



René Magritte, *The Son of Man*.

ART 206

History of Western Art

*18th-Century to the
Present*

Spring 2022
Professor Isabelle Havet
Email: haveti@linnbenton.edu

CRN 40005: Virtual. Meets Tuesdays 1-2:50 pm.
[Zoom Class Link](#) (password: apple)

CRN 42198: Online (no scheduled class meetings)

Zoom office hours: Tues. 11am-12:30 pm & by appt.
[Office hours link](#) (password: paint). Click [here](#) to
reserve an appt slot (recommended)

PURPOSE OF THE SYLLABUS

This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. Since this is a valuable document, you should read it carefully and refer to it regularly during the term. The better you know the syllabus, the better the chance you'll do well in the course.

COURSE DESCRIPTION

An overview of the History of Western Art from the 18th-Century to the present. Significant artworks, including painting, sculpture, architecture, and the decorative arts, are examined within their historical, social, and cultural contexts. This class is the third part of the three-part History of Western Art sequence (ART 204, 205 & 206).

Student Learning Outcomes

- Articulate verbally and in writing an understanding of the significance of art relative to the Western societies that produced them from the 18th-Century to the present.
- Identify and describe verbally and in writing, specific two and three-dimensional works of art from Western art of the 18th- through the 21st-Century, using appropriate art vocabulary.
- Articulate verbally and in writing the form and content of specific and significant works of art from the 18th-21st-Century European and American cultures that produced them.

A Note on Course Content

Please be aware that this class will touch upon themes that some may find explicit or disturbing, including violent and sexually explicit material.

HOW TO AVOID GETTING DROPPED

Complete all Week 1 assignments by Sunday of Week 1. Students who do not complete Week 1 assignments by deadline will be institutionally withdrawn from the course.

COURSE MATERIALS

Required Textbook

Our class will use a digital textbook through the [Direct Digital Access \(DDA\)](#) (or Day-One Access) program. You will access the e-textbook through a link at the top of the Moodle homepage ("VitalSource.") This link will be active on the first day of class. There will be NO physical book for you to purchase at the LBCC Campus Store.

Can I opt out of the DDA textbook for this course?

Yes. If you already have a copy of the textbook, prefer to get a hard copy, or simply get your own copy elsewhere, you can opt out of the DDA textbook. To do so, click the "VitalSource (Opt-Out)" link in Moodle and opt out before the end of the add/drop period. If you choose to opt out, your student account will be credited after the add/drop deadline has passed, and your access to the digital course materials in Moodle will be discontinued. Please note that if you opt out of DDA, it is your responsibility to get your own copy of the textbook by the first week of the term. The textbook is required.

Note: For those previously enrolled in ART 205 (second part of the survey sequence: Late Middle Ages to Baroque), we're using the same textbook.

Can I use an older edition, if I'm getting my own textbook?

Yes. Feel free to use the 14th or 15th edition of the textbook. Be aware that page numbers and some minor content will be different. Older editions can be found online, and are also on reserve in the Library (ask a librarian to help you find it.)

Minimum Technology Requirements

- Computer with microphone and speaker. Note: A cell phone or ipad is not a substitute for a computer. You can use these items, but need a computer as your primary device.
- Broadband internet.

- Camera phone (or digital camera), for uploading visual assignments.

Need to borrow a laptop, wifi hotspot, or other equipment?

[Request a loan through the library.](#)

A NOTE ON TAKING ONLINE CLASSES

Online classes can be terrific learning environments. They offer unique educational opportunities coupled with added flexibility. That being said, online classes are different from face-to-face classes, but no less rigorous. Online classes can be just as much work, if not more, than traditional classes. It is important to build a successful study routine, keep pace with materials, and meet deadlines. Lessons build on each other, so it is important not to fall behind.

[Here is a useful resource on time management for online learning.](#)

COMMUNICATION

Communicate regularly via email with any questions. I try to answer all emails within 24 hours. If you do not hear from me within 48 hours, please email me again with a polite reminder. It probably means your email slipped by me.

Checking Your LBCC Email

I send frequent class announcements via email. Check your LBCC email daily (at least every 48 hours) to receive important time-sensitive information and updates.

Emailing in this Course

Please use your LBCC email account to correspond with me. In your emails, be professional and clear with what you are asking. Read [this article on professional email etiquette](#). Do not treat email like a casual text message.

Follow this format when emailing:

1. Subject Line should include your first and last name, the course number, and your topic (e.g., “Jane Janeson, ART 206 Online—Question about Activity 3”)
2. In the Email message itself, use this format:

Hi Professor Havet,
[Type your clear, concise question here.]
Best,
[Your first and last name]

Please remember to include the course number (ART 206) in the subject line of your emails. I teach a lot of classes, and it can get confusing.

