

ART 102- Understanding Art (CRN:49303)

**Monday-Wednesday-Friday 1:00 PM-1:50 PM
Room 106 North Santiam Hall**

Instructor: Matthew Williams

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Office Hours –Monday & Wednesday 11:50 A.M. to 12:50 P.M. (or by appointment)

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Art, Social Sciences & Humanities Dean – Katie Winder (winderk@linnbenton.edu) Office: 112 NSH

Course Description

(3 credits) - Understanding Art explores the ways we make, perceive, and interpret art. After gaining a practical understanding of the major formal elements and principles of design, students survey the characteristics and developments of artistic media and movements within their cultural and historical contexts. Topics include, but are not limited to: drawing, painting, graphic arts, sculpture, design, architecture, digital arts, and new media. This course focuses on building foundational knowledge of art and art history, therefore no prior experience is required.

General Education Requirements

Cultural Literacy AAOT/AAS, Human Relations AAS, AS Liberal Arts Core 1, AAS Human Relations, AAOT Arts & Letters, AS Literature & the Arts, AGS Humanities/Arts.

Course Outcomes

Upon successful completion of this course, students will be able to:

- Articulate verbally and in writing a general understanding of the significance of visual art in a wide variety of cultures and media.
- Create a personal work of art. Articulate verbally and in writing the form and content of the piece, along with information about significant artists and art works relative to the created artwork, and to visual art.
- Articulate verbally and in writing appropriate art vocabulary, and art evaluation concepts, when viewing visual art.

Course Policies

Institutional Drop for Non-Attendance

Faculty at LBCC may administratively withdraw a student for nonattendance during the first week of the term. The instructor makes use of this policy. You will have at least two assignments to complete in Moodle prior to the second Monday of the term. This will give you and the instructor a sense of whether the class is a good fit for you.

To ensure your continued enrollment and success in the course, attend every class and complete ALL required assignments in Moodle during Week 1. Any issues using Moodle (e.g., can't access course site; can't take quizzes) MUST be resolved early in Week 1.

DO NOT wait until the last minute! Work closely with the Help Desk if you are having any problems. Students will be automatically dropped by the second Monday of the term if they are not fully participating.

Class Conduct

Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Please do not surf the internet or social media during class. Make sure cell phones are silenced and not in use during class. If I see you on your phone I will ask that you hand it to me for the remainder of class or you will need to remove yourself from the classroom with an absence for the day.

Moodle

This course uses the Moodle learning platform. Think of Moodle as the online class hub: you will use it to access announcements, the syllabus, class schedule, assignments guidelines, lecture slides, videos, readings, forums, and more.

You will use Moodle to turn in ALL written assignments not completed in class or written in your Notebook. Assignments must be uploaded by Sunday at 11:59 pm on the week they are due (See Course Schedule). It is the student's responsibility to upload assignments to Moodle in an acceptable file format (doc, docx, or pdf) by the deadline. If you are having trouble uploading an assignment, contact the Help Desk or email me right away (before the deadline!) It's never a good idea to wait until the last minute to turn in work.

Please Note: ASSIGNMENTS MUST BE UPLOADED IN MOODLE. EMAILED ASSIGNMENTS WILL NEVER BE ACCEPTED. Please do not email me attached assignments. Contact me to troubleshoot, especially if it's before the deadline. But be aware that if it's not in Moodle, it won't be graded.

Attendance & Participation

Moodle Attendance

Attendance is tracked in Moodle by students. It operates on the honor system. Students mark themselves as Present, Absent, or Late. The instructor alone marks students as Excused; please do not mark yourself as Excused.

-Present: Student arrives on time and stays the entire session.

-Absent: Student does not attend a class, or leaves early without prior approval. Unexcused absences negatively impact course grade.

-Late: Student is 5 min late or more. 2 Lates result in an unexcused absence.

-Excused (Marked by instructor only): Student has arranged an excused absence **ahead of time** with the instructor. Excused absences are granted at the discretion of instructor, and require documentation.

The course spans only 10 weeks. It is vital to attend class regularly and arrive on time. Please do not come late to class. It is disruptive, and you risk missing important information and activities. If you miss an in-class activity or assignment, you cannot make it up.

I cannot make you come to class. However, the class has been structured in such a way that frequent assignments are given, nearly every class meeting. I enjoy teaching and I love the material we are covering. As such, class meetings are fairly informal discussions of fascinating works of art/artists/time periods. I respect and welcome input from everyone in the class as it adds to the quality of class. I come to class fully prepared; I show up early; I respect thoughtful input. In return, I expect you to show up fully prepared, on time, and respectful of me and your fellow students.

