

## SYLLABUS

### HUM112 ART HISTORY Spring 2019 • Section 1

**INSTRUCTOR: Katie Waddell**  
katie.waddell@columbiacollege.edu  
Office Hours: By appointment

**CLASS SESSIONS**  
Tuesday & Thursday, 9:00 am – 11:00 am

**LOCATION**  
Room 658

**CREDIT HOURS:** 4 credits / 44 contact hours

**LENGTH:** 11 weeks

**PREREQUISITES:** None

**CANVAS:** <https://tfacademy.instructure.com>

### COURSE DESCRIPTION

This reading/writing-intensive course provides an introduction to the language of the visual arts and a foundation for individual understanding and enjoyment of art within larger cultural and historical contexts. This class will focus on how art communicates, how to analyze and interpret it, and how we can see it as a cultural product that reveals something about the society that produced it. Class sessions will move between lecture and in-class discussions.

### COURSE LEARNING OUTCOMES

Upon completion of this course you should be able to:

1. Understand the extraordinary nature of art, as well as the arbitrary hold that aesthetics have over human beings
2. Describe artwork from the historical, political, cultural, and religious subtexts that informed the artist
3. Analyze artwork for its aesthetic value as well as its meaning
4. Analyze artistic symbols and their use and manipulation

### TEXTBOOKS + READINGS

Tekippe, Rita, Peggy Blood, Pamela J. Sachant, and Jeffrey LeMieux. *Introduction to Art*. Dahlonega, GA: U of North Georgia, 2015. *BiblioBoard*. Web. 18 Aug. 2017.

<https://library.biblioboard.com/viewer/2e1fa449-9876-4931-86c8-d4bb2fc314e5>

Other resources will be provided via links on Canvas

### COURSEWORK

You will be graded on the following assessments:

1. **Attendance and participation:** Arrive to class punctually each week and **participate** in each session. Your participation grade will be positively affected by active participation in, and consistent attentiveness to, class activities (lectures, discussions, group exercises, etc.). Your participation grade will be negatively affected by arriving late, leaving class for extended periods of time (longer than a restroom break), leaving early, inattentiveness, and use of electronic devices for non-class activities. ***The attendance and participation grade also covers possible pop quizzes, to be***

*administered during class, that will cover material presented in the weekly readings and in class lectures.*

2. Four **Analysis Assignments**, including the Parts of an Exhibition assignment, the Formal Analysis assignment, Iconographic Analysis assignment, and the Contextual Analysis assignment (each Analysis Assignment is worth 10% of your final grade, for a total of 40%. See course calendar for due dates.
3. **Group project:** You will collaborate with a group of four to five students to curate a hypothetical art exhibition and produce well-researched educational text for your exhibition. There are multiple stages to this project, including a project proposal, artwork selection with a bibliography, a rough draft of the educational text, and a final draft of the project. See course calendar for due dates.
4. **Group presentation:** Your group will deliver an engaging, polished presentation of your group project to the class

## GRADE BREAKDOWN

1. Attendance & participation	10%
2. Analysis assignments	40%
3. Group project preparatory assignments	10%
4. Group project final draft	25%
5. Group presentation	15%
TOTAL:	100%

## CLASSROOM POLICIES

- It is the responsibility of the student to keep up with all reading, assignments, test dates, and project deadlines. If issues arise and the student anticipates being unable to meet a deadline, it is the responsibility of the student to communicate with the instructor in advance of the deadline.
- If I instruct you to turn in an assignment via Canvas and technical difficulties arise, you are always welcome to email the assignment to me at [katie.waddell@columbiacollege.edu](mailto:katie.waddell@columbiacollege.edu). Technical issues with Canvas are never an excuse for missing a deadline.
- As a part-time Adjunct Instructor, I do not observe regular 9-5 office hours, but I do strive to be accommodating and responsive to student inquiries whenever possible. When contacting me via email, please allow 24 hours for a response on weekdays and 48 hours for a response on weekends.
- I am available to meet with students after class or by appointment. All by appointment meetings must be scheduled at least 48 hours in advance.
- During class time, the use of mobile devices (laptops, tablets, cell phones, etc.) is allowed only for taking notes and participating in sanctioned class activities. The use of devices for non-sanctioned activities is not allowed. Wearing headphones during lectures, screenings, and class discussions is strictly prohibited.

