

# Art 205 History of Western Art: *Renaissance and Baroque*



Summer 2020  
CRN 16379  
Linn-Benton Community College  
Online

Professor: Isabelle Havet

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Zoom Virtual Office Hours:  
Mon 1-2 pm & by appointment  
[Zoom link](#) (Password: 098299)

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# Art 205

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### **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 throughout the term. **The better you know the syllabus, the better the chance you'll do well in the course.**

### **Course Description**

This course provides an overview of the History of Western Art from the Late Medieval to the Renaissance and Baroque periods. Significant artworks, including painting, sculpture, architecture, and the decorative arts are examined within their historical, social, and cultural contexts. This class is the second part of the three-part History of Western Art sequence (ART 204, 205 & 206). There are no prerequisites, but college-level writing is recommended.

### **Student Learning Outcomes**

- Articulate verbally and in writing an understanding of the significance of art relative to the societies that produced them Identify and describe verbally and in writing, specific two and three-dimensional works of art from the Middle Ages, Renaissance, and Baroque eras, using appropriate art vocabulary.
- Articulate verbally and in writing the form and content of specific and significant works of art from the cultures of the Middle Ages, Renaissance, and Baroque eras that produced them Articulate verbally and in writing the form and content of specific and significant works of art from the cultures that produced them.

### **How to Avoid Getting Dropped**

Complete all Week 1 activities and assignments by the deadline. Students who do not complete all Week 1 assignments by deadline will be institutionally withdrawn from the course. This is to ensure that the class will be a good fit for you this term.

### **Required Course Materials**

#### **Required Textbook**

Fred S. Kleiner, *Gardner's Art through the Ages: A Western Perspective*, Volume II, Cengage Learning, 16<sup>th</sup> edition. ISBN 9781337696609.

## Technology Requirements

The following are minimum technology requirements for this course:

- A computer
- Broadband internet
- Device with a microphone and speaker
- Device with a camera (can be a camera phone)

**Need equipment? If you need to borrow a laptop, wifi hotspot, or other equipment for the term, contact the library immediately at 541-917-4645 or [libref@linnbenton.edu](mailto:libref@linnbenton.edu) to arrange for check-out.**

## An Important Note on Taking Online Classes

Online classes can be terrific learning environments. They offer students unique educational opportunities coupled with additional flexibility. That being said, online classes are different from face-to-face classes. Online classes can be just as much work, and often more, than traditional classes. In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively each week
- Keep deadlines
- Know when to ask for help

It is important to keep pace with materials and meet deadlines, as lessons build on each other week to week. Because of these reasons, late work is not accepted. Consider carefully whether an online course is right for you at this time. If you are having difficulty keeping up or completing coursework, please contact me immediately to troubleshoot. My goal is for you to be successful. I am here to help!

## Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post the current week's content and assignments
- Facilitate classroom lectures, discussions, and activities
- Be available to support your learning when requested
- Hold you accountable

## Student Responsibilities

- Check your LBCC email daily
- Use your [LBCC email account](#) to communicate with me
- Keep up with course material each week
- Critically read/analyze assigned information

- Contribute to a positive learning environment. This means being open to: 1) working with others, 2) being respectful to your peers, and 3) collaborating in a timely manner

## Using Technology in this Course

This is an online course, so using technology tools is a requirement to pass this class. Keep in mind that sometimes your internet might fail, your pet chimpanzee might spill orange juice on your laptop, etc. Do not wait until the end of the deadline to turn things in. Because many classes have the same or similar end of week deadlines, the Moodle server might be overloaded on Sunday evenings and it might take longer to turn in assignments. It is your responsibility to submit your work on time—do not blame technology for this. I highly recommend keeping a schedule where you get your assignments in by Friday.

## I Need Tech Support! Who Do I Contact?

### Student Help Desk

If you need help with Moodle, your LBCC email account, or need other technical support, contact the [Student Help Desk](#). It is best to contact them right away for help troubleshooting.