Grading System:

A = Always prepared, frequently participates, rarely absent

B = Usually prepared, participates only when called on, rarely absent

C = Usually prepared, rarely speaks, rarely absent

D = Often unprepared, several absences

F = Usually unprepared, frequent absences

Unexcused absences will result in a lowering of the student's course grade.

I understand that sometimes things happen. If you are late, will be late, or must miss class for a valid reason (emergency, military duty, death in the family), speak with me right away. I will excuse tardiness/an absence for a valid reason if it is not a frequent occurrence. Documentation required for excused absences.

Email Policy

I will check my email twice daily. Please put "ART102" in your subject header. If it is an emergency you can text or leave message by phone and I will get back to you

Please note that issues dealing with grades MUST be dealt with live and in person during office hours, not via email. If you receive a grade that makes you unhappy, you need to wait a full 24 hours before you discuss it with me in any fashion.

Late Work and Make-up

Any project or paper handed in late will automatically be downgraded one full letter-grade for each day it is late. A project is considered late if you miss the beginning of class (i.e. 10 minutes late) as this impacts the group critique. Late projects will not be accepted later than one week after the due date without prior arrangement. If you are sick, email me ahead of time to make alternative arrangements for handing in your work. It is your responsibility to make-up missed lectures.

Required Materials

Required Texts

Online accessible readings – see Moodle.

Assignments/Grading

Course Grade Breakdown

Assignment	Points
Syllabus quiz	10
Attendance & Participation	50
Weekly Quizzes (10)	100
Art Scavenger Hunt	10
Technical Workshops (4)	40
Short Group Presentations	50
Notebook	40
Art Analysis Paper	100
Final Exam	100
Total Points	500

Course Assignments

- ❖ Attendance & Participation
- ❖ Readings & Videos
- ❖ Notebook
- ❖ Weekly Quizzes
- ❖ Campus Art Scavenger Hunt
- ❖ Technical Workshops
- ❖ Short Answer Assignments
- ❖ Short Class Presentations
- ❖ Group Presentation

Description of Course Assignments

❖ **Attendance & Participation**

Regular attendance and participation are critical for success in this course. Attendance is taken each class session. If you know that you will not be able to attend class regularly, please drop this course, and feel welcome to re-enroll when you can commit to the class for the entire term. The class will complete activities revolving around a formal element, principle of design, medium, or technique, and will receive participation points that count towards the attendance and participation grade. Some in-class activities will be graded and some not.

❖ **Readings & Videos**

You are expected to come to class having completed all assigned readings/videos posted in the Course Schedule for that day. Be ready to talk about them in class.

❖ **Notebook**

Taking notes in this class is essential. Take notes of the lectures, reading, and videos. Concentrate on the most important information, (e.g., key terms, concepts, artists/artworks). You will periodically be asked to write reflections on certain topics that will be graded. You may also write down your reflections on things we explore or that strike you in your day-to-day life that relate in some way to the class. I will periodically collect your notebooks (or you may submit electronic notes).

❖ **Weekly Quizzes**

Students will take a short quiz in Moodle at the end of each week of instruction (Weeks 1-10). Quizzes are designed to help students keep pace with the material (readings, videos, lectures). Quizzes are a mix of multiple choice, True/False, word matching, and short answer questions.

❖ **Campus Art Scavenger Hunt**

You have probably noticed that there is a lot of art displayed on campus. You may or may not have had the chance to really stop and look at the different art offerings. Now's your chance! During the Scavenger Hunt, you will work in teams to "collect" as many artworks, spaces, and campus resources as you can. What is the benefit of winning, aside from the glory? The winning team will receive a *special prize.*

❖ **Technical Workshops**

In-class technical workshops exploring a medium or technique are a chance for students to deepen their knowledge through creating. Students are graded according to their effort and willingness to stretch themselves, rather than their artistic skill.

❖ **Short Group Presentations**

Students will co-teach on selected artworks/artists by giving short group presentations (5-10 min) at least twice during the term.

❖ **Art Analysis Paper**

Students will write a short (2-3 page) paper analyzing a selected artwork. Students will be graded on both a first draft/outline and a final version incorporating instructor feedback.