You may, of course, use your preferred name. I will try to learn it quickly. If at all possible, please use the same name consistently through email, Moodle, etc., to avoid confusion. If you are using different names across platforms, make sure to always sign off with your preferred name, and thanks for being patient if I forget which one you go by. Feel free to correct me.

Thanks in advance for following these emailing guidelines. I will be able to help you much more quickly as a result!

USING TECHNOLOGY IN THIS COURSE

This is an online course, so using technology tools is required to pass the class. Keep in mind that sometimes your internet might fail, Moodle might be slow, your pet chimpanzee might spill orange juice on your laptop, etc. Do not wait until the last minute to turn things in. It is your responsibility to submit your work on time—do not blame technology for this. I highly recommend keeping a weekly schedule where you plan to get your assignments in by Friday.

MOODLE

Moodle is our class hub. We use it to access lessons, submit assignments, and check grades.

Broken links, unavailable assignments, etc.

While I strive to conduct the course in as seamless a manner as possible, minor errors are inevitable. Oftentimes a broken link or an unavailable assignment means a resource has moved, or I have overlooked a date change, or failed to check a box somewhere. Contact me immediately if you cannot do your work because the material you need is not working/available. Email is the fastest way to reach me for urgent matters such as this. I will always do my best to fix the problem as quickly as possible.

I Need Tech Support! Who Do I Contact?

Contact the [Student Help Desk](#) if you need help with Moodle, LBCC email, or need other technical support. Be patient as there might be some back and forth while troubleshooting.

CLASS PRESENCE POLICY

In this class, we prioritize learning together. As such, your presence should be felt each week of the term. What does being active and engaged look like in a remote class? The beauty of remote learning is there are so many ways to be active and engaged! We have a lot of opportunities for learning outside of strictly scheduled class periods, and we'll take advantage of this flexibility. You'll work closely with me and your peers. You'll learn things in traditional ways, and in some less traditional ways. You are expected to be active and engaged each week. Being active and engaged means logging into the course three or more times each week; working through lessons at a set pace so as to work alongside your peers; and coming together frequently to interact, via discussion boards and group activities.

When you are not prepared for class or fall behind, everyone feels it. By being present and engaged, you are supporting yourself *and* your community. We are all on a learning journey together, and you're an important part of this. You will get what you put into this class, and that effort will benefit everyone. As such, your presence and engagement will be rewarded.

Assignment Due Dates

I try to be clear about all due dates and maintain a regular and reliable schedule. Most assignments are due on Sunday at 11:59 pm each week. I will tell you if a due date falls on a different day, or if a due date changes.

I am happy to work with you if you have approved accommodations through CFAR. If this is the case, contact me during the first week so that we can chat and make any needed arrangements.

Course Assignments
Weekly Quizzes. 25%. Weekly quizzes are designed to help students keep pace with the material and assess their mastery of course content along the term.
Class Activities. 25%. 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.
Class Journal. 25%. Collected at the mid-term and end of term.
Final Project. 25%.

Course Grading

Grading Scale		
Grade	Percentage	Description
A	90-100%	Passing work that is excellent
B	80-89%	Passing work that is good
C	70-79%	Passing work that is average
D	60-69%	Non-Passing work that is below average
F	59% or below	Non-passing work that is fundamentally lacking

Turn in your work by the deadline for points. It is always best to turn something in, even if incomplete.

Please note: I do not inflate, or artificially raise, course grades. I cannot give points that have not been earned through your work.

COLLEGE POLICIES

Academic Honesty

Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Incidents of academic dishonesty are reported to the Manager of Student Conduct.

Accessibility Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Basic Needs Statement

Any student who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web www.linnbenton.edu/RRC). Our office can help students get connected to resources to help.

EXTRA CREDIT

Extra credit opportunities will be announced throughout the term. You can watch an approved art documentary or listen to a podcast and write a review; attend an artist talk or other related LBCC event; and use LBCC's Academic Coaching/Writing Center. Opportunities TBA.



CHANGES TO THE SYLLABUS & SCHEDULE

I reserve the right to make changes to the Syllabus & Schedule. These may need to be adjusted along the term for many good reasons. Changes will be announced via Moodle and LBCC email.

COURSE SCHEDULE

Week 1: Introduction & Course Fundamentals/The Rococo

Week 2: Neoclassicism & The Enlightenment

Week 3: Romanticism

Week 4: Realism & Photography

Week 5: Impressionism

Week 6: Post Impressionism & Symbolism

Week 7: European Modernism, 1900-45

Week 8: Modernism in the US & Mexico, 1900-45

Week 9: Modernism & Postmodernism, 1945-80

Week 10: Contemporary Art, 1980 to the Present

Week 11: Finals Week