COURSE SYLLABUS

Course Number: ARH 2051
Prerequisite(s): ARH 2050: Art History I
Course Credit: Three (3) credit hours
College: College of Arts & Sciences
Department: Visual Arts, Humanities & Theatre
Faculty Name: Onoyum Ukpong
Office Location: 214 Foster Tanner Fine Arts Center-East

Course Title: ART HISTORY II
Course Hours: Three (3) hours
Supplies: None.
Term and Year:
Place and Time:
Telephone: 599-8758
E-mail: onoyom.ukpong@yahoo.com

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

FAMU Catalog Course Description

Styles of art from the Renaissance to the Modern era.

Course Purpose

This is a fundamental course to expose students to historical periods throughout the world in visual arts from the Renaissance to the Modern era.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,7</td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.3</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.4</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3</td>
</tr>
</tbody>
</table>

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Use of available technology and software to support student learning.</td>
<td>4,12</td>
<td>6</td>
</tr>
<tr>
<td>2.4</td>
<td>Understand fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
</tr>
<tr>
<td>2.5</td>
<td>Use fundamental concepts in technology.</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Understand a variety of instructional/professional strategies to encourage</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4.3</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>4</td>
<td>1,4</td>
</tr>
<tr>
<td>4.4</td>
<td>Acquire performance assessment techniques and strategies that measure higher</td>
<td>4</td>
<td>1,8</td>
</tr>
<tr>
<td>4.5</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>
PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |

Overall Goals of the Course

Content
- The student will identify historic styles and their sequence from the Renaissance through the Modern Period in Europe, The United States, and in Africa.
- The student will describe the inherent properties and value of the principal artistic media.

Critical Thinking & Evaluation
- The student will learn to distinguish individual works of art, as well as major art movements, from one another.
- The student will understand how particular works are related to various philosophical, religious, and historical movements.
- The student will demonstrate writing skills.
- The student will conduct written research.
- The student will utilize research tools (library, Internet, etc.)

Communication
- Verbally communicate a complex concept through oral presentations/critiques or written research reports.
- Acquire the skills and confidence necessary to critique artwork effectively.
- The student will demonstrate writing and research skills.

Diversity / Cultural Enrichment
- The student will learn to recognize, differentiate, and classify styles and periods in art and architecture, tying them to the times and places of their origin.

Specific Behavioral Objectives

1. The student will develop communication and critical thinking skills to analyze artwork effectively.
2. The student will acquire experience in oral communication relating to conveying complex visual concepts.

National, State, and PEU Standards Addressed in the Course

- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards: INTASC.1.a,i,j; INTASC.3.a-o; INTASC.4.a-o; INTASC.6.c.g,j,k; INTASC.8.d - 8.v
- Florida Educator Accomplished Practices (FEAPs): 2.PRE.g, 4.PRE.a, 4.PRE.c, 4.PRE.d, 4.PRE.g, 8.PRE.2, 12.PRE.b, 12.PRE.j

Academic Learning Compact
### Assignment / Presentation(s)

**Independent Essay:**

Students will develop a topic paper based on the information presented and the independent interest within the field of art history.

- **Behavioral Objectives:**
  - The student will develop communication and critical thinking skills to analyze artwork effectively.
- **INTASC:**
  - INTASC.1.a,i,j;
  - INTASC.3.a-o;
  - INTASC.4.a-o;
  - INTASC.6.c,g,j,k;
  - INTASC.8.d - 8.v
- **FEAPs:**
  - 2.PRE.g, 4.PRE.a,
  - 4.PRE.c, 4.PRE.d,
  - 4.PRE.g, 8.PRE.2,
  - 12.PRE.b, 12.PRE.j
- **FTCE:**
  - 11.1, 11.2, 11.3, 11.4,
  - 12.1, 12.2, 12.3, 12.4,
  - 13.1, 13.2, 13.3, 13.4,
  - 14.1, 14.2, 14.3, 15.1,
  - 15.4, 15.5,16.1, 16.2
- **PEU Conceptual Framework:**
  - CF1, CF2, CF4

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### Exams

**Students will demonstrate knowledge of the course material.**

- **INTASC:**
  - INTASC.1.a,i,j;
  - INTASC.3.a-o;
  - INTASC.4.a-o;
  - INTASC.6.c,g,j,k;
  - INTASC.8.d - 8.v
- **FEAPs:**
  - 2.PRE.g, 4.PRE.a,
  - 4.PRE.c, 4.PRE.d,
  - 4.PRE.g, 8.PRE.2,
  - 12.PRE.b, 12.PRE.j
- **FTCE:**
  - 11.1, 11.2, 11.3, 11.4,
  - 12.1, 12.2, 12.3, 12.4,
  - 13.1, 13.2, 13.3, 13.4,
  - 14.1, 14.2, 14.3, 15.1,
  - 15.4, 15.5,16.1, 16.2
- **PEU Conceptual Framework:**
  - CF1, CF5

