

**LAST REVIEW: 2010-2011**  
*(i.e. 2006-2007)*

**NEXT REVIEW: 2015-2016**  
*(i.e. 2011-2012)*

**STATUS: A**  
*(A, I, D)*

**COURSE TITLE: Art History: Renaissance to Modern**

**COMMON COURSE NUMBER: ARH2051**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: **48**      Lab:  
Clinic:              Other:

**PREREQUISITE(S): None**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S): None**

**COURSE DESCRIPTION: Art History: Renaissance to Modern is a chronological survey and analysis of world art from Renaissance to Modern, placing major works in a historical and stylistic context and emphasizing European and Modern art.**

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):      Area 2  
General Education Requirements – Associate in Science Degree (AS), meets Area(s):      Area 2  
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):      Area 2

## **UNIT TITLES**

- 1. Arts of Africa, Asia, and the Americas after 1400**
- 2. Renaissance art**
- 3. Baroque art**
- 4. Rococo, Neoclassical, and Romantic Periods**
- 5. Modern Art: Realism, Impressionism, Post-Impressionism, and Symbolism**
- 6. Modern Art 1900-1945: Expressionism, Cubism, Nonrepresentational Art, Dada, Surrealism, Modern Art in the U.S, and Modern architecture**
- 7. Modern Art 1945-present: Abstract Expressionism, Post-war European art, Minimalism, Pop Art, Feminist Art, Postmodernism, and other media**
- 8. Museum Assignment**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
<b>2. Write clearly and coherently**</b>	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8, 8.1-8.5
<b>3d. Demonstrate literacy as appropriate within a given discipline**</b>	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8 (3d cultural literacy for all)
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities</b>	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

- 4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**  
The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
3. Research Papers	
4. Group projects	
5. Discussions (In class, no online)	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
6. Multiple Choice tests	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
7. Presentations	
8. Service Learning Projects	
9. Pop quizzes	
10. Take-home tests	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
11. Summaries and critiques	
12. Reaction papers	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
13. Surveys	
14. Performance	
15. Short answer tests	1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	
a. Museum Writing Assignment	a. 8.1-8.5
b. Short research assignments	b. 1.1-1.3, 2.1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.6, 6.1-6.9, 7.1-7.8

Common Course Number: ARH2051

## **UNITS**

### **Unit 1 Arts of Africa, Asia, and the Americas after 1400**

#### **General Outcome:**

- 1.0 The student shall be able to identify and then interpret art in world cultures after 1400 and be able to relate world art to cultural values and contexts through writing and testing.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of art from major world cultures including:**

#### **1.1 Asia**

**1.11 Mughal and later Hindu art in India**

**1.12 Ming, Qing and Modern art in China**

**1.13 Muromachi, Momoyama, Edo, and Modern art in Japan**

#### **1.2 Africa**

**1.21 Art of the 19<sup>th</sup> century including such cultures as the Kota, Kalabari, Bamum, Fon, Kongo, and Dogon**

**1.22 Art of the 20<sup>th</sup> century including such cultures as the Asante, Yoruba, Mende, Kuba, and Modern art**

#### **1.3 The indigenous cultures of the Americas such as:**

**1.31 Aztec**

**1.32 Inka**

**1.33 Pueblo**

**1.34 Hopi**

**1.35 Northwest Coast of North America, for example, the Kwakiutl**

Common Course Number: ARH2051

**Unit 2 Renaissance Art**

**General Outcome:**

- 2.0 The student shall be able to identify, and then interpret art in the European Renaissance and be able to relate Renaissance art to cultural values and contexts through writing and testing.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of Renaissance art including:**

**2.1 15<sup>th</sup> century Northern art including artists such as Sluter, Campin, Van der Weyden, Van der Goes, Van Eyck, and the Limbourg Brothers**

**2.2 15<sup>th</sup> century Italian art including artists such as Brunelleschi, Ghiberti, Donatello, Masaccio, Botticelli, Alberti, and Mantegna**

**2.3 16<sup>th</sup> century Italian art including artists such as Leonardo da Vinci, Raphael, Michelangelo, Bramante, Bellini, Titian, Bronzino, and Veronese**

**2.4 16<sup>th</sup> century Northern art including artists such as Grunewald, Durer, Holbein, Bosch, Bruegel the Elder, and El Greco**

Common Course Number: ARH2051

**Unit 3 Baroque Art**

**General Outcome:**

- 3.0 The student shall be able to identify and then interpret art in the European Baroque and be able to relate Baroque art to cultural values and contexts through writing and testing.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of Baroque art including:**

**3.1 Art in Italy including such artists as Bernini, Borromini, Caravaggio, and Artemisia Gentileschi**

**3.2 Art in Spain including such artists as Zurbaran, and Velasquez**

**3.3 Art in Flanders including such artists as Rubens, and Van Dyck**

**3.4 Art in the Netherlands including such artists as Hals, Leyster, Rembrandt, Vermeer, and genre painters**

**3.5 Art in France including such artists as Poussin, Rigaud, and Charles Le Brun**

Common Course Number: ARH2051

**Unit 4 Rococo, Neoclassical, and Romantic Periods**

**General Outcome:**

- 4.0 The student shall be able to identify, and then interpret European art in the Rococo, Enlightenment, Neoclassical, and Romantic periods, and be able to relate this art to cultural values and contexts through writing and testing.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of Rococo, Enlightenment, Neoclassical, and Romantic art including:**

