

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 102

Year: 2022-2023

Course Title: Art History: Renaissance to Contemporary

Credit Hours: 3

I. Course Description:

This course is a survey of representative works of art from the Renaissance to the 21st century. The course is designed to develop critical thinking skills by promoting the ability to recognize, examine, interpret, investigate, and articulate an understanding of art history in written, visual, and verbal forms. Works are analyzed within their historic, social, religious, and political contexts. To foster a broader understanding of the global impact art has on culture and society emphasis will also be focused on exploring art's cross-cultural influences and the connections between art history and contemporary art, design, and aesthetics. Class discussions will encourage an informed dialogue that explores cultural heritage and global awareness. Art of the Western world is featured in the course but non-European works will be explored. A diverse collection of objects are surveyed in the course from applied to fine art. ART 102 fulfills the SUNY General Education requirement for The Arts. Prerequisites: ENGL 100; RDNG 116 if required by placement. 3 Cr. (3 Lec.) Spring semester.

II. Additional Course Information:

1. This course is a requirement for the Graphic Design, New Media, and Photography A.S. degree programs.
2. Lectures will be taught using organized digital slideshows with images from a professional image bank that incorporate text and images together on slides and fosters a visual and textual understanding of the context, identification, and cultural influences and references of the presented works of art. Slides should develop connections between art and historical and religious, political, social, cross-cultural, and current contexts. Slideshows should pause periodically for guided class discussions on relevant topics.
3. Course topics will be presented more thematically, rather than strictly chronological, in order to provide a holistic view of art history and help students draw connections and discover common threads and trends throughout history.
4. This course will foster the student's understanding of art history using written, visual, and verbal forms in assigned work.
5. Audio and video media, such as short documentaries, will be presented for class discussion.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and describe works of art in their historical context using appropriate terminology.
2. Identify, discuss, and analyze the defining styles, cultural significance, and compositional formal elements (principles and elements of art) of various media, artworks, techniques, artists, and movements using appropriate art terminology in written and verbal forms.
3. Interpret and explore works of art and their thematic, historical, and stylistic connections through group discussion, writing, and visual exercises.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

The course includes written and verbal assessments in which students must synthesize larger ideas and make conclusions based on specific works of art. Students engage in group discussions to make connections between art history and contemporary art, design, and aesthetics and explore the global impact of art on culture and society.

Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

The course includes exam-based and other assessments in which students must synthesize larger ideas and make conclusions based on specific works of art. Students engage in group discussions and visual exercises to make connections between art history and contemporary art, design, and aesthetics and explore the global impact of art on culture and society. Visual projects include exercises to show art history’s current influence and use in the modern world such as creating a visual timeline or map or photographing local architecture.

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Students will understand all creative work is contextual to the greater culture from which it is made. Non-western art is shown to contrast the difference and similarity to art from western traditions. This promotes awareness of a world where creative output is informed and shaped by influences from different cultures. Through comparisons, students learn that art is part of a larger cultural exchange across time and place.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Graphic Design A.S.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

PLO: Describe and apply the history and context of visual communication.

SLO:

1. Identify and describe works of art in their historical context using appropriate terminology.

3. Interpret and explore works of art and their thematic, historical, and stylistic connections through group discussion, writing, and visual exercises.

PLO. Communicate effectively using college level verbal, presentation and written communication skills required of the profession.

SLO:

2. Identify, discuss, and analyze the defining styles, cultural significance, and compositional formal elements (principles and elements of art) of various media, artworks, techniques, artists, and movements using appropriate art terminology in written and verbal forms.

New Media A.S.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

PLO: Communicate effectively in written and oral presentations

SLO:

2. Identify, discuss, and analyze the defining styles, cultural significance, and compositional formal elements (principles and elements of art) of various media, artworks, techniques, artists, and movements using appropriate art terminology in written and verbal forms.

Photography A.S.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

PLO: Describe the historical context of their work and how other artists have influenced and inspired them.

