CRN #:	**10208**	Webpage (optional):	**N/A**
Classroom:	**ONLINE**	Office #:	**2781**
Class Dates:	**August 16-December 11, 2021**	Office Hours:	**Monday, Tuesday, Wednesday, and Thursday, 4:00 p.m. – 5:00 p.m. via Zoom (instructions and link to follow)**
Class Days:	**ONLINE**	Office Phone #:	**(760) 355-6449**
Class Times:	**ASYNCHRONOUS (12:00 a.m.-11:59 p.m.)**	Emergency Contact:	**pearlie.baluyut@imperial.edu**
Units:	**3.0**	Class Format:	**ONLINE ASYNCHRONOUS**

Course Description

A continuation of ART 100, extending from the Renaissance to Contemporary times. May be taken before or concurrently with ART 100. (C-ID ARTH 120) (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. 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.

Textbooks & Other Resources or Links
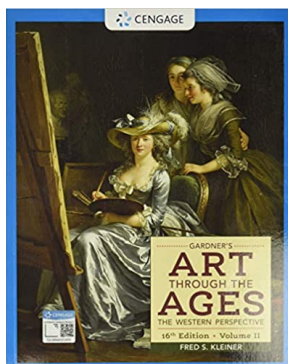
Kleiner, Fred S. *Gardner's Art Through the Ages*, vol. 2. 16th ed. Boston: Cengage Learning, 2020 (ISBN: 978-0357370391).

Course Requirements and Instructional Methods

This introductory course presents a survey of artistic expression and visual experience, chronicling the development of painting, sculpture, architecture, and various media from the Renaissance to the contemporary period. It is designed for students who wish to cultivate a deeper appreciation of art. Moreover, it offers a broad overview of the major works, artists, and traditions in their cultural and historical contexts while developing tools for considering these works as both aesthetic objects and as bearers of meaning for the individuals, groups, or societies that produced and viewed them. Pedagogical emphasis is on introductory knowledge of the arts, visual literacy, critical thinking, and verbal and written forms of art criticism. This is a three-credit lecture course delivered online and asynchronously and students are expected to spend a minimum of six hours outside of class per week to complete the requirements such as reading the textbook chapters, reviewing lecture notes, discussing with your peers, working on the project, and studying for quizzes and the final exam. Below are the graded and non-graded requirements and/or learning activities associated with this online course from low stakes to high stakes and in a gradual pace to acknowledge cognitive diversity. Let's all learn together and support each other's intellectual and artistic growth!

READING ASSIGNMENTS

Reading topics and assignments are listed under the "Anticipated Class Schedule/Calendar" section and will be drawn from the course textbook, which is intended as primary reference on artists and individual works, for historical background, and as a study reference; it is meant to supplement, but not replace, the modules

consisting of video lectures and/or other materials posted on Canvas. While there is no grade associated with this requirement, completion of all reading assignments (i.e., understanding the material and taking notes while reading) is mandatory to succeed in the course.

MODULES

Based on topics, all modules include the instructor's video lectures or guest video lectures (primary source of information) and/or other relevant materials (additional information should you want to learn more) for students to watch, view, read, and/or take notes on as part of the class time. While there is no grade associated with the modules, completion of all modules is mandatory to succeed in the course.

QUIZZES

After covering a significant chapter or chapters from the reading assignments, video lectures, and/or other materials, an online multiple-choice quiz of no more than 15 questions will be administered via Canvas on various dates as noted under the "Anticipated Class Schedule/Calendar" section. This requirement assesses your knowledge, reading skill, and critical analysis. There will be a total of 10 quizzes worth 50% of the final grade, each quiz corresponding to 5%. Quizzes are graded within 24 hours.

DISCUSSIONS

Active participation in the discussion via Canvas serves as an opportunity to develop the critical tools and vocabulary for discussing and writing about art, as well as to encourage student collaboration and peer-to-peer learning. You are required to make an initial post, respond to two of your peers, and reflect on your discussion by submitting a final written summary of about 100 words. Specific guidelines are posted on Canvas. There will be a total of 4 discussions worth 10% of the final grade, each discussion corresponding to 2.5%. Discussions are graded within the week.

