

SURVEY OF WESTERN ART II

From the Renaissance to the Rise of Modern Art

ARTH 201-001
TR 10:30-11:45 AM

Fall 2015
Robinson Hall B113

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Office: Robinson Hall B 373A
Office hours: TR (2:00-2:30 PM) & by appointment

COURSE DESCRIPTION

This introductory course surveys major developments in artistic expression throughout the history of Western civilization, beginning with the rebirth of classicism during the Renaissance and continuing to the rise of the avant-garde in the late nineteenth and early twentieth century. Gaining an understanding and appreciation of these art objects will entail becoming acquainted with their formal appearance, content, and contextual framework in order to also assess what these works reveal about the people and cultures that produced them. To this end, students will learn about key works of art, as well as the significance of the artists who created them, their historical periods, and the cultural conditions that led to the development of Western art during this time. This knowledge and the ability to analyze and identify works of this period will be acquired and developed through readings, Powerpoint lectures, assignments, museum visits and class discussion. This course has no prerequisites and welcomes students without any previous knowledge of Art History.

COURSE GOALS AND OBJECTIVES

In this course, students will develop the skills and knowledge needed to recognize, understand and analyze Western art of this period. In addition to gaining a greater appreciation of art, at the end of this course, students will be able to:

- Identify important works of Western art dating from the 14C-early 20C
- Identify artistic styles of Western art dating from the 14C-early 20C
- Describe the main characteristics of these major artistic periods and styles
- Distinguish among artistic styles
- Discuss the historical context and cultural values defining these works and styles
- Analyze and discuss works of art based on formal properties, contextual research, and comparison with the material learned in class

COURSE REQUIREMENTS

- **Assigned readings & multi-media resources**, including the textbook and any materials on Blackboard
- **Class lectures**, including in-class lectures and others posted to Blackboard
- **Class participation**, including attendance, discussion (in-class & online), and in-class or at-home assignments
- **Six quizzes** one is a standard in-class quiz, the others are open-book and online
- **Two standard in-class exams**
- A **museum project** requiring a self-guided visit to the National Gallery of Art in Washington D.C. in preparation for a museum paper analyzing a work of art you will select from the museum's permanent collection

TEXTBOOKS

> REQUIRED

Stokstad, Marilyn. *Art History*, Volume 2, 5th Edition. Upper Saddle River, NJ: Pearson Education Inc., 2014.

> RECOMMENDED

D'Alleva, Anne. *Look! The Fundamentals of Art History*, 3rd Edition. Upper Saddle River, NJ: Pearson Education Inc., 2010.

* *Any other readings will be accessed via Blackboard*

BLACKBOARD

The Blackboard page for this course is an essential component of this class. In it you will find course documents (*online lectures, study guides, assignment guidelines, etc.*), discussion boards, quizzes, grades, and important announcements.

Please note that four lecture topics (four weeks) will be presented in a hybrid (in-class/online) format this semester. On the Tuesday of the hybrid week, you will not come to class and will work entirely on Blackboard. More information regarding this hybrid aspect of the course will be provided in class and on Blackboard.

Because of Blackboard's significance to the course, it is very important that you familiarize yourself with the website immediately and test that you have the technology necessary to run the course. Please email me, and tech support, immediately if you have any issues.

BE SURE TO CHECK BLACKBOARD OFTEN – ESPECIALLY BEFORE COMING TO CLASS. You are responsible for all information posted on Blackboard.

MASON EMAIL

MasonLIVE is the required email address for all GMU correspondence. You are responsible for all email messages sent to your MasonLIVE email account. Be sure to ***check it frequently*** and ***clear your inbox so that you are not over quota***. If you rely on another email account, you should consider forwarding your MasonLIVE emails to the account you check most often. **You are responsible for all information that is emailed.**

IMPORTANT NOTES ON EMAIL

My assistant and I will make every effort to respond to email messages in a timely manner. You can expect a reply within 48 hours. If you have not heard back after 2 days, please resend (email does, at times, get lost in cyberspace).

When sending an email message, please be sure to follow these guidelines:

- ***Include your name and that you are in ARTH 201 - section 001***
- ***Do not ask what was covered in class.*** It is your responsibility to be in class and to contact a classmate for notes and any other information you missed during an absence from class, regardless of the reason for your absence. Once you have reviewed the material you missed, then we can discuss any questions or concerns you may have about the information that was covered.
- ***Do not request information that is easily found in the syllabus, Blackboard, the textbook, handouts, or any course document.*** We are happy to clarify or elaborate on certain elements, but cannot be expected to look up information that has already provided and is easily accessible to you.
- ***Do not write to address absence(s).*** You have 4 online days and one free absence to deal with any emergency situation. In the case of extenuating circumstances, they must be addressed in person. Refer to the section on attendance for details.
- ***Do not request a summary of a concept or term explained in class.*** If you are unclear about an idea discussed in class, review your notes and the textbook section on that topic; then formulate a more focused question that you can raise in class or discuss in person during office hours. Email is not an effective means of teaching or clarifying course content. Instead, email me to request a time to discuss the material in person. I am always happy to assist students with any difficult course material.

