

**SYLLABUS**  
**Three Rivers Community College**  
**ART K102 Art History II CRN 30933 Fall 2019**  
**Thursday's 6:30-9:15pm, Meeting Location: Room B125**  
**Karen Bartone, Adjunct Professor**  
**e-mail: kbartone@trcc.commnet.edu office hours: by appointment**

**Course Description**

This course provides an introduction to the history of art from the mid-14<sup>th</sup> century through to contemporary art from a global perspective. Major works in many media including painting, sculpture, and architecture will be covered. By the end of the course, students will have a visual vocabulary with which they can intelligently discuss and write about works of art. Regardless of whether the work is accessible and easy to admire or difficult and not readily understood, students will understand how to evaluate works of art not only for their beauty, but for other intrinsic values such as power of expression and boldness of communication.

**Course Objectives:**

In following the assignments outlined in this syllabus, the student will achieve these results:

- Using an informed visual vocabulary utilizing the principles of design, the student will speak and write about paintings, sculpture, and architecture discussed in this course.
- Recall, define, and list characteristics of the major cultural periods and movements covered in this course.
- The basic elements of art will become familiar to the student and the student will understand how to apply these elements of art to describe various works of art.
- The student will recognize, identify, and discuss many art mediums.
- In an objective manner, the student will defend, judge, select, and support works of art for both their formal qualities or for other qualities, such as expression of emotion or communication of ideas.

**Course Outcomes:**

Upon successful completion of this course, the student should:

- Be able to speak and write about visual art using an informed visual vocabulary.
- Be able to demonstrate familiarity with the basic elements of a work of art.
- Be able to demonstrate familiarity with many art mediums.
- Be able to evaluate works of art objectively, both for their formal qualities and for other qualities such as expression of emotions and communication of ideas.
- Be able to articulate an appreciation and find merit in challenging works of art they may have dismissed previous to taking the course.
- Be able to identify the characteristics of the major periods and movements covered in the course and place a work of art in its appropriate time period and historical context.

**Instructional Materials**

- 1) Textbook: *Art History V2, Sixth Edition, ISBN: 978-0134479262*  
by Marilyn Stokstad and Michael W. Cothren
- 2) Notebook
- 3) Computer

**Evaluation Procedures**

- Two tests and a final exam will be given. Chapter readings from the textbook are assigned as homework. These readings are discussed with in-class lectures accompanied by image and/or video presentations with student discussions on that material.
- Along with the chapter readings, a one-page essay will address an assigned question as shown in this syllabus in the class outline section. Guidelines for the one-page essays assignments are outlined in the handout “Guidelines for Homework Essays.”
- Oral Presentations researched and prepared by students working in pairs on a selected chapter topic is required.

**Class Discussion**

Students are expected to be in class with a positive attitude. Participating in class discussions is to everyone’s benefit. Those who participate often receive a higher grade in this area. Students should expect to spend a minimum of one hour in preparation for each class hour and to attend each class so that participation is maximized.

**Course Requirements**

Attendance—Please plan to attend all classes and to miss class only for extenuating circumstances.

Tardiness/Leaving Early—Class announcements are generally made either at the beginning or end of class. Students who arrive late to class or leave early will not only miss hearing important information, but also are disruptive to the rest of the class, as the instructor may have to repeat information.

Deadlines—Essays are expected to be handed-in when due. Failure to complete weekly essays results in a grade of zero.

**Museum Visit**

A Museum Visit is part of your Final assignment. You will choose a museum to visit during the semester and write an essay on a work of art or art movement that is inspiring to you by following the guidelines in the handouts: “Guidelines for Homework Essay, How to Critique a Work of Art and Tips for Vocabulary for Discussing Art”. Please include your museum ticket and an image of the art work or works you are focusing on with your essay. As the final, you will give a PowerPoint presentation on your essay (including an image of the art work) to the class in an oral presentation. This will be your final for this course.

**Museums you may visit for this assignment (choose one museum)**

- 1- A trip to a major museum such as the MET or the MOMA in NYC or the MFA in Boston.
- 2- The Wadsworth Atheneum in Hartford, CT or the New Britain Museum of American Art.
- 3- British Museum of Art, Yale Museum, Lyman Allen Museum and Florence Griswold Museum.
- 4- Another museum with instructor’s approval, please see instructor.

