



ART 1100
Art Appreciation
Summer 2020, Online
Number of Credit Hours: 3 undergraduate credits, 37.5 contact hours

Instructor: TBD

Office:

Telephone:

Office Hours:

This is an online class, and we will not meet at any specific time. Readings are assigned according to the syllabus below, but I will also post an announcement informing you of power points, found in *course documents*, which accompany each chapter in the text. Our text is: Art, A Brief History, by Stokstad and Cothren, sixth edition, available in the bookstore.

OFFICIAL COURSE DESCRIPTION: Art History. This course presents a condensed survey of art history from prehistoric art to the present emphasizing the historical relationship of style and content. Possible areas of focus include Greek, Roman, Renaissance, Impressionist, and Early Modern Art. AOM, ART

Discussions

We will have several discussions on topics concerning certain issues in art history; these discussions might ask you to reflect on some of the readings, or on the comparison of styles of painting and sculpture. **Note: you must have discussion entries completed by the deadline - any later will need to be penalized, or not accepted.**

Paper

You will be required to write one six-page comparison paper. The guidelines for this can be found in the assignments folder. You will need to **clear your topics** with me **before** you start your paper.

Tests

These will be announced ahead of time according to the schedule below, and will be available from early morning to late at night; this will be explained in more detail as they occur.

My method of informing you of assignments - other than the readings in the syllabus, is through *Announcements*, and sometimes through email. So, check these often.

Course focus:

We will cover art ancient Greece through the early 20th century. This is a large amount of material and I will select periods and regions on which to concentrate, while some will be covered but perhaps with less detail, and still others will be omitted entirely. I will, admittedly, have a bias for certain artists as well as certain countries and times, but I ask that you recognize this as a prejudice based on nothing else but a love or interest in those particular works; this does not suggest that the ones that are not included are any less important.

Analyzing art:

A personal response is one of the three ways we will discuss the works in this class. Another is the formal quality of a drawing, painting, sculpture, or building. And the third is the piece in its historical and cultural context. Throughout the class we will define our terms, and use these terms in critical thinking and writing - skills that develop as a result of studying any history. Overall the most essential thing in looking at art is...looking - really looking. This may sound obvious, but even now I read essays that open my eyes to works I have seen in the past but may not have spent enough time with. In our times of quick moving - appearing and disappearing images - it takes some discipline to spend time with a single image and absorb it.

On the importance of writing:

Writing is a means to thinking and learning. I expect appropriate language to be used: do not use conversational slang such as, *'kinda'*, *'I wanna say'* (even if you 'want to say', there's no need for that - just say it), or *'creepy'*, and what I've been reading more recently in discussions and papers, *'vibe'*; these words are not acceptable in academic writing. I want you to explore what you are intending to say and say what you mean. Also, avoid the qualifying phrase describing an artist's work, *"he did a good job..."*. It's safe to assume that someone like Rembrandt (all the artist's we'll look at were very good at what they did) 'did a good job'. *'In my opinion'*, is another qualifying phrase that is unnecessary; suffice it to say that what you write is your opinion, unless you're referencing someone else. Check your spelling and use correct grammar, and, overall, edit your work. I will take points off of your papers if the grammar or spelling is consistently poor. Informal punctuation is okay in our discussions. I personally disapprove of the use of *'pop'* in describing what occurs in the contrasting of color in a painting - I see this is more of a casual phrase for design, not fine art. And, remember these are paintings and sculptures we are looking at - not 'photos', unless you are specifically referring to the reproduction.

Note: It is especially important to remember when looking at images in the power points, that these are several steps removed from the original piece. This is important because a painter most often chooses a size of a painting to execute for very good reasons - a sculptor the scale of his/her piece - and an architect's building is created with the intent of having you experience its presence, and enter into it. Neither can the true color and texture of a painting or sculpture be conveyed through a projected image.

Also note that we will often refer to the 'century' of a period of time. This will mean the 100 years preceding that century: 15th century = 1400's.

Plagiarism

It has become necessary to warn students about this: any use of material in your paper, discussions, or tests that is cited, and not credited will result in an automatic failure.