*** Any student who disregards these conditions will not receive a response.

GRADING

15%	Class Participation - <i>in-class & online</i> [attendance, discussion, and assignments]
10%	Quizzes
25%	Exam 1
25%	Exam 2
25%	Museum Project

Grades will be posted to the Blackboard grade book as each assignment is graded, allowing for the student to regularly track his or her performance in the course.

GRADE SCALE

A+ 100-99	A 93-98	A- 92-90	
B+ 89-87	B 86-83	B- 82-80	
C+ 79-77	C 76-73	C- 72-70	
D+ 69-67	D 66-63	D- 62-60	F 59 & below

* *Regardless of numerical score, a grade of A+ will be given as a final course grade only if the student's overall performance in the course is exceptional and exceeds course expectations.*

CLASS PARTICIPATION

Your final class participation grade will be calculated according to your attendance, completion of any in-class and take-home assignments, and contribution to formal and informal class discussions held both in-class and online. Other situations in which you participate and demonstrate a greater degree of engagement with the course will also be considered (*for example: informal discussions with the professor, posting to the Knowledge Café, actively participating in the online Study Center, or engaging the material in ways that exceed course requirements*).

ATTENDANCE

*The text is greatly supplemented by the class lectures, which are designed to facilitate student comprehension of the course material and to develop concepts more thoroughly than they are introduced in the textbook; and class discussion will provide opportunities for students to apply the skills and knowledge they are acquiring in immediate ways. **In addition to the course content, there may also be important announcements and reminders issued in class for which every student will be held responsible, whether they were in attendance or not.** Therefore, in order to be successful in this course, **you must attend class regularly.***

*Please note that **the discussion/workshop day of the hybrid week weighs more heavily into your participation grade, since the in-class discussion and assignments cannot be made up.** Review the course schedule ASAP and take note of those dates in your agenda to avoid being absent.*

Attending Class

- My assistant will have an attendance sheet for you to sign at the beginning of class. It is YOUR RESPONSIBILITY to make sure you sign it before class starts. If your signature is not on the sheet, you will be marked absent; if you sign it after class begins, you will be marked late.
- Attendance does not simply mean showing up to class.
*Attendance is defined as **arriving on time, attending the entire class period, paying attention to the lecture, participating in any in-class activity or discussion, and being courteous.***
- Habitual tardiness, early departures, and disruptive entrances will not be tolerated. Plan your schedule accordingly.

Absences

- In addition to the four Tuesdays you work from home, you are allowed one free absence without consequence. This is a total of five days, in addition to university holidays.
- The free absence is offered to assist with any emergency situation that may arise. Reserve it for unexpected situations, since **there will be no excused absences**. Do not send emails explaining your absence or asking to have an absence excused.
- In the case of extenuating circumstances that require a student to miss more than 5 days of class time, the absence must be explained in a signed and dated letter from a physician, the dean, or other comparable authorizing agent. Only under these conditions will I *consider* re-evaluating your grade. Assignments for other classes, travel plans, and most employment situations are not excusable. For these cases, you may employ the one free absence described above. Schedule your time accordingly.
- If you must miss class, it is **your responsibility to get notes**, handouts, and any important announcements from another student.

ASSIGNMENTS

Occasionally there may be an in-class, take-home or online assignment to complete. These assignments may take the form of group work, answering a series of questions, a “pop quiz,” a open-note quiz, etc. These assignments are designed to facilitate student learning and to assess the student’s level of comprehension by a certain point in the semester.

- In-class assignments that are missed because of an absence (for any reason) **cannot be made up.**
- At-home assignments must be **typed and submitted in class as a hard copy on the day it is due.**
- **Students are expected to keep up with the course material by reading before the lecture, taking good notes, and reviewing the notes before the next class session.** If it becomes clear that students are not fully prepared for class, students will be quizzed and/or called upon to answer questions about the material under review.

CLASS DISCUSSION

Class discussion takes a variety of forms – formal and informal, in-class and online.

Formal Discussions are those that will be graded as an individual assignment. It may be a discussion board that is set up on Blackboard to which all students must contribute; or it may be an in-class discussion in which all students must participate. These in-class discussions may take place within small groups or with the whole class; and they will usually be part of the activities scheduled for the Thursday of the hybrid week, when we will discuss the topics you learned about online the previous Tuesday. Because discussions require group participation, **they cannot be made up.** Be sure to be in attendance the Thursday of hybrid week and do not miss any online discussions.