**Explanation of Criteria for Evaluations/Grade Weights**

Average of 8 Essays	30%
Average of 2 Tests and Final	30%
Participation and Attendance	20%
Oral Museum Presentation Final	20%

**Grading System**

Tests, Final Exam, Oral Presentation and Final Grade: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F  
 Essays: /+, /, /-

**Numerical Components**

A 93-100	/+ 87-100	D+ 67-69
A- 90-92		D 63-66
B+ 87-89		D- 60-62
B 83-86	/ 73-86	F 0-59
B- 80-82		
C+ 77-79		
C 73-76	/- 60-72	
C- 70-72		

### **Digitation Statement**

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digitation account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

### **Academic Dishonesty**

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Cell Phones**

Cell phones and beepers are allowed in class only if they are turned OFF or on SILENT MODE. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

### **Revisions to Syllabus**

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that are made.

### **College Withdrawal Policy**

A student who finds it necessary to discontinue a course once class has met, must provide written notice to the Registrar at Three Rivers Community College. Withdrawal forms are available at the Registrar's Office. Nonpunitive "W" grades are assigned to any withdrawal requested before the various restricted withdrawal deadlines listed in the TRCC calendar published in the front of each session's course listings. Withdrawal requests received after these deadlines must bear the instructor signatures. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes run the risk of receiving an "F" grade for the course.

### **Disabilities Statement**

If you have a hidden or visible disability which may require classroom or test-taking modification, please see the instructor as soon as possible. Students with learning disabilities should contact Chris Scarborough at the Student Development Office. Student with physical disabilities should contact Judy Hilburge.

### **Communication of College Announcements**

All students are encouraged to sign up for myCommNet Alert, a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site at:

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

## **Art History II, Art K102, Class Schedule, Fall 2019**

[Schedule subject to change when necessary, effective dates 8/27/2019-12/16/2019)

**8/29** Welcome to Art History II, Introduction XVII – XXXVII and syllabus review

**9/05** Chapter 18 Fourteenth-Century Art in Europe; readings pp.542-574,  
Chapter 19 Fifteenth-Century Art in Northern Europe; readings pp.575-606

**Homework Essay #1:** Explain how oil painting technique allowed fifteenth-century Flemish painters to achieve unprecedented descriptive effects in their work. Support your answer by discussing one specific work in this chapter.

**9/12** Chapter 20 Renaissance Art in Fifteenth-Century Italy; readings pp. 606-644

**Homework Essay #2:** Explain how one Florentine sculptor discussed in this chapter helped establish the increasing naturalism and growing emulation of Classical models that would be central to the early Italian Renaissance.

**9/19** Chapter 21 Sixteenth-Century Art in Italy; readings pp. 644-690

**Homework Essay #3:** Write about either Michelangelo's or Raphael's extensive work in the Sistine Chapel. How did papal commissions push these established artists in new creative directions?

**9/26** Chapter 22 Sixteenth-Century Art in Northern Europe and the Iberian Peninsula; readings pp. 690-724

**10/03** Chapter 23 Seventeenth-Century Art in Europe; readings pp. 725-778

**Homework Essay #4:** Choose a work of art in this chapter that displays extraordinary technical skill in more than one medium. How was its virtuosity achieved, and how is it highlighted as an important factor in the work's significance?

**Review for Mid-Term**

**10/10 MIDTERM Test #1 (Chapters 18 – Chapters 23)**

**10/17** Chapter 24, 25, 26 and 27 pp. 782-871

**10/24** Chapter 28 29 and 30 pp. 872-958 Eighteenth-and Early Nineteenth-Century Art in Europe & North America; readings pp. 872-958

**Homework Essay #5:** Summarize the key stylistic traits of French Rococo art and architecture. Choose one work of art from this chapter and describe how it is typical of the Rococo style.

**Test #2 Chapters 24-29**

**10/31** Chapter 31 Mid- to Late Nineteenth-Century Art in Europe and the United States; pp. 978-1027

**Homework Essay #6:** Discuss Gustave Courbet's Realism in works such as *The Stonebreakers* and *A Burial at Orans* in relation to the social and political issues of mid-nineteenth century France.

**11/07** Chapter 32 Modern Art in Europe and The Americas, 1900-1950; readings pp. 1030-1088

**Homework Essay #7:** Discuss the different variations of Surrealism and consider the various social and cultural reasons it came into existence. Choose one artist whose work exemplifies this style.

**11/14** Chapter 33 The International Scene Since 1950; readings pp. 1096-1150

**Homework Essay #8:** Explain how globalism has impacted the visual arts and discuss how artists use contemporary strategies to speak to issues in their local cultures. Analyze one work of art from this chapter.

**11/21** Review for FINAL EXAM

**11/28** Thanksgiving recess - No Class

**12/05** FINAL EXAM

**12/12** FINAL MUSEUM ASSIGNMENT PRESENTATIONS

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