FINAL PROJECT/EXAM DESCRIPTION:

COURSE OUTLINE:

You are expected to have read the assignments listed below by the date of the following assignment – this includes the power points as well. During a reading there might also be a discussion topic for you to consider and respond to; I will give you a deadline for that when it is assigned.

Comments concerning art history
Introduction power point: Ways of Looking Artwork

Chapter 5, Art of Ancient Greece and the Aegean World

Chapter 6, Etruscan and Roman Art

TEST 1 on the introduction, chapters 5 and 6, as well as supplementary material in course documents.

Chapter 7, Jewish, Early Christian and Byzantine Art, approx. 4th to 11th centuries.

Chapter 10, Early Medieval and Romanesque Art, approx. 7th to 12th centuries.

Chapter 11, Gothic Art, approx. 12th to 15th centuries

TEST 2 on chapters 7, 10, and 11, as well as supplementary material in course documents.

Chapter 12, Early Renaissance, 15th century

Chapter 13, High Renaissance and Late Renaissance, 16th century

TEST 3 Chapters 12 & 13, as well as supplementary material in course documents.

Chapter 14, Seventeenth-Century Art in Europe (Baroque period)

Chapter 17, European and American Art, 1715 -1840. Rococo, Neo Classicism and Romanticism

TEST 4 Chapters 14 & 17, as well as supplementary material in course documents.

Chapter 9 (going back in text), Later Asian Art

Chapter 18, European and American Art, 1840 – 1910

Comparison Paper due (see assignments folder for guidelines)

TEST 5 on Chapters 9 & 18.

Chapter 15 (going back in the text), African Art

Chapter 19, Modern Art in Europe and the Americas, 1900-1945.

(NOTE, this last test is on a Friday)

TEST 6, on Chapters 15 & 19, as well as supplementary material in course docs.

A few words class participation and deadlines:

1. Class participation in the form of discussions is very important – it is a large part of your grade (see the weight of grades below)
2. You are responsible for all announcements relevant to the paper and exams as well as all material covered throughout the class period.
3. The paper must be submitted on time. Late papers may not be accepted.

Finally:

I consider this class to be a ‘community of learners’, and I would like us to work toward that by asking questions and sharing thoughts with each other in our discussions. It is important to understand that this class is about critical thinking and not simply looking a responding to artwork based solely on feeling; it is essential to gain an understanding of the works in their context before reflecting on them in a meaningful way.

Please note: this syllabus is subject to change without notice.

FITCHBURG STATE UNIVERSITY UNDERGRADUATE GRADING POLICY

Grade percentages:

Tests #1 through #6 are each worth 10% of your grade;

Discussions = 20%

Comparison paper = 20%

<u>4.0</u>	<u>A</u>	<u>95 – 100</u>
<u>3.7</u>	<u>A-</u>	<u>92 – 94</u>
<u>3.5</u>	<u>A-/B+</u>	<u>89 – 91</u>
<u>3.3</u>	<u>B+</u>	<u>86 – 88</u>
<u>3.0</u>	<u>B</u>	<u>83 – 85</u>
<u>2.7</u>	<u>B-</u>	<u>80 – 82</u>
<u>2.5</u>	<u>B-/C+</u>	<u>77 – 79</u>
<u>2.3</u>	<u>C+</u>	<u>74 – 76</u>
<u>2.0</u>	<u>C</u>	<u>71 – 73</u>
<u>1.7</u>	<u>C-</u>	<u>69 – 70</u>
<u>1.5</u>	<u>C-/D+</u>	<u>67 – 68</u>
<u>1.3</u>	<u>D+</u>	<u>64 – 66</u>
<u>1.0</u>	<u>D</u>	<u>60 – 63</u>

<u>0.0</u>	<u>F</u>	<u>0 – 59</u>
-	<u>IN</u>	<u>Incomplete</u>
-	<u>IP</u>	<u>In Progress</u>
-	<u>W</u>	<u>Withdrawn</u>

POLICY ON DISABILITY

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

GRADE APPEAL

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

ACADEMIC INTEGRITY POLICY

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://fitchburgstate.libguides.com/dlservices> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.