Informal Discussions are any discussions that happen in a more improvised manner and are not graded as an individual assignment, but are still considered when evaluating an individual student’s overall participation grade. In class, these informal discussions occur in response to a question posed by the professor or by another student. Online, it can be a post or response to another student’s post.

This portion of the class participation grade will be assessed according to the quality of the student’s contribution to the discussion, taking into consideration whether the student raises substantial questions about the material, answers questions in a critical manner, and initiates further discussion. Discussions with the professor outside of class will also be assessed in this manner and considered when evaluating toward class participation.

*** Please note that each student’s class participation grade will also take into account how attentive and respectful the student is while others are speaking.

Informal Discussion Boards

Two discussion boards will be set up for students to interact as they study [Study Center] and to expand their knowledge of the course material in more self-directed ways [Knowledge Café]. More information will be provided in class and on Blackboard.

GRADING CLASS PARTICIPATION

The GMU catalogue states: **“Students are expected to attend the class periods of the courses for which they register... instructors may use absence, tardiness, or early departure as de facto evidence of non-participation.”**

The class participation grade will take into account the student’s attendance, performance on assignments, contributions to class discussion, and the overall level of commitment and engagement with the course. Therefore, a student’s class participation grade will drop considerably if he or she is disrespectful or disruptive to the learning environment we create in the classroom.

- All students will start with a grade of “B+” which reflects that the student has met the expectations for class participation (regular attendance, being on time, keeping up with the readings, completing assignments successfully, paying attention, and participating in discussions).

- An “A” will be given to any student participating at an exceptional level (having perfect attendance, playing a critical role in class discussions, and demonstrating a significant engagement with the course).
- A grade of “B-” or lower will be issued according to the severity of any of the following situations:
 - Being unprepared for class
 - Disrupting lecture or discussion with questions answered in the study guide, textbook, or lecture you missed
 - Missing more than the allowable number of absences
 - Excessive tardiness or early departures
 - Missing a test or failing to submit an assignment
 - Disruptive behavior of any kind (*see section on classroom etiquette below*)

CLASSROOM ETIQUETTE

NO Electronic Devices in the Classroom

- **Computers, tablets, phones, and all other electronic devices** (mp3s, PDAs...) **must be OFF and stored out of sight.**

A visible or noisy device is disruptive and will be subject to the terms of disruptive classroom behavior as stated below.

Disruptive Behavior

We are all responsible for maintaining a respectful and courteous classroom atmosphere. There is no excuse for disruptive behavior of any kind. I do not take kindly to behavior that is discourteous and which inhibits others from learning.

Disruptive behavior includes:

- (1) Violations of the electronics regulation as stated above.
- (2) Distracting physical behavior.

For example: sleeping, talking while someone else is speaking (the professor or a student), wandering in and out of class, working on unrelated assignments, gesturing inappropriately, approaching the front of the classroom during lecture, etc.

- (3) Discourteous or offensive language and behavior.

In short, any behavior that is distracting to the professor or fellow classmates is disruptive and compromises the learning environment.

Consequences for Disrupting the Learning Environment

All disruptions – with or without warning – will result in lowering the overall class participation grade

- If lecture must be interrupted to remind a student to behave appropriately, the grade will drop significantly
- In the case of extreme or recurring disruptions, the student will not be allowed to remain in class and/or the final course grade will be negatively affected

** The consequences will reflect the severity and frequency of the disruption.*

QUIZZES

The purpose of these quizzes is to familiarize students with the language of the exams and to allow students an opportunity to review the material before continuing on to the next topic. The content for the quiz will come from the same sources as the exams (see the section on exams below).

- Quizzes will be given as summaries of one or two period styles at a time. They will occur bi-weekly for the most part (please check the course schedule for dates and topics); totaling six quizzes for the semester.

- The quizzes, with the exception of Quiz 2, will be multiple-choice, open-book and submitted online. They will be timed, may be submitted only once, and are accessible only within a limited amount of time. The timeframe for each quiz will be announced in class and on Blackboard. Once time is up, students will receive their grades immediately so they can review their answers while the material is still fresh.
- *All quizzes are required, and because they are designed to assess the material in a timely manner, **make-up quizzes will not be given.** Failure to take a quiz will result in a grade of "0," but the lowest quiz grade will be dropped.*

Staying on top of the material in this way, will cut down on exam study time and will provide the student with better comprehension of the course material, since the course material builds on itself as we progress through the semester. These assessments will also help students get a sense of how they are performing in the class while they can still make adjustments.