❖ **Final Exam**

Take-home (in Moodle), open-notebook. A combination of multiple choice, short answers, essays. The exam will be timed.

Grades

Will be posted to Moodle

Grading Structure

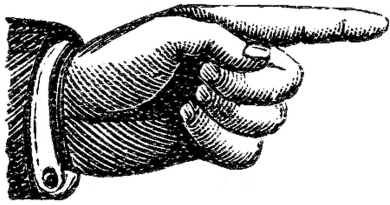
A 90-100% (450-500 points)

B 80-89% (400-449 points)

C 70-79% (350-399 points)

D 60-69% (300-349 points)

F 59% or below (299 or fewer points)



Extra Credit!

❖ Option 1: Use the Writing Center

You can receive up to five (5) extra credit points for using the Writing Center for a written assignment. **These services are highly recommended!**

To receive credit: Attach proof (a picture of the Writing Center dated stamp or other confirmation is fine) to the end of your paper.

Writing Center website: <https://www.linnbenton.edu/writing-center>

There are 3 ways to use the Writing Center:

- Schedule a 30-minute appointment (recommended)
- Use Drop-In Services
- Use OWL (the Online Writing Lab).

- ❖ **Option 2: Attend a campus/local lecture or exhibition:** During the term, I will announce campus/local lectures and exhibitions that are of interest to the class. You can receive up to five (5) extra credit points for each event you attend by turning in a 1-page reflection paper on the event. In your reflection, you may discuss any aspect of the lecture or exhibition that struck you or that you feel ties into issues we've explored in the class, as long as you include some specific details showing you attended the event. Imagine that you're a reporter or blogger writing a review of the event. Including pictures in your write-up is great. Students are encouraged to request permission to do an extra credit write-up of an alternative local event/exhibition they would like to attend; instructor approval required.

Class Schedule *(This schedule subject to change)*

DATE	Topic	In Class ACTIVITY	Assignments
Week 1/ M 4/3	Introduction	-Syllabus overview -Introduction	-Syllabus Quiz -Quiz 1 (multiple choice questions on week's materials & short answer questions on Elkins' and Berger's articles)
Week 1 / W 4/5	Developing Visual Literacy/ The Values of Art	1. James Elkins, "How to Look at Mondrian," <i>Huffington Post</i> (2010): http://www.huffingtonpost.com/james-elkins/post_1036_b_756669.html 2. Video: "Yayoi Kusama, Fireflies on the Water, 2002," Whitney: https://youtu.be/ahZh_Qpb8	

		<p>ik?list=PLvbXcORKwyrCmxLBnsJuNPQjEny1dQH Gn</p> <p>3. Video: “Yayoi Kusama - Obsessed with Polka Dots,” Tate: https://youtu.be/Jz467Q6QC9E</p> <p>4. “Need to escape reality? Step into infinity with Yayoi Kusama”: http://www.pbs.org/newshour/bb/need-escape-reality-step-infinity-yayoi-kusama/?utm_source=facebook&utm_medium=pbsofficial&utm_campaign=newshour</p> <p>5. Priscilla Frank, “Selfie Obliteration: How Yayoi Kusama Invented The Photo-Friendly Art Show,” <i>Huffington Post</i> (2015): http://www.huffingtonpost.com/entry/yayoi-kusama-selfies_us_562687ede4b08589ef493823</p> <p>6. John Berger, “Resistance is Fertile,” <i>New Statesman</i> (2009): http://www.newstatesman.com/art/2009/04/gallery-drawing-christ</p> <p>7. Video: “Maya Lin, Architect and Artist”: https://youtu.be/NEfveTiiTao</p>	
Week 1/ F 4/7 No Class Meeting		Finish The Values of Art at Home	
Week 2 / M 4/10	Line	<p>1. “Understanding Formal Analysis: Elements of Art,” Getty Museum: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</p> <p>2. Video: “Elements of Art: Line,” KQED Arts:</p>	<p>-Art Scavenger Hunt (in class) -Quiz 2.1 line (Moodle) -Quiz 2.2 Space (Moodle)</p>