PROJECT

A project will focus on a work of art chosen by the student under the specific museum collection(s) or exhibition(s) identified by the instructor. This project allows the student to synthesize and demonstrate a variety of knowledge and skills (e.g., academic, curatorial, and technological), especially the selection and proper captioning of an art object relevant to this course, writing a formal analysis of an art object based on looking, verbal social/contextual analysis of an art object based on research, and compilation of a short bibliography using the Chicago Manual of Style, among others. Specific guidelines are posted on Canvas. This project is graded based on form and content and is worth 20% of the final grade. The project is graded within a week or two.

FINAL EXAM

The final exam is cumulative covering all the topics learned from Week 1 to 16 and will take the essay format. There will be a total of two essays, each is a minimum of 550 and a maximum of 600 words long. An exam review

sheet and video will be posted on Canvas one week before the final exams. The final exam is graded based on form and content and is worth 20% of the final grade. The final exam is graded within the week.

Graded Course Requirements | Learning Activities	Percentage of Grade
Quizzes (total of 10)	50%
Discussions (total of 4)	10%
Project (1)	20%
Final Exam (2 essays)	20%
Total	100%

Course Grading Based on Course Objectives

Referring to the "Course Goals/Objectives/Student Learning Outcomes" section and depending on the specific course requirements, grades are assigned based on actual scores (for quizzes) or the quality of the work's form and content following specific instructions (for discussions, project, and final exam). Grading rubrics are noted for each course requirement on Canvas. To access the grade that you earned for each course requirement, including the (in)correct answers and/or instructor feedback where relevant, please refer to your grades on Canvas. If you did not submit a course requirement on time (e.g., you missed a quiz or were late), no grade will be recorded but it is understood as equivalent to "0." At the conclusion of the semester, your total numerical score of X out of 100% is equivalent to a letter grade. For example, if you earned a total score of 89.5 out of 100, this is equivalent to "A." If you earned a total score of 88.5 out of 100, this is equivalent to "B." In short, the total score you get is the number converted to a letter grade.

Grade Percentage Earned	Letter Grade Equivalent	Interpretation | Performance	Course Goals | Objectives | Student Learning Outcomes
90-100	A	Outstanding | Excellent	Exceeded
80-89	B	Above Average | Good	Accomplished
70-79	C	Average | Satisfactory	Developing
60-69	D	Below Average | Passing	Rudimentary
0-59	F	Fail | Unsatisfactory	Inadequate

Course Policies

ATTENDANCE AND PARTICIPATION

This is a fully online asynchronous course that requires the student to complete the requirements on/during specific dates and times remotely. While there is relative freedom, it also comes with responsibility to attend

and actively participate in a timely manner. Class attendance constitutes logging in to Canvas daily and/or several times every week:

- Access this link to log in: 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.

Failure to access Canvas and do the required work will considerably affect your performance and success in this course.

- 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 automatically dropped by the instructor. 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 (e.g., conferences, contests, and field trips), medical emergency or illness with medical documentation, and death within the immediate family will be counted as 'excused' absences.

While the instructor has an obligation to help students who have missed classes for *bona fide* reasons, such assistance shall not require unreasonable effort. See also add/drop policy *and* late and/or make-up policy below.

ADD | DROP POLICY

If after reading the syllabus and reviewing the Introduction and Orientation module you think that this course is not the right course for you, please officially drop the course or inform the instructor as soon as possible during the first week so that you can be dropped and another student can be admitted to the course.

Students who miss more than two graded requirements may be dropped from the course. In addition, failure to log in to the course for 7 consecutive days risk being dropped by the instructor from the course. To be proactive, please do not hesitate to make a virtual office appointment to speak with the instructor if you anticipate and/or are experiencing difficulty meeting deadlines. Let me help you!

LATE AND/OR MAKE-UP POLICY

Because this is a fully online asynchronous course, no late work or make-up will be given unless it is the result of documented illness, medical emergency, and death within the immediate family, among others. The student must contact the instructor and immediately submit the original documentation (i.e., doctor's note or hospital admittance record) via e-mail as soon as possible. After reviewing the documentation, the instructor will then make a decision when to schedule the make-up in consultation with the student. To be proactive, please do not hesitate to make a virtual office appointment to speak with the instructor if you anticipate and/or are experiencing difficulty meeting deadlines.

ACADEMIC MISCONDUCT AND DISHONESTY

All incidences of scholastic dishonesty—including but not limited to cheating, plagiarism, and collusion—will result in an assignment grade of "0" and, per college protocols, will be reported. Similarly, any work copied in whole or in part from the Internet or work resulting from a commercial or paid service will receive a grade of "0." For further information, please refer to the college's academic policies and standards in the General Catalog.