### The First Resort

Students can also contact [The First Resort](#), LBCC's student support and navigation center, for any questions about navigating college processes or resources.

## Class Policies

### Communication

Communication is key to success in any course, but especially in an online course. I make announcements frequently, usually at least twice per week. Announcements are found in the Announcements block in Moodle, and are automatically sent to your LBCC email. It is critical that you check your LBCC email, preferably daily, but at least every 48 hours. It is your responsibility to be up to date with course emails and announcements. If you have not received any course announcement in your email by Week 1, check that your notifications are turned on. If the problem persists, contact the Help Desk right away to resolve the issue.

Per College policy, you must use your LBCC email account to correspond with me.

Feel free to email me at any time. I try to respond within 48 hours. The best way to reach me is via email at [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu). I am also available during Zoom office hours or by scheduled appointment.

### Emailing in this Course

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, I emphasize this skill in my courses. There is no need to be overly formal in your emails. However, it is important to understand that emailing in a college setting is a professional interaction. You are welcome to email me anytime with questions, concerns, or anything else! When you do, follow this formula:

- In the **subject line** of your email, include:

- **Your first and last name**
- **Course number** (ART205 Online)
- **Brief reason for your email** (e.g., Request for Appointment; Question about Quiz 3).
- **In the body of your email:**
  - Include a salutation (e.g., Hello, Hi, Dear, Greetings...)
  - Be clear and concise. What is the problem? What do I need to know?
  - Ask a direct question. Because of the high volume of emails I receive, if you do not pose a clear question or indicate needing a response, I may not respond.
  - Be specific. Do you have a question about an assignment? Tell me the exact title of the assignment (e.g., Quiz on Northern Baroque).
  - Write in complete sentences. Do not use text message or very informal language.

Thank you in advance for including this information—it will help me respond MUCH more quickly and accurately, as I receive emails from students across multiple sections and courses.

**Before sending your email: Double-check that your email is appropriate and professional.**

I love teaching, and truly enjoy interacting with students inside and outside of class. However, it can be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely, and is more often than not unintentional. However, please be aware that such communications are not only counterproductive, but run counter to LBCC Core Values. Therefore, they are unacceptable. I may ask you to rephrase your email or speak to me one-on-one. In some cases, I may refer the situation to the Dean of Students and Dean of Arts, Social Science & Humanities.

**Sample Email**

[Sample email subject line:] Jane Janeson, ART205 Online: Request for Appointment

Hi Professor Havet,

Would it be possible to schedule an appointment this Wednesday at 11:00am? I have some questions about my paper draft.

Thank you,  
Jane Janeson

**Course Requirements**

**Class Participation**

Your presence and participation is vital and forms an important part of your grade. Since this is an asynchronous course, participation is crucial in creating an effective learning environment for all. To receive full participation credit, you must be present and active! You will support active learning in our online community, and you will be supported in turn. You are expected to keep up with Moodle content and be prepared to engage with the material and each other week-to-week.

## Course Assignments

Course Assignments
<p><b>Quizzes.</b> Weekly Quizzes in Moodle, due <u>each</u> week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.</p>
<p><b>Class Activities.</b> Receive points for submitting activities in Moodle. Instead of receiving written feedback, deliverables are graded on this 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.</p>
<p><b>Midterm.</b> Multiple-choice and short answer questions covering all material from Weeks 1-5.</p>
<p><b>Moodle Student Progress Reports.</b> Receive points for the timely completion of content in Moodle. This auto-generated report tracks the student's completion of required tasks in Moodle. To receive a satisfactory grade, all required activities in the weekly modules must be checked as completed in a timely manner (this includes viewing lessons, videos, and readings; submitting assignments). Content must be viewed or completed in its entirety. Checking off completion boxes constitutes a statement that the task has been completed (e.g., watching a video in its entirety; reviewing a lesson; completing a reading). Checking off completion boxes without completing the task constitutes <a href="#">academic dishonesty</a>.</p>
<p><b>Comparative Analysis Paper.</b> A 3-4 page research and analysis paper.</p>