		<p>https://youtu.be/BDePyEFT1gQ</p> <ul style="list-style-type: none"> • Optional Video: “Elements of Art: Form,” KQED Arts: https://youtu.be/9DIPs3T2dQk • Optional Video: “Elements of Art: Shape,” KQED Arts: https://www.youtube.com/watch?v=bJzGkZwkHt4 • Optional Video: “Elements of Art: Texture,” KQED Arts: https://youtu.be/YoOb3JSDAUo 	
Week 2 / W 4/12	Space	1. Video: “Elements of Art: Space,” KQED Arts: https://youtu.be/U11B_0FCn6o	
Week 2 / F 4/14	Perspective	<ol style="list-style-type: none"> 1. Art Institute of Chicago, “What is Perspective?”: http://www.artic.edu/aic/education/sciarttech/2d1.html 2. Video: “Leonardo, The Last Supper,” Khan Academy: https://youtu.be/iV6_wTrkd70 3. Video: “Gustave Caillebotte, Paris Street; Rainy Day,” Khan Academy: https://youtu.be/U8d45ETt78o 	
Week 3 / M 4/17	Formal Elements	<ol style="list-style-type: none"> 1. Video: “Elements of Art: Color,” KQED Arts: https://youtu.be/wWW_UbrkBEw 2. Video: “Elements of Art: Value,” KQED Arts: https://youtu.be/YoOb3JSDAUo 3. Video: “Monet’s Rouen Cathedral Series,” Khan Academy: https://youtu.be/DWHJx0kFQC0 	-Quiz 3 (Moodle)

		<p>4. Video: “Seurat, Sunday Afternoon on the Island of La Grande Jatte,” Khan Academy: https://youtu.be/wNB9Vm6MoDQ</p> <p>5. Video: “From the Curator: Mark Rothko,” MoMA: http://www.moma.org/expl ore/multimedia/videos/127/684</p> <p>6. Video: “Brice Marden Talks About <i>Dylan Painting</i>,” SF MoMA: https://www.sfmoma.org/watch/what-does-a-solid-gray-painting-have-to-do-with-bob-dylan-brice-marden-explains/</p>	
Week 3 / W 4/19	Principles of design	<p>1. “Understanding Formal Analysis: Principles of Design,” Getty Museum: http://www.getty.edu/education/teachers/building_lessons/formal_analysis2.html</p> <p>2. Emily Cohn, “You’ll Never Look at Cereal Boxes the Same Way Again,” <i>Huffington Post</i> (2014): http://www.huffingtonpost.com/2014/04/03/cereal-boxes-gaze_n_5078704.html</p> <p>3. Patrick Ilagan, “The Psychology of the Cereal Box Design,” <i>UCreative</i> (2014): http://www.ucreative.com/articles/cereal-box-design-psychology/</p>	
Week 3 / F 4/21	Product Design	<p>1. Video: “American Industrial Design: Design in a Nutshell,” The Open University: https://youtu.be/ceKmkvOLD3Q</p> <p>2. Diane Pierce, “Russel Wright, ‘American</p>	<p>-Students co-teach class. Groups present a formal analysis of a cereal box</p> <p>-Turn in Notebook (in class for physical notebook/ Moodle for digital)</p>

		<p>Modern' Pitchers," Khan Academy: https://www.khanacademy.org/humanities/art-1010/architecture-20c/a/russel-wright-american-modern-pitchers</p> <p>3. Video: "Why is this Art? Andy Warhol, Campbell's Soup Cans," Khan Academy: https://www.khanacademy.org/humanities/art-1010/pop/v/andy-warhol-campbell-s-soup-cans-why-is-this-art</p>	
Week 4 / M 4/24	Drawing	<p>1. "Renaissance Drawing: Material and Function," The Met Heilbrunn Timeline: http://www.metmuseum.org/toah/hd/drwg/hd_drwg.htm</p> <p>2. Video: "Leonardo: Anatomist," <i>Nature Video</i>: https://youtu.be/J9xUL5Yi8M</p>	<p>Technical Workshop: Upside-Down Drawing/ Exquisite Corpse (in class)</p> <p>Quiz 4 (Moodle)</p>
Week 4 / W 4/26	Printmaking	<p>1. "What is a Print?," MoMA interactive tutorial: https://www.moma.org/interactives/projects/2001/what-isaprint/flash.html</p> <p>2. The Printed Image in the West: History and Techniques, The Met Heilbrunn Timeline: http://www.metmuseum.org/toah/hd/prnt/hd_prnt.htm</p> <p>3. "Northern Renaissance" BBC Documentary (watch 34:15-56:30 on Albrecht Dürer's prints)</p> <p>4. Bonnie J Noble, "Dürer, Adam and Eve": https://www.khanacademy.org/humanities/renaissance-reformation/northern/durer/a/drer-adam-and-eve</p>	