SLO:

1. Identify and describe works of art in their historical context using appropriate terminology.
3. Interpret and explore works of art and their thematic, historical, and stylistic connections through group discussion, writing, and visual exercises.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

The course includes exam-based and other assessments in which students must synthesize larger ideas and make conclusions based on specific artworks. Students engage in group discussions and visual exercises to make connections between art history and contemporary art, design, and aesthetics and explore the global impact of art on culture and society. Visual projects include exercises to show art history's current influence and use in the modern world such as creating a visual timeline or map or photographing local architecture.

INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

GENERAL EDUCATION CATEGORY - Area(s): AREA 8 The Arts

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SUNY AREA 8 OUTCOME:

Students will demonstrate: understanding of at least one principal form of artistic expression and the creative process inherent therein.

1. Identify and describe works of art in their historical context using appropriate terminology.
2. Identify, discuss, and analyze the defining styles, cultural significance, and compositional formal elements (principles and elements of art) of various media, artworks, techniques, artists, and movements using appropriate art terminology in written and verbal forms.

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Works of art from the following time periods will be presented, with an emphasis on Western art: <ul style="list-style-type: none">• Early Renaissance Art in Europe and 16th Century Europe• Baroque Art in Europe and North America• 18th and 19th Century Art in Europe and America• Modernism in Europe and North America• Contemporary Art into the 21st century If time allows in the class the following art is reviewed: <ul style="list-style-type: none">• Art of India after 1100• Chinese Art after 1280• Japanese Art after 1392• Art of the Americas after 1300• Art of Africa in the Modern Era
2. Principles and Elements of Art
3. Field related terminology
4. Connections between art history and contemporary art, design, and aesthetics
5. Global impact of art on culture and society

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams & Quizzes with Image Identification and Short Reflection-Based Essay	30-50%
2. Short Written Reflection-Based Essays & Exercises	20-35%
3. Visual Assignments & Exercises	5-15%
4. Participation in Group Discussions	10-20%

VII. Texts – Required Used for more than one course (list courses)

ART 101, ART 102

1. Relevant textbook(s) of choice

Recommended

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| 1. Kleiner, Fred. <i>Gardner's Art Through the Ages: The Western Perspective, Vol. 2</i> . 16th ed., 2020.
ISBN-13 : 978-0357370391 |
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Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

RECOMMENDED:

1. D'Alleva, Anne. <i>Look! The Fundamentals of Art History</i> . 3 rd ed., 2011 (ISBN-10: 0205768717)
2. Barnet, Sylvan. <i>Short Guide to Writing About Art</i> . 11 th ed., 2014. (ISBN-10: 9780205886999)

ONLINE:

1. Lumen Learning https://courses.lumenlearning.com/masteryart1/
2. Smarthistory https://smarthistory.org/

ADDITIONAL BIBLIOGRAPHY:

1. Berger, John. <i>Ways of Seeing</i> . (first published 1972) (ISBN-10: 0140135154)
2. Gombrich, Ernst. <i>The Story of Art</i> (first published 1950), 16th ed. 1995 (ISBN-10: 0714832472)
3. Strickland, Carol. <i>The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to the Present</i> . Vol. 3, 2018. (ISBN-10: 1449482139)
4. Strickland, Carol. <i>The Annotated Arch: A Crash Course in the History of Architecture</i> . 2018. (ISBN-10: 1635617421)

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: A vast amount of content can be found on the Web. In addition, the college library has Interlibrary loan possibilities, articles, and databases of art and other resources available for students and faculty including Films on Demand, Netflix, Amazon.com Video on Demand and CAMIO.
Professional High Definition Images: These images are procured by the professor. There are many online resources for images.
Websites: https://smarthistory.org/ https://www.metmuseum.org/toah/essays/ http://arthistoryteachingresources.org/category/caa/ (faculty and student resources)
Metropolitan Museum of Art www.metmuseum.org
Metropolitan Museum of Art Timeline of Art History http://www.metmuseum.org/toah/
National Gallery of Art-Washington DC http://www.nga.gov/
National Gallery-London http://www.nationalgallery.org.uk/

Other:

The Herbert F. Johnson Museum of Art is nearby and has frequent free public programs with nationally recognized artists, and is actively assembling a collection of contemporary art, which includes new media.

The George Eastman House Museum is a ninety-minute drive, and specializes in all aspects of photography and imaging, including new media.

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.