Grading			
Requirement	Summary	Total Points	% of Final Grade
<b>Quizzes</b>	<b>Online quizzes</b> cover weekly course materials, including readings, videos, and lectures.	100	30%
	<b>Midterm Quiz.</b> Multiple-choice and short answer questions.	50	
<b>Class Activities &amp; Participation</b>	<b>Class Activity Points.</b> Receive points for participating in class activities and submitting deliverables in Moodle. Activity points cannot be made up.	150	30%
<b>Final Paper</b>	<b>Outline &amp; Thesis Statement</b>	50	30%
	<b>Final Draft</b>	100	

<b>Moodle Participation</b>	<b>Moodle Completion Report.</b> 2 auto-generated reports track the timely completion of required content in modules.	50	10%
<b>Total Possible Points</b>		<b>500</b>	<b>100%</b>

**Important note:** I shut down Moodle and all associated activities for grading on Tuesday of Finals Week. Be sure to check your gradebook between Wednesday and Thursday of Finals Week. Final grades are officially logged with the Registrar on Friday. **It is the student's responsibility to report any inconsistencies in the gradebook before Friday of Finals Week.** Friday or thereafter is too late to report grading issues.

<b>Grading Scale</b>		
<b>Grade</b>	<b>Total Points</b>	<b>Description</b>
A	90-100% (450-500 points)	Passing work that is excellent
B	80-89% (400-449 points)	Passing work that is good
C	70-79% (350-399 points)	Passing work that is average
D	60-69% (300-349 points)	Non-Passing work that is below average
F	59% or below (299 or fewer points)	Non-passing work that is fundamentally lacking

Please be aware that grades are not inflated in this course. For example, a final grade of 89.99% will result in B-grade for the course; it will not be raised to an A-grade. You are advised to keep track of your progress, and consider taking advantage of the many extra credit opportunities offered throughout the term. You can also speak to me at any time to discuss strategies for improving your grade.

## College Policies

### LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. **You are required to use your LBCC provided email account for all email communications at the College.** You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### Academic Honesty

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. 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. Per LBCC policy, all incidents of academic dishonesty will be reported to the Dean of Students and Dean of Arts, Social Science & Humanities.

### **Freedom of Inquiry and Expression**

Students have a right to freedom of inquiry and expression; those rights vary depending on which location and environment a student is in at the time. [...] In Non-Public Forum (classrooms, curricular activity locations, educational lectures or debates, and staff offices), during discussion time as identified by the instructor/staff person, students shall be free to express a point of view that differs with the information or views presented by the instructor/staff without it affecting their grades or causing other penalty, as long as the disagreement is not disruptive to the instructional or educational process. Students are responsible for learning the content and taught point of view of any course for which they have enrolled even if they disagree with the course content. Students are also responsible for learning their responsibilities under this code. For more information, visit [Student Rights, Responsibilities, and Conduct Code](#).

### **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.

### **LBCC Student Resources**

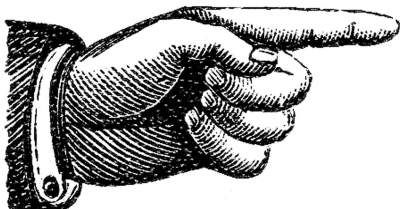
The following are resources dedicated to help students succeed. All of the following are available remotely. Please reach out if you are struggling in any of your classes:

- [Writing Center](#)
- [Math Assistance](#)
- [College Skills Zone and Tutoring](#)
- [First Resort](#)
- [Student Help Desk](#)
- [CFAR](#)
- [Advising Center and Counseling Services](#)
- [Library Services](#)
- [International Student Office](#)



### **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](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.



### **Extra Credit Opportunities!**

#### **1. Reflect on an Approved Art and Culture Documentary/Podcast.**

Approved options will be announced in class.

#### **2. Use the Writing Center for the Final Paper**

### **Changes to the Syllabus and Schedule**

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted along the term for many good reasons. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.