# Course Information

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Information</th>
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<tbody>
<tr>
<td>Art History Survey II</td>
<td>Dr. Martha Fielder</td>
</tr>
<tr>
<td>Spring 2019</td>
<td><a href="mailto:mfielder@dcccd.edu">mfielder@dcccd.edu</a></td>
</tr>
<tr>
<td>ARTS 1304: 33420</td>
<td>972-860-8230</td>
</tr>
<tr>
<td>Internet SMTWTHFS</td>
<td>Office Location and Hours: Adjunct Office A108; Internet, email the professor</td>
</tr>
<tr>
<td></td>
<td>Adjunct: A108, 972-960-8230. You will need to ask the secretary to forward me the message since this class is taught totally online.</td>
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## Course Description

This course covers the history of western art from the Renaissance through Modern art. It explores the cultural, geophysical and personal influences on the art styles.

## Required Materials

Fred Kleiner, *Gardner's Art Through Ages* (Complete)


*Fred S. Kleiner*


608 Pages | © 2016 | Published

*Note: A minimum of 9 hours per week should be devoted to course material outside of class time.*

## Course Prerequisites

One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

## Disclaimer

The instructor reserves the right to amend this syllabus if necessary.

## Important Dates:

Start Date – January 22, End Date – May 16, Certification Date – Feb. 4, 2019, Drop Date – April 17

## Texas Core Objectives for Student Learning

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
4. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Student Learning Outcomes

Upon successful completion of this course, students will:
1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

CVC Learning Signature

CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

CVC Faculty and Staff expect students to:
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

Course Outline

For maximum success in this course you should spend a minimum of 9 hours per week working on course material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; Late Medieval Italy</td>
</tr>
<tr>
<td>Week 2</td>
<td>Late Medieval and Early Renaissance Northern Europe</td>
</tr>
<tr>
<td>Week 3</td>
<td>Renaissance in Quattrocento Italy</td>
</tr>
<tr>
<td>Week 4</td>
<td>Renaissance and Mannerism in Italy</td>
</tr>
<tr>
<td>Week 5</td>
<td>High Renaissance and Mannerism in Northern Europe</td>
</tr>
<tr>
<td>Week 6</td>
<td>Baroque in Italy and Spain</td>
</tr>
<tr>
<td>Week 7</td>
<td>Baroque in Northern Europe</td>
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<tr>
<td>Week 8</td>
<td>Rococo to Neoclassicism</td>
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<tr>
<td>Week 9</td>
<td>Romanticism, Realism, Photography</td>
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<tr>
<td>Week 10</td>
<td>Impressionism, Post-Impressionism, Symbolism</td>
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<tr>
<td>Week 11</td>
<td>Modernism in Europe and America, Contemporary Art</td>
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<tr>
<td>Week 12</td>
<td>Southeast Asia; China and Korea</td>
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<tr>
<td>Week 13</td>
<td>Cont’d.; Japan</td>
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<tr>
<td>Week 14</td>
<td>Native American, Oceania</td>
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<tr>
<td>Week 15</td>
<td>African</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
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Evaluation Procedures

At the beginning of the course, the instructor provides a schedule of examinations and assignments that contribute to the final grade in the course for each student.
Tests will comprise objective, short answer, essay, and slide identifications of works of art. There is a pre-test that everyone must take, and there will be an exit test at the end which everyone must take.

In addition to the syllabus, students must check the Homepage for the course for assignments. Consult: Course Objectives; Additional Readings & Videos; Guides for each exam; and any other materials that may be posted. It is the responsibility of the student to check email frequently, and keep up with announcements for the class.

Grading Scale

The grading scale is as follows:

100-90=A
89-80=B
79-70=C
69-60=D
59-0=F

Final Course Grade Determination: Total your four exam grades, discussion board grades, and paper, divide the number by four=Course Grade. Failure to complete the Museum Musings Paper will result in your course grade being lowered by one letter grade.

Exams and Assignments

Kleiner’s *Gardner’s Art Through the Ages*

Chapter Assignments for Exam I: Chapters 14, 20, 21, 22, 23
Chapter Assignments for Exam II: Chapters: 24, 25, 26
Chapter Assignments for Exam III: Chapters: 27, 28, 29, 30, 31
Chapter Assignments for Exam IV: Chapters: 32, 33, 34, 35, 36, 37

There are three discussion boards. Disc board one and two are used for certification purposes, and are due no later than January 29.

There is a Museum Musings Paper which will be part of a Discussion Board. This will be due May 1.

Test Dates:

Exam I by 11:30 p.m. Feb. 17
Exam II by 11:30 p.m., March 10
Exam III by 11:30 p.m. April 19
Exam IV by 11:30 p.m. May 8
Paper/Museum Musings and is due May 1.
Late work will not be accepted.

Email any questions to Dr. Fielder at mfielder@dcccd.edu. You will receive a reply within 72 hours, but in reality probably much quicker. Email may or may not be checked on the weekends.

Stop Before you Drop Under a Texas law (TEC Section 51.907), if you drop too many classes without having an acceptable reason, your GPA could be affected. Be sure you understand how this law may affect you before you drop a class.

The law applies to students who enroll in a Texas public institution of higher education (including the colleges of DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more than six classes without an acceptable reason during your entire undergraduate career without penalty. For more information, please see our catalog or read Facts About Dropping Classes.

If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F.

The deadline for receiving a W is indicated on the academic calendar and the current class schedule. For more information, you may access: http://www.dcccd.edu/Why/Reg/Registration/Pages/DropWithdraw.aspx

The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at: http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Attendance Policy In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class.

Financial Aid Certification of Attendance You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or
participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.

Instructors may modify or include other information as applicable to their course

Course Policies

All assignments are to be submitted on time. Plan on problems such as illness and computer problems, and do not wait until the last day to submit an assignment. All assignments are to be submitted through Blackboard. Do not email the professor an assignment. It will not be accepted.

Tutoring Services

All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk. More information is available at:

http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/TutoringServices/default.aspx

QUALITY ENHANCEMENT PLAN

Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

INSTITUTIONAL POLICIES

All policies can be found at:

www.cedarvalleycollege.edu/syllabipolicies