

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Carol Hegarty</b>
Course Title & #:	<b>History of Art II, Art 102</b>	Email:	<b>Carol.hegarty@imperial.edu</b>
CRN #:	<b>20450</b>	Webpage (optional):	<b>www.carolhegarty.com</b>
Classroom:	<b>1308</b>	Office #:	<b>Art Gallery, building 2800</b>
Class Dates:	<b>Feb. 12-June 4</b>	Office Hours:	<b>12:15 -12:45 p.m. Monday; 4:55-5:45 p.m. Tuesday &amp; Thursday; 1-2:50 p.m. Wednesday</b>
Class Days:	<b>Mondays</b>	Office Phone #:	<b>(760) 355-6198</b>
Class Times:	<b>2:00-5:10 p.m.</b>	Emergency Contact:	<b>Call or email instructor</b>
Units:	3		

### Course Description

*[Required language: Use from <http://imperial.curricunet.com/PublicSearch/Index> course outline of record.]*

**Course description:** A continuation of Art 100, extending from the Renaissance to contemporary times. May be taken before or concurrently with Art 100. *Acceptable for credit: CSU, UC.*

### Course Prerequisite(s) and/or Corequisite(s)

*[Required language: Use from <http://imperial.curricunet.com/PublicSearch/Index> course outline of record.]*

None.

### Student Learning Outcomes

*[Required language: Use from <http://imperial.curricunet.com/PublicSearch/Index> course outline of record.]*

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology. (ILO1, ILO2)
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (ILO1, ILO2, ILO5)
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period. (ILO1, ILO2)

### Course Objectives

*[Required language: Use from <http://imperial.curricunet.com/PublicSearch/Index> course outline of record.]*

Upon satisfactory completion of the course, students will be able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate

works of art and architecture in terms of historical context and cultural values. 3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

### Textbooks & Other Resources or Links

*[Required Information: Textbook information from <http://imperial.curricunet.com/PublicSearch/Index> or list.]*

**Fred Kleiner. Gardner's Art Through the Ages. Volume II, 14<sup>th</sup> Edition, The Western Perspective. ISBN-13: 978-1-133-95480-4 or ISBN-10: 1-133-95480-4.**

### Course Requirements and Instructional Methods

*[Required Information: Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#). ]*

**Course Overview:** A survey of the developments in art in painting, sculpture, architecture, and the minor arts from the Renaissance to contemporary times. This is a course in visual art appreciation and history for the student with little or no knowledge of art history. The emphasis will be on the so-called plastic arts (painting, works on paper, and sculpture) as well as on architecture. We will cover the stylistic periods in art from before the Renaissance (about 1300 A.D.) to contemporary art. The text and the bulk of the material in the class will be presented in chronological order. The content is strongly based on the required textbook. There are numerous discussions, quizzes, as well as Midterm and Final exams, and an opinion essay. Out of Class Assignments: Students are responsible for reading the chapters in the textbook prior to lectures and for a 600-900 word opinion essay.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

*[Required Information.]*

Student's final grades will be assessed according to the number of points earned through completion of assignments, exams, quizzes. **Midterm, Essay, and Final are each 30% of your grade. Quizzes total 10%. There is no extra credit in this course.**

**I will be using the grade book in Canvas. Here is the grade scale:**

Name:		Range:
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%

<b>Name:</b>		<b>Range:</b>
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

About the essay: Students are required to complete a 600-900 word opinion essay, meeting specific requirements outlined in the assignment handout. It will be submitted to a plagiarism service on Canvas. Rubric:

**ART 102 ESSAY: SCORING GUIDE 300 Points Possible**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Identification</b>  50 Points Possible  Points:	Fully identifies the work of art  (50 points)	Identifies the work of art adequately.  (35 points)	Somewhat identifies the work.  (25 points)	Little or no identification.  (0-15 points)
<b>Description</b>  75 Points Possible  Points:	Describes the visual appearance of work of art in detail (subject-matter and arrangement).  (75 points)	Describes the work of art with an adequate amount of detail.  (55 points)	Describes the work, but without much detail.  (40 points)	Little or no description of the work.  (0-20 points)
<b>Analysis</b>  100 Points Possible  Points:	Analyzes the Style and the use of all of the Visual Elements and demonstrates a close engagement with the work of art.  (100 points)	Analyzes the Style and most of the Visual Elements.  (80 points)	Some analysis of the Style and/or Visual Elements.  (60 points)	Little or no analysis of Style or Visual Elements.  (0-35 points)
<b>Interpretation</b>  75 Points Possible  Points:	Interprets the mood and meaning of the work of art based on the Style, Subject-matter, and use of the Visual Elements. Fully explains the interpretation. Demonstrates an ability to evaluate and develop informed opinions about art. (75 points)	Interprets the mood and meaning of the work based on the Style, Subject-matter and Visual Elements (55 points)	Interprets the work without explaining the basis of the interpretation.  (40 points)	Little or no interpretation or explanation  (0-20 points)