### Course Artifacts

<table>
<thead>
<tr>
<th>Standards</th>
<th>Name of Artifact I</th>
<th>Name of Artifact II</th>
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</thead>
<tbody>
<tr>
<td><strong>PEU CF</strong></td>
<td>Assignment / Presentation</td>
<td>Examinations</td>
</tr>
<tr>
<td><strong>FEAPs</strong></td>
<td>2.PRE.g, 4.PRE.a, 4.PRE.c, 4.PRE.d, 4.PRE.g, 8.PRE.2, 12.PRE.b, 12.PRE.j</td>
<td>2.PRE.g, 4.PRE.a, 4.PRE.c, 4.PRE.d, 4.PRE.g, 8.PRE.2, 12.PRE.b, 12.PRE.j</td>
</tr>
<tr>
<td><strong>INTASC</strong></td>
<td>INTASC.1.a,i,j; INTASC.3.a-o; INTASC.4.a-o; INTASC.6.c,g,j,k; INTASC.8.d - 8.v</td>
<td>INTASC.1.a,i,j; INTASC.3.a-o; INTASC.4.a-o; INTASC.6.c,g,j,k; INTASC.8.d - 8.v</td>
</tr>
</tbody>
</table>

### Topical Outline

1. Orientation and Map Reading
2. The Renaissance
3. Early Renaissance in Italy
4. High Renaissance in Italy
5. Baroque and Rococo
6. The Sources of Modern Painting
7. Realism, Impressionism, and Early Photography
8. Art Nouveau and the Beginnings of Expressionism
9. The Origins of Modern Sculpture
10. Expressionism in Germany

Approved/Revised 10/30/07
11. The Figurative Tradition of the Early Twentieth-Century Sculpture
12. Cubism
13. Abstraction in the Sixties
14. The Pluralistic Seventies
15. Postmodernism in Architecture
16. The Retrospective Eighties
17. Resistance and Resolution

Teaching Methods

This course is interdisciplinary and students will learn through experiences in lectures, oral presentations, written analysis and visual communication.

1. Lecture/Discussion Approach
2. Presentations

Course Evaluation

Students must successfully complete all assignments, projects and attend all classes and related activities to receive a passing grade. Incompletes are not solely given for unmet course requirements. A written critical analysis of an art exhibition will be required as part of the project/presentations evaluation.

The Sign-In Roll is collected each class period. Punctuality is important and will have an adverse effect for excessive tardiness. Please try to be in class on time. Early departures (without prior consent) will also have an adverse effect. Three tardies / early departures result in one (1) absence. Below is a table of how absences and tardiness affect Attendance / Studio Work evaluation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0 – 3 unexcused absences</td>
</tr>
<tr>
<td>B</td>
<td>4 – 5 unexcused absences</td>
</tr>
<tr>
<td>C</td>
<td>6 – 7 unexcused absences</td>
</tr>
<tr>
<td>D</td>
<td>8 unexcused absences</td>
</tr>
<tr>
<td>F</td>
<td>9 unexcused absences</td>
</tr>
</tbody>
</table>

Everyday you will be evaluated on your level of commitment of preparedness, participation and overall performance. The attendance grade will start at 2.00 and go up or down according to that rubric. For example, you are actively participating in class (working, answering questions) BUT you came late, the grade you would receive for that particular day is 3.00 - 3.25.

Several exams will be given during the semester. All questions will come from the material covered in the textbook, lectures, demonstrations, class trips, handouts and other presentations. There will be no make-up tests appropriated. Several quizzes can be administered throughout the semester.

Attendance/Participation 25%
Attendance is vital to the success of this course. The student’s involvement in class discussions are essential in gaining a well-balanced understanding of the concepts. This course will require that the student all participate in all field trips (which include museum / gallery talks, docents and other art professional interaction), critiques and presentations.

Written Projects/Presentations 25%
Students will complete structured written projects that correlate with the topical outline and additional information given by the instructor. Basic competency in art materials, artists, reviewed artwork and other ancillary material should be reflected within the written assignment(s) given.

Exams 25%
Periodic pop quizzes will apply to ensure student reading and comprehension of elements within each chapter. All of the scheduled exams will assess knowledge of the appropriate subject area.

Final Project / Presentation* 25%
Student will be provided an extensive problem-solving project which will assess their competency and applicable writing skills relating to research-driven assignments.
Grading

Assignments must be completed by the specified due date. Any assignment handed in thereafter constitutes an “F” grade. NO EXCEPTIONS. Within each critique / evaluation each individual project is graded on the following criteria: Craftsmanship, composition, problem solution, meeting project deadline and project specifications. Completion of the assignment (on time) results in a minimum grade of “2 points” and it is within these criteria that higher grades are awarded for excelling two or more of the requirements.

A = 4 points Excellent.
B = 3 points Very good
C = 2 points Good submission
D = 1 points Poor submission.
F = 0 points Unacceptable.

Tentative Course Calendar
Calendar of Events, Topics, and Readings

Week 1. Orientation and Map Reading; The Renaissance
Week 2. Early Renaissance in Italy
Week 3. High Renaissance in Italy
Week 4. Baroque and Rococo; The Sources of Modern Painting
Week 5. Realism, Impressionism; Early Photography; Test One
Week 6. Realism, Impressionism, and Early Photography Continued
Week 7. Art Nouveau and the Beginnings of Expressionism
Week 8. Mid-semester examination; The Origins of Modern Sculpture
Week 9. Expressionism in Germany
Week 10. The Figurative Tradition of the Early Twentieth-Century Sculpture
Week 11. Cubism
Week 12. Abstraction in the Sixties
Week 13. The Pluralistic Seventies
Week 14. Test Two; Postmodernism in Architecture
Week 15. The Retrospective Eighties; Resistance and Resolution

Course Policies

Students with Disabilities:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

Policy Statement on Non-Discrimination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Bibliography**