EXAMS

- Exams are non-cumulative and questions will be drawn from both in-class and online materials, including: lectures, handouts, discussions, readings, multimedia resources, and assignments.
- Each exam will be composed of slide identification, fill-in-the-blank, multiple choice, matching, true/false, and short answer. More details will be provided as the exams approach. See *Look!* Chapter 5 for tips on note-taking and studying.
- **All exams are required.** Failure to take a scheduled exam will result in a grade of "0" for that quiz or exam. **MAKE-UPS WILL NOT BE GIVEN** except in emergency situations and at my discretion (*refer to the section on attendance*). If you miss an exam for an excusable reason, you must inform me PRIOR to the exam or, in an emergency, no later than the next day. **There are no make-ups for the final exam. Failure to take the final exam on the day it is scheduled without making prior arrangements with me will result in a failing grade for the class.**
- **Study guides with key terms and image lists will be available for each lecture and posted on Blackboard.** Students must download and print the study guide pertaining to that day's lecture and bring it to class with them, since some of the course material (including terms and images) may not be found in the textbook.

***** If you have any questions about the exams or how to study, please see me or my assistant well in advance of the first exam. I am happy to suggest tips and strategies for succeeding in an art history class and to help any student implement more effective study habits. Also, use the Study Center discussion board to set up study groups – this is a very effective way of studying for these exams.**

MUSEUM PROJECT

**** Detailed information about the project & writing guidelines will be provided on a separate handout ****

BRIEF DESCRIPTION

- Students are required to visit the National Gallery of Art in Washington, D.C. and select a work of Western art dating sometime after 1400 and before 1860. After closely observing and carefully analyzing the work of art, students will write a focused analysis of the selected work, according to guidelines that will be presented to the class within the next couple of weeks. For this 3-page paper, you will be asked to analyze the work formally, conceptually (in terms of content and message), and contextually, as we will practice doing in class.

SUBMISSION DEADLINES

- Your paper is due on Tuesday, November 24. After this deadline there will be no opportunity for you to resubmit the paper. Make sure you begin the process ahead of time and come see me, or my assistant, with any questions you have about the assignment. Doing poorly or not understanding the assignment guidelines will not grant you an opportunity to revise your paper.

- ***The writing assignment must be submitted via Blackboard no later than noon on November 24. Instructions will be provided.*** Points will be deducted for lateness – half a letter grade (5 points) for each calendar day it is late (this includes weekends). For example, if your paper earned a 90 turned in on time, that same paper 2 days late would earn an 80. No paper will be accepted after Tuesday, December 1.
- Please discuss any questions and concerns with me well in advance of this deadline. As with any research project, I encourage everyone to approach this assignment with much anticipation. Do not wait until the last minute to complete your assignment. Schedule your museum visits well in advance of the deadlines. You have almost the entire semester to work on these papers – no excuses. Plan ahead for computer problems, sickness, emergencies, museums being closed, etc. These are not acceptable excuses. Also give yourself time to edit, revise, ask any last-minute questions, and contact The Writing Center (see contact information listed below).

ENGLISH AS A SECOND LANGUAGE

Assignments must be written in good standard English. If English is not your first language, please see me so we can discuss a strategy to help you succeed in this course. Email correspondence will not suffice; you must come speak with me. Also, do not wait until a few days (or the night before) the exam date or assignment deadline to address this; you will not have enough time to remedy the situation.

Please contact the following centers for assistance. But be sure to plan in advance; they are very busy, especially as the semester comes near its end.

The Writing Center Located in Robinson Hall A114 & Enterprise Hall 076
703.993.1200 or <http://writingcenter.gmu.edu>

The English Language Institute (ELI) 703.993.3660 or <http://eli.gmu.edu>

STUDENTS NEEDING ACCOMODATIONS

Accommodations will be made for students with documented disabilities, in accordance with law and university policies. Students requiring accommodations must register with the Office of Disability Services (ODS) -- (703) 993-2474, <http://ods.gmu.edu> -- to self-identify their needs and attain necessary documentation. After meeting with the Coordinator, please arrange a meeting with me ***well in advance of the first exam or the class during which special accommodations will be required.*** It is your responsibility to remind me in advance of each exam that you are in need of specific accommodations.

ACADEMIC INTEGRITY

Each student is responsible for observing academic integrity with regard to all work assigned in this course. It is the student's responsibility to familiarize herself/himself with GMU's Honor Code as outlined in the university's catalogue: (<http://catalog.gmu.edu/content.php?catoid=5&navoid=410&bc=1>). Neither plagiarism (presenting someone else's words or ideas as your own) nor cheating will be tolerated. Also refer to <http://oai.gmu.edu>