

Framingham State University

Syllabus

ARTH 272-A History of Art II

General Information

Session: Summer 2018(July 2nd,2018-August 3rd,2018)

Credit: 4

Teaching Hours: 50 Hours

Time: 2 hours/day, Mon.-Fri.

Professor Name: Blake J. Ruehrwein

Home Institution: Framingham State University

Email: bruehrwein@ framingham.edu

Course Description

ARTH 272 History of Art I Study of the arts in Western and non-Western societies from the Renaissance through the 19th Century. The relationships between art, politics, and social identity as well as formal and aesthetic issues are explored as students develop their ability to think and write critically about art. Note: ARTH 270 History of Art I is not a prerequisite for ARTH 272 History of Art II.

Textbook: Art History Vol 2 (6th Edition) by Marilyn Stokstad and Michael W. Cothren ISBN: 978-0134479262

Last day to Add/Drop: July 04, 2018

Communication

Your FSU email address will be the only appropriate email for communication. Other systems (yahoo, outside gmail, etc.) are not supported by the college and lead to disruptions or delays in communication. You will need to check the announcements section on Blackboard regularly for class participation and updates.

My aim is to reply to emails within one business day or less. If your question is about the course and not private in nature, please post it to the Blackboard Discussion page, as other students may have the same questions and the answers can be viewed by all.

****always begin the subject line of every email you send me with ARTH 272 S02 . This allows me to sort, manage, and reply to your emails with efficiency and timeliness.***

Teaching Philosophy

The format of this class will be used as a platform for engagement and interactivity with content, assignments, and your classmates. You will be responsible for keeping up with the number and timing of readings/videos, writing assignments, and projects, as well as individual and group work.

Class Manifesto

All the courses you take here have value.

We have high standards and high expectations in those courses.

You have the ability to meet those standards and expectations.

You can do so through effort, persistence, and strategy.

Faculty will help you meet those standards and expectations.

Learning Objectives

- Analyze art and culture to determine formal, contextual, historic, and symbolic elements, as well as identify styles, and media, art-making processes.
- Find, extract, organize, and evaluate data, information, and resources while using and adhering to the professional standards of the field.
- Communicate about art and culture (for education, persuasion, or fun) including synthesizing information and forming personal opinions. Through speaking and writing, use technology, print, online, and physical resources to present information and opinions in accessible ways.

Class Participation

Students must read/watch/do the assigned selections **before class** to contribute to class discussions and activities. Students are required to offer relevant thoughts, draw comparisons, make analogies. Ask questions. Respond to thoughts presented by instructor and classmates. Students are expected to submit completed assignments on time.

Respect

Healthy discussion includes disagreement and opposition, and will support learning when kept in mind. Show respect at all times and in all manners to classmates, faculty, staff, and guests.

Plagiarism

Plagiarism is not tolerated at FSU. This offense constitutes submitting work as your own that is not your own, in whole or in part, as in written assignments, failing to cite your sources, and other instances. More details can be found in the *Student Handbook* <https://www.framingham.edu/Assets/uploads/student-life/student-affairs/documents/201718framinghamsta-teuniversityramhandbook.pdf>

Standards for Oral and Written Performance

The University's policy on oral and written performance in courses is:

1. Proper use of English is expected of students in all courses requiring oral and/or written work.
2. Instructors may evaluate students' oral and written work on the basis of the proper use of English, as well as content.
3. Instructors will specify their policies for evaluating the proper use of English in course assignments.
4. Students showing major deficiencies in the use of English may be referred to CASA by the instructor.

Assessment and grading

Quizzes 20% Assignments 20%

Midterm 30% Final 30%

Grading Criteria

A = 95-100	A- = 90-95	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = 59 and below		

All written assignments should be composed in size 12 font and double spaced.

Criteria you will be graded on includes:

- Your understanding of the material and the relevance of your contribution.
- How clearly you present your thoughts and a logical organization to presenting them.
- Spelling and grammar.

When you have created your post, paper, or project, *before* submitting it, go back and read the assignment again to be sure you have included all the necessary requirements.

Graduation Competencies

- Written and oral communication
- Quantitative skills
- Technological facility
- Knowledge about the natural world
- Knowledge about diverse cultures
- Critical thinking and informed decision making
- Personal, social, civic responsibility

If you miss a class or come in late, you are responsible for the material you missed. It is your responsibility to communicate with me so that you don't fall behind. No phones or computers in class.

