

## **Art 206**

### **History of Western Art**

### **18<sup>th</sup> Century to Present**

#### **Course Description**

**A survey of painting, sculpture and other visual arts in the Western world from the late eighteenth century to the present. (Bacc Core Course).**

#### **Expanded Course Description**

ART 206 is the third part of a three-course introductory series on the history of Western visual art (art 204, 205, 206). It covers eighteenth-century Neoclassicism to late twentieth-century contemporary art. The course combines visual analysis with cultural, historical, and artistic context; you will look at images of artworks, compare them, learn what makes these artworks distinctive or typical, and consider what makes them important and why. You will think about art in relation to social change, from the French Revolution to 20th century world wars and recent activism concerning questions of identity. You will learn to recognize styles of art and acquire a language with precise terms and concepts to describe those styles, while asking what meanings and messages are communicated. The art that you encounter investigates multiple facets of human experience.

#### **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 day
- 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-20th-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.

## **COURSE MATERIALS**

### **Required Textbook**

Gardner's Art through the Ages: The Western Perspective, Volume II (MindTap Course List) 16th

1. You can buy or rent the textbook, either in hard or digital copy, as you prefer. Make sure to purchase volume 2 of the textbook!

**Can I use an older edition of the textbook?** Yes. You can find older editions of the textbook easily online, usually for a cheaper price, or on reserve for the course at the Library. Feel free to get 14th or 15th edition. Just be aware that page numbers will be different (and possibly some content).

2. A phone with picture-taking capabilities (any will do), or a digital camera, for uploading photo assignments.
3. A laptop or netbook are required to successfully complete this course.

### **Need to borrow a laptop or wifi hotspot?**

[Request a loan through the library](#). Please do so right away if you need to borrow equipment.

## **HOW TO AVOID GETTING DROPPED**

Students who do not fully participate in all Week 1 activities will be institutionally withdrawn from the course at the end of Week 1. This is to ensure that the class will be a good fit for you this term.

## **COMMUNICATION**

Communicate regularly via email with any questions. All emails will usually be answered within 24-48 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.

### **Using LBCC Email**

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

## *CLASSROOM REQUIREMENTS FOR ALL STUDENTS AND FACULTY DUE TO COVID-19*

Linn-Benton Community College has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all of the campus rules and policies. To participate in this class, LBCC requires all students to comply with the following:

### **MASKS REQUIRED AT ALL TIMES IN CLASSROOM**

- [Wear a mask or face covering](#) indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement.
- State guidelines to not limit class size. Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.

### **Course structure and expectations**

#### Canvas

I use Canvas for announcements, readings, assignments, reading quizzes, and grades. If you are unfamiliar with Canvas or need help accessing it, let me know asap so I can orient you. Please make sure your Canvas settings are set up so that you receive my announcements in your email, otherwise you will miss important instructions and information.

#### Readings

For each class meeting there is a reading in the course textbook, Gardner, *Art through the Ages* 16<sup>th</sup> edition. All reading assignments and their due dates are listed in the course schedule at the end of this syllabus, next to the day on which they are due.

## Evaluation of student performance

### **3 Exams (totaling 50% of final grade)**

There will be two midterm exams (15% each) and a final exam (20%) for this course. The exams are NOT cumulative (for each exam you will only be tested on the material for that portion of the class, not previous material).

Exams will be multiple based on a short analysis of the artworks presented and discussed in class

### **Creative Project (totaling 20% of final grade)**

The idea of this project is to reinterpret the material covered in this course and to create an original visual response to the different topics/artworks by stressing your thinking creatively. For this assignment you will need to provide 2 visual answers. You will be asked to create an original visual response to your selections using any kind of technique (drawing, painting, photography, collage, computer design, literally anything!!!!!!)

**Important: not artistic skills are required!!!! You will be evaluated for your THINKING!!!!**

Along with the visual answer you will need to write a one page in which you will write:

- 1 - A brief content analysis,
- 2 – A brief description of your creative process, in which you explain how and what you created connects to the artwork chosen.

You will need to submit your material on Canvas.

I will provide more directions and examples in class and we will have one day dedicated to how to work on the Creative Project.

### **Assignments – In Class Activities (totaling 30% of final grade)**

You will be responsible to work on assignments, discussions, and quiz on Canvas at home about the reading from the textbook. The reading assignments and due dates of the quizzes are indicated below in the class schedule. Some of the quizzes or assignment/discussions will be given randomly during the quarter and you will need to work on it either in class or at home.

***Make sure you do not miss the deadlines—there will be no make-ups.***

**Being on top of the reading, note taking and a fair amount of attention will be key to succeeding on this part of the class.**

[Course Grading](#)

## Grade Scale

- 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

Please be aware that I do not inflate, or artificially raise, course grades. I cannot give points that are not earned

## **COLLEGE POLICIES**

### **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.

### 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](mailto: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.

### CHANGES TO THE SYLLABUS & 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 Canvas Announcement, or through LBCC email.

## Course Schedule

Lecture date	Topic/activities	Readings & assignments due
Week 1		
M Jan 3	Course introduction Art Analysis Practice	
W Jan 5	Neoclassicism	Read: Gardner Ch 26 (from Natural Art) page 781 - 799
Week 2		
M Jan 10	Romanticism	Read: Gardner Ch 27, page 801 - 822
W Jan 12	Realism	Read: Gardner Ch 27, page 822 – 835 ( <i>NO Eduard Manet 828 -830</i> )  <b>Assignment # 1 – On Canvas</b>
Week 3		
M Jan 17	<b>Martin Luther King's day</b>	<b>NO CLASS</b>
W Jan 19	Manet, Impressionism	Read: Gardner Ch 27, Eduard Manet page 828 -830, Ch 28, page 849 – 860  <b>Assignment # 2 – On Canvas</b>
Week 4		
M Jan 24	Post Impressionism	Read: Gardner Ch 28, page 860 - 870
W Jan 26	Symbolism	Read: Gardner, Ch 28, page 871 – 878
Week 5		
M Jan 31	<b>Midterm 1</b>	Online on Canvas
W Feb 2	Fauvism and Expressionism	Read: Gardner, Ch 29, page 887 - 895
Week 6		
M Feb 7	Cubism and Futurism	Read: Gardner Ch 29, page 895 – 906  <b>Assignment # 3 – On Canvas</b>
W Feb 9	Dada, Suprematism, New Objectivity	Read: Gardner Ch 29, page 906 - 915
Week 7		
M Feb 14	Surrealism and De Stijl	Read: Gardner Ch 29, page 915 - 925
W Feb 16	<b>Midterm 2</b>	Online on Canvas

Week 8		
M Feb 21	<b>President's day</b>	<b>NO CLASS</b>
W Feb 22	Modernism in United States and Mexico	Read: Gardner Ch 30, page 933 – 947 <b>Assignment # 4 – On Canvas</b>
Week 9		
M Feb 28	Postmodernism in Europe and America, 1945 to 1980	Read: Gardner Ch 31, page 957 - 969
W March 2	Pop Art, Minimalism and Conceptual art	Read: Gardner Ch 31, page 970 -979 and 997 - 1000 <b>Due in Canvas by class time today: FINAL PROJECT</b>
Week 10		
M March 7	Feminist Art	Read: Gardner Ch 31, page 983 - 987
W March 9	Environmental and Performance Art	Read: Gardner Ch 31, page 994 - 997
	<b>FINAL EXAM: TBD</b>	