## Attendance

*[Required Information: The below information is the IVC attendance policy.]*

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Classroom Etiquette

*[Required Information]*

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Academic Honesty

*[Required language.]*

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

#### ***[Suggested Language.]***

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

#### ***[Required language.]***

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

#### ***[Required language.]***

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

#### ***[Required language.]***

The mission of the **IVC Military and Veteran Success Center** is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

#### ***[Required language.]***

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

### *[Required language.]*

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## Student Rights and Responsibilities

### *[Required language.]*

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

### *[Required language.]*

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.



**Anticipated Class Schedule/Calendar**

**\*\*\*Tentative, subject to change without prior notice\*\*\***

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb. 12	Syllabus & Introduction. Class overview. MoMA video. <b>NO CLASS ON FEB. 19, WASHINGTON'S BIRTHDAY</b>	Read Chapter 14.
Week 2 Feb. 26	Chapter 14 Italy, 1200-1400. Giotto video.	Read Chapter 15.
Week 3 March 5	Chapter 15 Northern Europe, 1400-1500. Van Der Weyden's Deposition video. Bronze casting video on YouTube. Jan Van Eyck's Marriage Portrait dvd.	Read Chapter 16.
Week 4 March 12	Florence Cathedral and sculpture restoration dvds. Chapter 16 Italy, 1400-1500. Botticelli's Birth of Venus dvd. <b>We will create a study guide which will be sent to your IVC student email account and be posted on Canvas.</b>	Read Chapter 17. <b>Prep for Quiz.</b>
Week 5 March 19	<b>QUIZ 1.</b> Chapter 17 – High Renaissance: Italy 1500-1600. Leonardo's Last Supper dvd.	<b>QUIZ 1.</b> Please bring large Scantrons and sharp pencils with erasers. Read Chapter 18.
Week 6 March 26	Chapter 18 Northern Europe and Spain. Albrecht Durer video. Giorgione's The Tempest dvd. <b>SEE ESSAY ASSIGNMENT IN CANVAS</b> <b>SPRING RECESS APRIL 2-7</b>	<b>Essay assigned.</b>
Week 7 April 9	Michelangelo's David dvd. Mona Lisa video. <b>We will create a study guide which will be sent to your IVC student email account and be posted on Canvas</b>	<b>Prep for Midterm.</b>
Week 8 April 16	<b>MIDTERM:</b> This is all that we will do this day.	<b>MIDTERM:</b> Please bring large Scantrons and sharp pencils with erasers. Homework: Read Chapters 19 & 20.
Week 9 April 23	Chapters 19 & 20, Baroque: Italy, Spain and Northern Europe 1600-1700. Bernini and Caravaggio pictures. Velazquez dvd.	Homework: Read Chapters 21 & 22



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 April 30	Chapters 21 & 22 Europe and America 1700-1870. Neoclassical room restoration videos and pictures, Legion of Honor, San Francisco. Vermeer dvd.  <b>We will create a study guide which will be sent to your IVC student email account and be posted on Canvas.</b>	<b>Prep for Quiz.</b> Homework: Complete your essay. Read Chapter 23.
Week 11 May 7	<b>QUIZ 2.</b> Chapter 23 Europe and America 1870-1900. Daguerreotype videos from YouTube. Monet Room at Musee de l'Orangerie, Paris. Van Gogh video.	<b>Quiz 2: Please bring a large Scantron and a good pencil with eraser.</b>
Week 12 May 14	<b>Rodin pictures. Degas video.</b>  <b>Essays due before midnight in Blackboard. This is time set aside for me to help you with your essays. Remember your essay is 30% of your grade. It is an important component to this class.</b>	<b>Essays due before midnight, May 14.</b>
Week 13 May 21	Chapter 24 Europe and America 1900-1945. Mystery of Picasso and Salvador Dali videos.  <b>NO CLASS ON MEMORIAL DAY, MAY 28</b>	<b>Prep for Final.</b>
Week 14 June 4	<b>FINAL: This is all we will do this day.</b>	<b>Final: Please bring a large Scantron and a good pencil with eraser.</b>

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