- 4.1 Rococo artists such as Watteau, Fragonard, and Clodion**
- 4.2 Enlightenment artists such as Chardin, Vigee-Lebrun, Hogarth, Gainsborough, and Copley**
- 4.3 Neoclassical artists such as Angelica Kauffmann, David, Thomas Jefferson, Houdon, and Canova**
- 4.4 Romantic artists such as Ingres, Goya, Gericault, Delacroix, Constable, Turner, and Friedrich**

Common Course Number: ARH2051

**Unit 5 Modern Art: Realism, Impressionism, Post-Impressionism, and Symbolism**

**General Outcome:**

- 5.0 The student shall be able to identify and then interpret European art in the Modern period of the late 19<sup>th</sup> century, and be able to relate this art to cultural values and contexts through writing and testing.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of late 19<sup>th</sup> century Modern art movements and media including:**

- 5.1 Realism including artists such as Courbet, Millet, Bonheur, Manet, Homer, Eakins, and Rodin**
- 5.2 Architecture including artists such as Pugin, Garnier, Paxton, Eiffel, and Louis Sullivan**
- 5.3 Photography including artists such as Daguerre, Talbot, and Nadar**
- 5.4 Impressionism including artists such as Monet, Renoir, Degas, Cassatt, and Morisot**
- 5.5 Post-Impressionism including such artists as Seurat, Van Gogh, Gauguin, and Cezanne**
- 5.6 Symbolism including such artists as Redon, Munch, and Klimt**

Common Course Number: ARH2051

**Unit 6 Modern Art 1900-1945: Expressionism, Cubism, Futurism, Nonrepresentational Art, Dada, Surrealism, American Modern Art, and Modern architecture**

**General Outcome:**

- 6.0 The student shall be able to identify and then interpret European art in the Modern period from 1900-1945, and be able to relate this art to cultural values and contexts through writing and testing.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works of the first half of the 20<sup>th</sup> century Modern art movements including:**

- 6.1 Expressionism including such artists as Matisse, Kirchner, Kandinsky, Kollwitz, and Beckmann**
- 6.2 Cubism including such artists as Picasso, Braque, and Leger**
- 6.3 Futurism including such artists as Balla, and Boccioni**
- 6.4 Dada including such artists as Duchamp, Hannah Hoch, Schwitters, and Arp**
- 6.5 Nonrepresentational art including such artists as Malevich, Tatlin, Mondrian and Brancusi**
- 6.6 U.S. Modern art including such artists as Stieglitz, Edward Weston, Georgia O’Keeffe, Calder, Hopper, Lange, Aaron Douglas, and Jacob Lawrence**
- 6.7 Latin American Modern art including such artists as Tarsila, Reveron, Torres Garcia, Rivera, and Frida Kahlo**
- 6.8 Surrealism including such artists as Miro, Dali, Magritte, Giacometti, and Meret Oppenheim**
- 6.9 International Style architecture including artists such as Gropius, Van der Rohe, La Corbusier, and Frank Lloyd Wright**

Common Course Number: ARH2051

**Unit 7 Modern Art 1945-present: Abstract Expressionism, Post-war European art, Minimalism, Pop Art, Feminist Art, Postmodernism, and other media**

**General Outcome:**

- 7.0** The student shall be able to identify, and then interpret European art in the Modern period from 1945-present, and be able to relate this art to cultural values and contexts through writing and testing.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, based on assigned readings, discussions, and lectures, the student shall be able to interpret, contrast, and compare canon works from the late 20<sup>th</sup> century Modern art movements including:

**7.1** Abstract Expressionism including such artists as Pollock, Rothko, De Kooning, and David Smith

**7.2** Post-war European art including such artists as Giacometti and Francis Bacon

**7.3** Minimalism including such artists as Donald Judd, Carl Andre, and Eva Hesse

**7.4** Pop Art including such artists as Rauschenberg, Johns, Warhol, Lichtenstein, and Oldenburg

**7.5** Feminist Art including such artists as Judy Chicago, Louise Bourgeois, Ana Mendieta, and Faith Ringgold

**7.6** Postmodernism including such artists as Cindy Sherman, Kiki Smith, and Matthew Barney

**7.7** Other media including such artists as Beuys (performance), Kosuth (conceptual art), Paik (video installation), Bill Viola (video), and Robert Smithson (earthwork)

**7.8** Postmodern architecture including such artists as Robert Venturi, Maya Lin, Michael Graves, and Frank Gehry

Common Course Number: ARH2051

**Unit 8 Museum Assignment**

**General Outcome:**

- 8.0 In a written essay, the student shall be able to identify, describe, and then interpret European art in a museum setting.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, based on observation of actual works in a museum setting, students shall describe, analyze, and interpret art in an essay based on criteria posed by their instructor including topics such as:**

- 8.1 Analyzing form based on formal elements such as line, color, shapes, volumes, value, texture, pattern, and space**
- 8.2 Analyzing form based on the principles of composition such as balance, rhythm, proportion, scale, emphasis, unity and variety**
- 8.3 Inferring subject matter by describing what is depicted in the work and/or by comparing the subject matter of different works**
- 8.4 Examining content (meaning) by relating the work to information in the assigned readings or lectures and/or by comparing and contrasting different works in the museum**
- 8.5 Inferring content by using form and/or subject matter as visual evidence to formulate meaning**