<p>Week 4 / F 4/28</p>	<p>Printmaking cont.</p>	<ol style="list-style-type: none"> 1. Video: “The Eye of Hokusai,” SBS World News (watch from 9:55-16:33 on Hokusai’s woodblock ‘Great Wave’): https://youtu.be/5GW3GJIV8uI 2. Andrea Shea, “Hokusai’s 19th Century ‘Great Wave,’ So Iconic It’s An Emoji, Comes Home To The MFA”: http://www.wbur.org/artery/2015/04/03/hokusai-great-wave-mfa-boston 3. “Printmaking in the 21st Century,” Victoria & Albert Museum: http://www.vam.ac.uk/content/articles/p/prints-21st-century/ 	<p>Students co-teach class. Groups present a print from the Met website or Google Art Project</p>
<p>Week 5 / M 5/1</p>	<p>Painting: Media & Historical Methods</p>	<ol style="list-style-type: none"> 1. Tate, “Painting”: http://www.tate.org.uk/learn/online-resources/glossary/p/painting 2. Video: “Michelangelo and the Science of Fresco Painting: Chemistry Meets Art,” PBS Digital Studios: https://youtu.be/IUddM_YsnQ 3. Video: “Northern Renaissance” BBC Documentary (watch from 12:35-36:00 on manuscript illumination/oil painting): https://youtu.be/lob0zb28_wM 4. BBC Modern Masters: Andy Warhol (watch from 16:55-34:00): https://youtu.be/znQ61XMA-I 	<p>-Students co-teach class. Groups present a painting selected from a Collection Tour from the Museum of Fine Arts, Boston:</p> <ul style="list-style-type: none"> -Art of Europe dept: http://www.mfa.org/collections/europe -Art of Asia dept: http://www.mfa.org/collections/asia - Art of the Americas: http://www.mfa.org/collections/art-americas <p>-Quiz 5 (Moodle)</p>
<p>Week 5 / W 5/3</p>	<p>Painting: Techniques</p>	<ol style="list-style-type: none"> 1. Video: “From the Curator: Jackson Pollock,” MoMA: https://www.moma.org/expl 	

		<p>ore/multimedia/videos/123/689</p> <p>2. Video: “The Painting Techniques of Mark Rothko: <i>No. 16 (Red, Brown, and Black)</i>,” MoMA: http://www.moma.org/explore/multimedia/videos/123/689</p> <p>3. Video: “Making Murals with Apexer,” KQED Arts: https://youtu.be/UtQEY8mUfsk</p>	
Week 5 / F 5/5	Painting: Meanings		<p>Technical Workshop: Abstract Watercolor (in class)</p>
Week 6 / M 5/8	Photography	<p>1. Tate, “Photography”: http://www.tate.org.uk/learn/online-resources/glossary/p/photography</p> <p>2. Victoria & Albert Museum, “Photographic processes”: https://www.vam.ac.uk/articles/photographic-p</p> <p>3. Video: “Early Photography: Making Daguerreotypes,” Getty: https://youtu.be/N0Ambe4FwQk?list=PLFF45C446BFE4133A</p> <p>4. Video: “The Daguerreotype - Photographic Processes Series,” George Eastman Museum: https://youtu.be/d932Q6jYRg8</p> <p>5. Video: “Talbot’s Processes - Photographic Processes Series,” George Eastman Museum: https://youtu.be/ZwV-HikQ63I</p> <p>6. Video: “The Cyanotype - Photographic Processes Series,” George Eastman Museum:</p>	<p>-Turn in Notebook with reflection on Northern Renaissance BBC documentary (in class for physical notebook/ Moodle for digital)</p> <p>-Students co-teach class. Groups present a photograph selected from one of the following museum collections:</p> <p>-Art Institute of Chicago: http://www.artic.edu/aic/collections/photo</p> <p>-Museum of Modern Art: https://www.moma.org/explore/collection/departments/photography</p> <p>-Portland Art Museum: http://portlandartmuseum.org/collections/photography/</p> <p>-Tate: http://www.tate.org.uk/learn/online-resources/glossary/p/photography</p> <p>-Technical Workshop: Cyanotype (in class)</p> <p>-Quiz 6 (Moodle)</p>