WEEK 1	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Monday, July 02	Introductions, Expectations, Art History	-Syllabus -Textbook Introduction	-Ice Breaker Speeches -I'm Your Venus Close-Looking -Break Up Your Life into Chapters
Tuesday, July 03	14th Century Art in Europe	Chapter 18	Shared Writing 1 and 2
Wednesday, July 04	15th Century Art in Northern Europe	Chapter 19	Shared Writing 1 and 2
Thursday, July 05	Renaissance Art in 15th Century Italy	Chapter 20	-Shared Writing 1 and 2 -Quiz: Syllabus & Chapters 18 to 20
Friday, July 06			Activity

WEEK 2	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Monday, July 09	16th Century Art in Italy	Chapter 21	-Activity Presentation -Shared Writing 1 and 2
Tuesday, July 10	16th Century Art in Northern Europe and the Iberian Peninsula	Chapter 22	-Class Debate: -Shared Writing 1 and 2
Wednesday, July 11	17th Century Art in Europe	Chapter 23	-Davids Comparison -Shared Writing 1 and 2
Thursday, July 12	Art of South and Southeast Asia after 1200	Chapter 24	-Quiz: Chapters 21 to 24 -Power Activity -Shared Writing 1 and 2
Friday, July 13			Activity

WEEK 3	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Monday, July 16	Chinese and Korean Art after 1279	Chapter 25	-Activity Presentation -Blank Map -Shared Writing 1 and 2
Tuesday, July 17	Japanese Art after 1333	Chapter 26	-Group Manga Workshop -Shared Writing 1 and 2
Wednesday, July 18	Art of the Americas after 1300	Chapter 27	-Midterm Prep/Peer Review -Shared Writing 1 and 2
Thursday, July 19	Art of the Pacific Cultures	Chapter 28	-Quiz: Chapters 25 to 28 -Shared Writing 1 and 2
Friday, July 20			Midterm: Oral Presentation

WEEK 4	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Monday, July 23	Arts of Africa from the 16th Century to the Present	Chapter 29	-Shared Writing 1 and 2
Tuesday, July 24	European and American Art, 1715–1840	Chapter 30	-Blank Map -Shared Writing 1 and 2
Wednesday, July 25	Mid to Late Nineteenth-Century Art in Europe and the United States	Chapter 31	-Teach the Class -Shared Writing 1 and 2
Thursday, July 26	Modern Art in Europe and the Americas, 1900–1950	Chapter 32	-Quiz: Chapters 29 to 32 -Shared Writing 1 and 2
Friday, July 27			Activity

WEEK 5	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Monday, July 30	The International Scene since the 1950s	Chapter 33	-Activity Presentation -Shared Writing 1 and 2
Tuesday, July 31	Contemporary Art		Class Debate:
Wednesday, Aug. 01	Summary		Quiz: Chapter 33
Thursday, Aug. 02	Review		Review
Friday, Aug. 03	Final		Final: Oral Presentation

Assignments description

Reading: Read the chapter assigned for each day before arriving to class on that day. Also read or watch any additional materials distributed in-person or electronically.

Quizzes: Quizzes are multiple choice and based on the chapter readings.

Ice Breaker Speech: Give a one to two-minute speech about yourself. Your name, where you're from, where you go to school in the U.S., what your major is, and hobbies (sports, music, video games, etc.)

I'm your Venus Close-Looking: Partner activity requiring development of visual analysis skills, communication skills, listening skills, evaluative skills.

Break Up Your Life into Chapters: Look at the milestones in your life and determine significant turning points. Assign years and names to the different chapters of your life.

Debate Paragraph: Read the appropriate article. Write five to eight sentences stating your position. Explain your reasoning.

Class Debate: Students move to different stations labeled with different opinions. Students get 10 minutes at each station to discuss their thoughts based on their written paragraph. Students state their cases to the class on the topic. At the end, students write a new paragraph detailing their thoughts on the topic.

Davids Comparison: Organize and express ideas comparing four different sculptures of the biblical hero King David.

Power Activity: Discuss the ways rulers in South and Southeast Asia have displayed their wealth and power. Write a description of a powerful person in your life or a famous person. Draw yourself displayed with manifestations and symbols of your goals and values.

Blank Map: Fill in a blank map of the region of the world under discussion in class that day.

Group Manga Workshop: Group work. Choose an important topic from current events to create your manga about. Create a cast of characters, setting, plot line, title.

Midterm and Final Oral Presentations: Give a three to five-minute oral presentation on a work of art of your choice that we've covered in class or from the book so far this semester. Include a visual analysis, historical analysis, and personal thoughts.

Teach the Class: Get in groups with assigned artwork. Group prepares talking points on the object. Form, content, context. Groups give talking points.