BASIC COMMUNICATION AND ACADEMIC (N)ETIQUETTE

Please use best practices and ethical behavior when interacting with your instructor, peers, and/or other members of the IVC academic community online. Be good digital citizens and follow these simple rules:

- Please use the Canvas Inbox to send e-mails to me regarding our class. If you use your IVC e-mail, please send your e-mail with the appropriate subject heading using your course title, section, and issue (e.g., "ART 100 | Section X – Quiz 3"). Write your message using appropriate language befitting of your status as a college student; beginning with "Dear Dr. Baluyut" or "Dear Prof. Baluyut" is a good practice. Do not write like you are texting the instructor. Avoid ALL CAPS, multiple exclamation marks (!!!), or interrobangs (?!) as they convey volume (i.e., loud voice) or unnecessary emotions such as anger or impatience. Proofread your message and identify yourself in the end before sending your message. I am happy to receive your e-mail and will answer them within 48 hours during regular work week.
- On occasions that you need to appear on Zoom, please identify yourself with your name (e.g., "Baluyut, Pearlie" or "Pearlie Baluyut"). Because we have no online synchronous interaction, I look forward to seeing you live (not just your photo) during my virtual office hours. Ensure that we can have a productive and private conversation by not being late to your appointment. If you need to cancel your appointment, please have the courtesy to do so as early as possible so your slot can be given to another student in need.
- Respect others' opinions and privacy. You should not be recording and posting videos or screenshots from online sessions, conversations, and/or virtual office hours publicly. This is to protect yourself, your classmates, guests (where applicable), and the instructor from legal liabilities.
- Sarcasm, inappropriate remarks or jokes, and/or disruptive behavior, particularly during the discussions, will not be tolerated and may result in disciplinary action, including being dropped from the course due to non-compliance. Disciplinary procedures will be followed as outlined in the General Catalog.

TECHNOLOGY REQUIREMENTS

Because this is a fully online asynchronous course delivered through Canvas, a Learning Management System (LMS), students are expected to have access to a stable Internet, updated browser (i.e., Chrome, Safari, Firefox, etc.), current software (i.e., Outlook, Microsoft Word, PowerPoint, etc.), hardware (i.e., laptop or desktop with working microphone and webcam), and other free platforms/apps/social media (i.e., Zoom, YouTube, VoiceThread, Facebook, etc.). For technological assistance (e.g., loaner laptop to w-fi access), please refer to https://imperial.edu/students/student-equity-and-achievement/.

TIPS FOR SUCCESS

The grade you receive at the end of the semester is the grade you earned, the grade you worked for. If you want to succeed in this course and receive the grade you wish to earn, kindly follow these helpful tips:

- Do the reading and take notes of what you read. If you do not understand a word, look it up in the dictionary. Deep learning takes time and hard work and your commitment is essential.
- Watch, view, take notes, and review your notes taken while completing the modules during their activation periods. You can adjust the play speed of the videos or replay them, turn up/down the volume, etc.
- If we finished a Module and you have a question about it, make a post in our Chat Room (click Discussions on Canvas and you will see it pinned on top). You can post your question here to allow for your instructor and/or peers to respond. Voluntary and not graded, the Chat Room is like a student lounge that is open 24/7 better than 7/11 or Starbucks!
- Give yourself time to participate in the Discussions. It is important that you follow the specific instructions given to you, engage actively, and complete the required tasks to get the full grade for each discussion. Believe me, you will get to know your classmates better and might make a friend or three this semester!
- Study well and hard before each quiz and set your alarm so you do not miss it. Situate yourself in a quiet area and place your computer on a stable desk. Ensure your computer is up to speed by clearing your cache, closing unnecessary programs that slow it down, and checking your Internet connection. If you accidentally swipe and log yourself out, I cannot reopen the quiz for you or give you a make-up quiz. Whatever is submitted is what is graded. So please be careful.
- When the project instructions are made available on Canvas, start thinking about the project early and do the required work over a period of time, not the last minute. See the instructor to discuss your ideas and/or progress. I can help you!
- When the final exam review sheet and video are made available on Canvas, study each question and know what it is asking of you. Study the notes you took while reading your textbook chapter and completing the modules. Write drafts of your answers to the questions. Edit and proofread your drafts. Set your alarm so you do not miss the final exam submission.