		https://youtu.be/3s0hiBi5c4Y	
Week 6 / W 5/10	Sculpture	<ol style="list-style-type: none"> 1. Video: “A Brief History of Representing the Body in Western Sculpture,” Khan Academy: https://youtu.be/4eNX_xFtsU 2. Video: “Quarrying and Carving Marble,” Khan Academy: https://youtu.be/MvMI2r1RS78 3. Video: “Carving Marble with Traditional Tools,” Getty Museum: https://youtu.be/PWUuGDoVHEI 4. Video: “Picasso, Guitar,” Khan Academy: https://youtu.be/bfy6IxsN_1g 	Technical Workshop: 3D Sculpture/ Photograph (in class)
Week 6 / F 5/12	Installation		
Week 7 / M 5/15	Art History, Part 1: Prehistoric Art	<ol style="list-style-type: none"> 1. Beth Harris & Steven Zucker, “Paleolithic Art, an Introduction,” Khan Academy: https://www.khanacademy.org/humanities/ap-art-history/global-prehistory-ap/paleolithic-mesolithic-neolithic/a/paleolithic-art-an-introduction 2. Mary Beth Looney, “Lascaux,” Khan Academy: https://www.khanacademy.org/humanities/ap-art-history/global-prehistory-ap/paleolithic-mesolithic-neolithic/a/lascaux 	<p>-Turn in Notebook (in class for physical notebook/ Moodle for digital) with reflection on Werner Herzog’s Cave of Forgotten Dreams (2010) (screened in class & on reserve in the library) (Moodle)</p> <p>-Turn in Formal Analysis Paper Outline/Draft</p> <p>-Quiz 7 (Moodle)</p>
Week 7 / W 5/17	Ancient Near East & Egypt	<ol style="list-style-type: none"> 1. Senta German, “The Neolithic Revolution,” Khan Academy: https://www.khanacademy.org/humanities/ap-art-history/ancient-near-east-egypt/a/the-neolithic-revolution 	

		<p>org/humanities/ap-art-history/global-prehistory-ap/paleolithic-mesolithic-neolithic/a/the-neolithic-revolution</p> <p>2. Video: "TICE ART 101 Ancient Near Eastern & Ancient Egyptian Art": https://youtu.be/A_8yPgC9zQc</p> <p>3. Amy Calvert, "Ancient Egypt: An Introduction," Khan Academy: https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art/beginners-guide-egypt/a/ancient-egypt-an-introduction</p> <p>4. Amy Calvert, "Egyptian Art," Khan Academy: https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art/beginners-guide-egypt/a/egyptian-art</p>	
<p>Week 7/ F 5/19</p>	<p>Greece & Roman</p>	<p>1. Video: "TICE ART 101 Greek and Roman Art": https://youtu.be/XdXXX_PTkUU</p> <p>2. Renee Gondek, "Introduction to Ancient Greek Art," Khan Academy: https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/introduction-ancient-greek-art</p> <p>3. Jessica Leay Ambler, "Introduction to Ancient Roman Art," Khan Academy: https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/a/introduction-to-ancient-roman-art</p>	<p>Students co-teach class. Groups create and present a mini exhibition of artworks from an ancient culture (Ancient Near East, Egyptian, Etruscan, Greek, Roman, or Islamic), drawn from one of the following:</p> <ul style="list-style-type: none"> -A Collection Tour from the Art of the Ancient World dept at the Museum of Fine Arts, Boston: http://www.mfa.org/collections/ancient-world -Collections of the Metropolitan Museum: http://www.metmuseum.org/about-the-met/curatorial-departments

<p>Week 8 / M 5/22</p>	<p>Art History Part 2: Byzantine Empire</p>	<ol style="list-style-type: none"> 1. Video: “Medieval and Byzantine Art,” TICE ART 1010: https://youtu.be/UpGsouOnxOU 2. Ellen Hurst, “A Beginner’s Guide to Byzantine Art,” Khan Academy: https://www.khanacademy.org/humanities/medieval-world/byzantine1/beginners-guide-byzantine/a/byzantine-artintro 3. William Allen, “Hagia Sophia, Istanbul,” Khan Academy: https://www.khanacademy.org/humanities/medieval-world/byzantine1/constantinople-east/a/hagia-sophia-istanbul 4. Video: “Making Ancient and Byzantine Mosaics,” The Art Institute of Chicago: https://youtu.be/fvX1vorZgF4?list=PLFF45C446BFE4133A 	<p>-Quiz 8 (Moodle)</p>
<p>Week 8/ W 5/24</p>	<p>The Middle Ages</p>	<ol style="list-style-type: none"> 1. Nancy Ross, “Medieval Manuscripts,” Khan Academy: https://www.khanacademy.org/humanities/medieval-world/medieval-europe/a/medieval-manuscripts 2. Video: “Making Manuscripts,” Getty Museum: https://youtu.be/nuNfdHNTv9o 3. Christine M. Bolli, “Pilgrimage Routes and the Cult of the Relic,” Khan Academy: https://www.khanacademy.org/humanities/medieval-world/medieval-europe/a/pilgrimage-routes-and-the-cult-of-the-relic 	<p>Students co-teach class. Groups present a medieval manuscript: Lindisfarne Gospels, Book of Kells (Early Medieval), Ebbo Gospels, Lindau Gospels, Coronation Gospels (Carolingian), Gospel of Otto III (Ottonian)</p>

