

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ART 102**

**Year: 2024-2025**

**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 is surveyed in the course from applied to fine art. ART 102 fulfills the SUNY General Education The Arts Knowledge and Skills Area. Prerequisites: ENGL100; RDNG116 if required by placement. 3 Cr. (3 Lec.) Spring semester.

**II. Additional Course Information:**

1. This course is a requirement for the Graphic Design A.S., New Media A.S., and Photography A.S. programs.
2. Lectures will utilize organized digital slideshows with images from a professional image bank that incorporate text and images together on slides and foster a visual and textual understanding of the context, identification, and cultural influences and references of the presented works of art. Slides used should also develop connections between art and historical and current religious, political, social, and cross-cultural contexts. Slideshows will also be infused with guided class discussions on relevant topics.
3. Course topics will be presented thematically, rather than strictly chronologically, in order to provide a holistic view of art history and help students draw connections and discover common threads and trends throughout history.
4. Assignments for this course will foster the student's understanding of art history using written, visual, and verbal forms.
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 Competencies and Knowledge and Skills Areas**

Revised 09-23/C. Shanks

### **Tompkins Cortland ILOs- N/A**

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.
- ☐ 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.
- ☐ 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.

### **Program Learning Outcomes- N/A**

Complete this section for program-specific courses (e.g., those that share the same discipline code 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

### **SUNY General Education Competencies- N/A**

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

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**

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

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

**Course SLO:**

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.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## 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"> <li>• Early Renaissance Art in Europe and 16th Century Europe</li> <li>• Baroque Art in Europe and North America</li> <li>• 18th and 19th Century Art in Europe and America</li> <li>• Modernism in Europe and North America</li> <li>• Contemporary Art into the 21st century</li> </ul> If time allows in the class the following art is reviewed: <ul style="list-style-type: none"> <li>• Art of India after 1100</li> <li>• Chinese Art after 1280</li> <li>• Japanese Art after 1392</li> <li>• Art of the Americas after 1300</li> <li>• Art of Africa in the Modern Era</li> </ul>
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 essays	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    ☐ Recommended    ☐ Used for more than one course (list courses)

	OER
1. Kleiner, Fred. <i>Gardner's Art Through the Ages: The Western Perspective, Vol. 2</i> . 16th ed., 2020.	<input type="checkbox"/>
OR	
2. Dooley, Kevin. "Art Appreciation   Simple Book Production." <i>Lumen Learning</i> , <a href="https://courses.lumenlearning.com/masteryart1/">https://courses.lumenlearning.com/masteryart1/</a> . Accessed 26 April 2023.	<input checked="" type="checkbox"/>

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

## VIII. Bibliography of Supplemental Materials

1. Barnett, Sylvan. <i>A Short Guide to Writing about Art</i> . Pearson, 2015.
2. Berger, John. <i>Ways of Seeing: Based on the BBC Television Series</i> . Penguin Publishing Group, 1972.
3. Gombrich, E. H. <i>Story Of Art</i> . Phaidon, 2023.
4. Strickland, Carol. <i>The Annotated Mona Lisa, Third Edition: A Crash Course in Art History from Prehistoric to the Present</i> . Andrews McMeel Publishing, 2018.
5. D'Alleva, Anne. <i>Look! The Fundamentals of Art History</i> . 3rd ed., 2011 (ISBN-10: 0205768717)
6. "Smarthistory, the Center for Public Art History." <a href="https://smarthistory.org/">https://smarthistory.org/</a> .

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

## IX. Other Learning Resources

<b>Audiovisual:</b> Online professional training tutorials
<b>Electronic:</b> Online professional training tutorials
<b>Other: None specified</b>

**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 academic adjustments. 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 their 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 their own. If the student uses the words or ideas of someone else, they 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.