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. In addition, please do not hesitate to use the following services to help you succeed in your academic endeavors for this course or other courses:

- 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 StudySkills 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.

Veteran's 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 in 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,

IMPERIAL VALLEY COLLEGE

Anticipated Class Schedule/Calendar

Because of the volume of material to be covered and time limitation, this course does not provide an in-depth study into any single period of art. Rather, it offers a broad overview, focusing on several important representatives of each major period, culture, and/or movement. Students will be notified in advance of any changes to the course schedule.

Week | Dates	Module Topic (Lectures and Other Materials on Canvas)	Reading Assignments (Syllabus and Textbook)	Graded Requirements Due
1 August 16, 2021	**Module 1:** Orientation and Introduction	Syllabus Introduction (What is Art History?)	
2 August 23, 2021	**Module 2:** Italian Renaissance and Mannerism	Chapter 21 (The Renaissance in Quattrocento Italy)	**Participate in Group Discussion 1**
3 August 30, 2021	**Module 2:** Italian Renaissance and Mannerism (continuation)	Chapter 22 (Renaissance and Mannerism in Cinquecento Italy)	**Take Quiz 1 (Coverage: Module 2)**
4 September 6, 2021	**Module 3:** 15th-Century Flemish	Chapter 20 (Late Medieval and Early Renaissance Northern Europe)	**Take Quiz 2 (Coverage: Module 3)**
5 September 13, 2021	**Module 4:** Northern Renaissance	Chapter 23 (High Renaissance and Mannerism in Northern Europe and Spain)	**Take Quiz 3 (Coverage: Module 4)**
6 September 20, 2021	**Module 5:** Baroque and Rococo	Chapter 24 (The Baroque in Italy and Spain)	**Take Quiz 4 (Coverage: Module 5 – Italy and Spain portion)**
7 September 27, 2021	**Module 5:** Baroque and Rococo (continuation)	Chapter 25 (The Baroque in Northern Europe)	**Take Quiz 5 (Coverage: Module 5 – Northern Europe portion)**
8 October 4, 2021	**Module 5:** Baroque and Rococo (continuation) **Module 6:** Neoclassicism	Chapter 26 (Rococo to Neoclassicism: The 18th Century in Europe and America)	**Take Quiz 6 (Coverage: Module 5 – Rococo portion and Module 6)**
9 October 11, 2021	**Module 7:** Romanticism	Chapter 27 (Romanticism, Realism, Photography:	**Participate in Group Discussion 2**

Week | Dates	Module Topic (Lectures and Other Materials on Canvas)	Reading Assignments (Syllabus and Textbook)	Graded Requirements Due
		Europe and America, 1800 to 1870)	
10 October 18, 2021	**Module 8:** Realism	Chapter 27 (Romanticism, Realism, Photography: Europe and America, 1800 to 1870)	**Take Quiz 7 (Coverage: Module 7 and Module 8)**
11 October 25, 2021	**Module 9:** Impressionism	Chapter 28 (Impressionism, Post-Impressionism, Symbolism: Europe and America, 1870 to 1900)	**Participate in Group Discussion 3**
12 November 1, 2021	**Module 10:** Post-Impressionism	Chapter 28 (Impressionism, Post-Impressionism, Symbolism: Europe and America, 1870 to 1900)	**Take Quiz 8 (Coverage: Module 9 and Module 10)**
13 November 8, 2021	**Module 11:** Early 20th Century Art	Chapter 29 (Modernism in Europe, 1900 to 1945) and Chapter 30 (Modernism in the United States and Mexico, 1900 to 1945)	**Take Quiz 9 (Coverage: Module 11)**
14 November 15, 2021	**Module 12:** Contemporary Art	Chapter 31 (Modernism and Postmodernism in Europe and America, 1945 to 1980)	**Take Quiz 10 (Coverage: Module 12 – 1945 to 1980 only) Submit Project**
15 November 22, 2021	**No Classes: Thanksgiving Break**		
16 November 29, 2021	**Module 12:** Contemporary Art (continuation)	Chapter 32 (Contemporary Art Worldwide)	**Participate in Group Discussion 4**
17 December 6, 2021	**Final Exam Review and Final Exam**		**Submit Final Exam**

Subject to change without prior notice