		<p>my.org/humanities/medieval-world/latin-western-europe/romanesque1/a/pilgrimage-routes-and-the-cult-of-the-relic</p> <p>4. Video: “Last Judgment Tympanum, Cathedral of St. Lazare, Autun,” Khan Academy: https://youtu.be/PATkTJhAUhM</p> <p>5. J Paul Getty, “Stained glass: history and technique”: https://www.khanacademy.org/humanities/medieval-world/latin-western-europe/gothic1/a/stained-glass-history-and-technique</p> <p>6. J Paul Getty, “How stained glass is made”: https://www.khanacademy.org/humanities/medieval-world/latin-western-europe/gothic1/a/how-stained-glass-is-made</p>	
Week 8/ F 5/26	Renaissance & Baroque in Europe	<p>1. Video: “TICE ART 101 Renaissance Art”: https://youtu.be/kzhuZmzoX5o</p> <p>2. Video: “TICE ART 101 Baroque and Rococo Art”: https://youtu.be/lfRt0Y7e5Ow?list=PLWfGc2cM2fVrtStCxeu6fuv6LSxITorGR</p>	
Week 9 / M 5/29 No Class		Memorial Day	
Week 9/ W 5/31	Art History Part 3: 17th - 19th Centuries	<p>1. Video: “TICE ART 1010 Nineteenth Century Art”: https://www.youtube.com/watch?v=XdYgyO0RmFI&t=221s</p>	<p>-Turn in Formal Analysis Final Draft</p> <p>-Quiz 9 (Moodle)</p>

		<ol style="list-style-type: none"> Beth Harris & Steven Zucker, "A Beginner's Guide to Romanticism," Khan Academy: https://www.khanacademy.org/humanities/art-history/becoming-modern/romanticism/romanticism-intro/a/a-beginners-guide-to-romanticism Parme Giuntini, "Becoming Modern," Khan Academy: https://www.khanacademy.org/humanities/becoming-modern/intro-becoming-modern/a/becoming-modern 	
Week 9/ F 6/2	17th- 19th Centuries cont.	<ol style="list-style-type: none"> Video: "Manet, Olympia," Khan Academy: https://youtu.be/bihBbqzL96Y Beth Gersch-Nesic, "A Beginner's Guide to Impressionism," Khan Academy: https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism 	
Week 10 / M 6/5	Art History Part 4: 1914 to 1945	<ol style="list-style-type: none"> Video: "Modernism: Design in a Nutshell," The Open University: https://youtu.be/vDCEtnXA4Y Video: "TICE ART 1010 Twentieth Century Art": https://youtu.be/DPIAVBv5iH4 Video: "Art and Context: Monet's Cliff Walk at Pourville and Malevich's White on White," Khan Academy: https://www.khanacademy.org/humanities/art-1010/beginners-guide-20-21/v/art-context 	<p>-Students co-teach class. Groups present a mini exhibition from one of the following movements: Expressionism, Futurism, Cubism, Dada, Surrealism: https://www.google.com/culturalinstitute/beta/u/0/category/art-movement</p> <p>-Turn in Notebook (in class for physical notebook/ Moodle for digital)</p> <p>-Quiz 10 (Moodle)</p>