## LATE WORK POLICY

Work can be turned in for full credit on date due, up until 11:59pm. **10% will be deducted from the final grade each day the assignment is late for *three days only*. Late work after 3 days will earn zero points.**

- If a student presents a doctor's note, according to the medical excuse policy, the assignment will be due on the day of their return by 11:59pm. After that, the 10% per day deduction policy will be followed as above.
- If personal issues arise and the student anticipates missing a deadline, that student may request to arrange an alternate deadline with the permission of the instructor **before the assignment deadline has passed. No work will be accepted after Thursday, June 20, 2019.**

**COURSE CALENDAR**

*Subject to change with notification*

---

**WEEK 1: ANALYZING ART**

**Day 1:** Tuesday, April 9

**Lecture:** “Introduction to Western Art & Art Exhibitions”

**In Class:** Go over course policies, requirements, and major assignments  
What is “Western” about Western art history?  
Define art-historical terminology, parts of an artwork, and vocab for describing art  
How to curate an art exhibition

---

**WEEK 1: ANALYZING ART**

**Day 2:** Thursday, April 11

**Lecture:** “Formal Analysis”

**In Class:** The elements of art & principles of design  
How to conduct a formal analysis of a work of art

**DUE TODAY:** Read *Introduction to Art*, Chapter 1

---

**WEEK 2: GALLERY VISITS**

**Day 1:** Tuesday, April 16

**In Class:** Go over the Parts of an Exhibition assignment

After break, **gather at the Museum of Contemporary Art Chicago  
at 9:55 AM SHARP  
220 East Chicago Avenue**

Work on Parts of an Exhibition assignment

**DUE TODAY:** Read *Introduction to Art*, Chapter 2 AND Chapter 4

---

**WEEK 2: GALLERY VISITS**

**Day 2:** Thursday, April 18

**In Class:** Possible field trip TBD

Practice formal analysis  
Work on Formal Analysis assignment

**DUE TODAY:** Parts of an Exhibition assignment

---

**WEEK 3: WESTERN ART HISTORY: PRE-HISTORIC TO MEDIEVAL ART**

**Day 1:** Tuesday, April 23

**Lecture:** “Ritual, Power, Beauty: The purposes of early Western Art”

**In Class:** Art and ritual  
Art and civilization: Pre-historic and ancient art  
Classical art and mimesis  
Early Medieval art

**DUE TODAY:** Read *Introduction to Art*, Chapter 10

---

**WEEK 3: WESTERN ART HISTORY: PRE-HISTORIC TO MEDIEVAL ART**

**Day 2:** Thursday, April 25

**Lecture:** “God and Man: The transition from the Medieval to Early Modern period”

**In Class:** Late Medieval art  
Medieval society versus modern society  
Symbolism versus mimesis  
Transition to the Renaissance  
The invention of linear perspective  
Early Renaissance art  
**Workshop ideas for your group projects in class**

**DUE TODAY:** Formal Analysis assignment

---

**WEEK 4: WESTERN ART HISTORY: RENAISSANCE TO ROYAL ACADEMIES**

**Day 1:** Tuesday, April 30

**Lecture:** “Images of the Ideal: Renaissance Art”

**In Class:** The Italian High Renaissance  
The Northern Renaissance  
Understanding iconography in art

**DUE TODAY:** Read *Introduction to Art*, Chapter 5.4 (pp.141-155)  
*Additional readings and media linked on Canvas*

---

**WEEK 4: WESTERN ART HISTORY: RENAISSANCE TO ROYAL ACADEMIES**

**Day 2:** Thursday, May 2

**Lecture:** “Church and State: The art of the 17th century”

**In Class:** The Counter-reformation and Italian Baroque art  
The Scientific Revolution and the Age of Exploration  
Baroque in the Netherlands, Spain, and France  
The Royal Academies

**DUE TODAY:** Group project proposals

---

**WEEK 5: WESTERN ART HISTORY: NEOCLASSICISM TO REALISM**

**Day 1:** Tuesday, May 7

**Lecture:** “Got a Revolution: Neoclassicism and Romanticism”

**In Class:** French nobility and Rococo art  
The Enlightenment and Neoclassical art  
The French Revolution, counter-revolutions, and Napoleonic wars  
Romanticism  
The beautiful and the sublime; madness and genius