		<p>4. Video: "Höch, Cut with the Kitchen Knife...", Khan Academy: https://youtu.be/9E1cA3j_xY8</p> <p>5. Meghan Maloney, "Before Digital: Hannah Hoch and The Dada Montage," <i>In the In-Between: Journal of Digital Imaging Artists</i> (2013): http://www.inthein-between.com/hannah-hoch/</p>	
Week 10 /W 6/7	Postwar to present	<p>1. Video: "Why is that important? Looking at Jackson Pollock," Khan Academy: https://youtu.be/NT0SHjOowLA</p> <p>2. Virginia Spivey, "Pop Art," Khan Academy: https://www.khanacademy.org/humanities/art-1010/pop/a/pop-art</p> <p>3. Tina Rivers Ryan, "Warhol, Marilyn Diptych," Khan Academy: https://www.khanacademy.org/humanities/art-1010/pop/a/warhol-marilyn-diptych</p> <p>4. Video: "TICE ART 1010 Contemporary Art": https://youtu.be/SgKCGwSdCMo</p>	
Week 10 /F 6/9	Postwar to Present	<p>1. Doris Bravo, "Christo and Jeanne-Claude, The Gates," Khan Academy: https://www.khanacademy.org/humanities/art-1010/mini-malism-earthworks/a/christo-and-jeanne-claude-the-gates</p> <p>2. Video: "Cindy Sherman: Characters," <i>Art 21</i>: https://youtu.be/tiszC33puc0</p>	<p>Students co-teach class. Groups present a mini exhibition from one of the following movements: Abstract Expressionism, Pop, Minimalism, Kinetic Art, Conceptual Art, Earthworks: https://www.google.com/culturalinstitute/beta/u/o/category/art-movement</p>

		<p>3. Video: “Cindy Sherman: Fashion,” <i>Art 21</i>: https://youtu.be/MtATCPC C8b8</p> <p>4. Video: “Eva Respini on Cindy Sherman's Untitled #466”: https://www.youtube.com/watch?v=bsFsibTO3L4a</p>	
FINAL /W 6/14 1:00-2:50		Final Exam (Take-home in Moodle)	

Stay Connected with LBCC Visual Arts

You can follow LBCC’s Visual Arts department on Instagram and Facebook, to stay up to date on LBCC advising, scheduling, gallery opening events, and much more!

Instagram: @lbccart

Facebook: Linn-Benton Community College Visual Art

Policies and Procedures

Your Responsibilities

Your responsibilities to this class -- and to your education as a whole -- include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return.

As a manufacturer of cultural content, you have an immense responsibility. Racism, sexism, homophobia, and other forms of discrimination are unacceptable. There is no tolerance for words, speech, behavior, actions, or clothing/possessions that insult, diminish, demean, or belittle any individual or group of persons based on race, ethnicity, religion, gender, sexual identity, ability, economic class, national origin, language, or age. This is qualitatively different than a critical engagement with the realities of racism, sexism, etc. We must recognize the line between what is ‘discriminatory’ and what is a critical engagement with content can be a fuzzy one. If you are uncertain, you **MUST** speak with me. Work submitted for this class that violates this policy will receive a mark of a ‘zero.’

Academic freedom, freedom of speech, and freedom of discourse **DO NOT** protect racism or other acts of harassment and forms of discrimination within the educational environment.

Student Classroom Behavior

The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others. When disruptive activity occurs, an instructor has the authority to determine classroom seating patterns and to request that a student exit the classroom, laboratory, or other

area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel.

Team

The people you see around you are part of your new extended family. We work toward everyone's success. Feel free to share ideas and suggestions. The more you give the more you get. There is a good chance that many of the people you graduate with will be part of your personal and professional circle for years to come.

Academic Fraud

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. 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. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty will be reported to the Associate Dean of Student Development and the Dean of Arts, Social Science & Humanities.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the department chair, and then the departmental Dean. Complaints must be made within six months of the incident.

Accommodations for Disabilities

You should meet with your instructor during the first week of class if you have a documented disability and need accommodations, your instructor needs to know medical information about you, or if you need special arrangements in the event of an emergency. If you think you may need accommodation services, please contact CFAR, 917-4789.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the college and threatens the wellbeing of students, faculty, and staff. All members of the Linn-Benton community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately.

Incomplete Grade Policy

An Incomplete grade may be assigned when a student has completed and passed a majority of the required work, but for reasons beyond the student's control, cannot complete the entire course. Incompletes are given only in extraordinary and documented circumstances (i.e., a family emergency or serious medical excuse), and at the discretion of the instructor. If an incomplete grade is granted, the instructor will determine the work that must be completed and nonnegotiable completion deadline for submitting all missing work. If the incomplete work is not submitted on time or is deemed unsatisfactory, the incomplete will revert to an F-grade.