**DUE TODAY:** Read *Introduction to Art*, Chapter 5.1-5.3.5 (pp.129-141)  
Read *Introduction to Art*, Chapter 6.1-6.3 (pp.158-160)  
*Additional readings and media linked on Canvas*

---

**WEEK 5: WESTERN ART HISTORY: NEOCLASSICISM TO REALISM**

**Day 2:** Thursday, May 9

**Lecture:** “Realism as Revolution” and “Art in Context”

**In Class:** The Industrial Revolution and 1848  
Realism  
Gustav Courbet takes on the Royal Academy  
Socio-cultural contexts in art  
Practice contextual analysis

**DUE TODAY:** Iconographic Analysis assignment

---

**WEEK 6: WESTERN ART HISTORY: BECOMING MODERN**

**Day 1:** Tuesday, May 14

**Lecture:** “Becoming Modern: Art in the 19th century”  
**In Class:** What made modern society modern?  
Realism, Aestheticism, and the Salon of the Refused  
Impressionism  
Post-Impressionism

**DUE TODAY:** *Readings and media linked on Canvas*

---

**WEEK 6: WESTERN ART HISTORY: BECOMING MODERN**

**Day 2:** Thursday, May 16

**Lecture:** “Significant Form: Modern art in the 20<sup>th</sup> century”  
**In Class:** Fauvism  
Cubism  
Expressionism  
Abstractions East and West

**DUE TODAY:** Contextual Analysis assignment

---

**WEEK 7: WESTERN ART HISTORY: THE MODERN & THE POST-MODERN**

**Day 1:** Tuesday, May 21

**Lecture:** “The Avant-Garde”  
**In Class:** What is the “avant-garde”?  
Dada  
Surrealism  
The avant-garde in America  
Happenings, Fluxus, & performance art

**DUE TODAY:** *Readings and media linked on Canvas*

---

**WEEK 7: WESTERN ART HISTORY: THE MODERN & THE POST-MODERN**

**Day 2:** Thursday, May 23

**Lecture:** “From Modernism to Postmodernism”  
**In Class:** Modernism and Postmodernism  
Abstract Expressionism & the New York School  
Neo-Dada  
Pop Art

**DUE TODAY:** Group project: Individual outlines & bibliographies due

---

**WEEK 8: WESTERN ART HISTORY: CONTEMPORARY ART**

**Day 1:** Tuesday, May 28

**Lecture:** “Specific Objects; Specific Places: Minimalism and its effects”

**In Class:** Concrete art  
Minimalism  
Post-minimalism  
Site-specific art and land art

**DUE TODAY:** *Readings and media linked on Canvas*

---

**WEEK 8: WESTERN ART HISTORY: CONTEMPORARY ART**

**Day 2:** Thursday, May 30

**Lecture:** “The Art of Ideas: Conceptual art and its effects”

**In Class:** Conceptual art  
Images, language, meaning (or how to think like a conceptual artist)  
Conceptual art and feminism  
Institutional critique

**DUE TODAY:** Continue to work on group project

---

**WEEK 9: WESTERN ART HISTORY: NEW & NOW**

**Day 1:** Tuesday, June 4

**Lecture:** “Global Contemporary Art”

**In Class:** Big painting in the 1980s  
The yBas  
Relational Aesthetics  
From object to project (and other new medias)  
Global contemporary art

**DUE TODAY:** Read *Introduction to Art*, Chapter 8  
*Additional readings and media linked on Canvas*

---

**WEEK 9: WESTERN ART HISTORY: NEW & NOW**

**Day 2:** Thursday, June 6

**Lecture:** “Identity Politics in Art”  
**In Class:** Artists as activists  
The culture wars  
The 1993 Whitney Biennial and other breakthrough exhibitions  
Artists and identity politics 1980-today  
**Rough draft revision workshop**

**DUE TODAY:** Rough draft of group project: Group introductory text & individual essays

---

**WEEK 10: ART, ETHICS, & POWER**

**Day 1:** Tuesday, June 11

**Lecture:** “Art & Power”  
**In Class:** Modern art and war  
The political turn: art as protest, dissent, and commentary  
The ethical turn: art as community organizing

**DUE TODAY:** Read *Introduction to Art*, Chapters 9 & 10  
*Additional readings and media linked on Canvas*

---

**WEEK 10: ART, ETHICS, & POWER**

**Day 2:** Thursday, June 13

**Lecture:** “Art & Ethics”  
**In Class:** A concise history of ethics in Western art  
The ethical turn: moral relativism in the woke age?  
Art and social practice  
Gray areas: appropriation, exploitation, & consent in contemporary art

**DUE TODAY:** Continue working on group project

---

**WEEK 11: FINAL PRESENTATIONS**

**Day 1:** Tuesday, June 18

**In Class:** Students present group projects to the class

**DUE TODAY:** Final draft of group project

---

**WEEK 11: FINAL PRESENTATIONS**



**Day 1:** Thursday, June 20

**In Class:** Students present group projects to the class

**DUE TODAY:** Course evaluations

**DEFINITION OF A CREDIT HOUR**

A credit hour is defined by Flashpoint Chicago and the U.S. Department of Education as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student

work each week for approximately ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours. Senior Thesis and production-based courses may exceed the minimum expectation for out-of-classroom work.

### **CONTACT HOURS & OUT-OF-CLASS STUDENT WORK PER COURSE**

A typical 4-quarter-credit-hour course at Flashpoint Chicago meets for one 4-hour/240 minute class period each week for 11 weeks for a total of 44 contact hours/2640 contact minutes over the quarter. Each course also requires 8 hours/480 minutes of out-of-class student work per week for a total of 88 hours/5280 minutes of out of class student work over the quarter. Total quarterly contact and out-of-class hours for each course is 132 hours or 7,920 minutes.

### **REASONABLE ACCOMMODATION FOR SPECIAL NEEDS**

Flashpoint Chicago is committed to responding to all eligible student requests for reasonable accommodations that can be provided without undue hardship to the college. Please see the *Disability Services* section of the General Catalog for more information.

### **ATTENDANCE POLICY**

Regular class attendance is mandatory and integral to success at Flashpoint Chicago. Students are expected to be present at the start of each class session and remain through the entire class period. A student who is absent for all or part of a class session is responsible to make up missed coursework.

For each course at Flashpoint Chicago, students are required to attend 4 class session hours of per week for 11 weeks for a total of 44 hours or 2,640 minutes of in-class instruction. Attendance is recorded in the number of minutes a student is in attendance during the duration of a course. Absences are calculated as the student's total number of unexcused, missed class minutes over the duration of the course.

- If student records unexcused absences totaling 15% of the total class minutes or 7 hours of class time, the student's final grade for the course will be reduced by one or more full letter grades.
- If a student records unexcused absences totaling 30% or more of total class minutes or 13 hours of class time, the student will fail the course and receive a final grade of F. A student who fails or is withdrawn from a required course due to unexcused absences must enroll in and successfully complete the course at a later date.
- A student who records unexcused absences in all registered courses for the entire first week of class will be dropped from all registered courses and dismissed from the college. If applicable, the cost of tuition will be adjusted.
- A student who stops attending classes and records unexcused absences in all registered courses for 14 consecutive calendar days will be administratively withdrawn from all courses and dismissed from the college. All withdrawn courses will receive a grade of W on the student's permanent academic record.

### **EXCUSED ABSENCES**

At the discretion of the instructor(s) and/or the Director of Student Success, absences due to family emergencies, bereavement, military service, and observance of a religious holiday may be excused. In accordance with the Illinois state law, absences will be excused for students who volunteer in an official capacity as emergency workers, including as a volunteer fire fighter, emergency medical technician, ambulance attendant, or other first responder. Absences due to legal obligations must be supported by formal documentation and submitted to the instructor(s) and/or the Director of Student Success upon return to the next class session. Transportation issues are not considered excused absences.

A student who will be absent for 14 consecutive calendar days must meet with the Director of Student Success and all instructors prior to leaving and provide advance documentation supporting the need for the absence.

### **MEDICAL ABSENCES**

A student is allowed two excused class session absences per term for medical reasons. Medical absences will only be excused with proper documentation, including a doctor's note, submitted to instructor(s) and/or the Director of Student Success prior to or at the beginning of the next class session. A doctor's note will not be accepted after the class session begins and the absence will be unexcused.

A student with an on-going medical condition that may result in more than two medical absences must disclose the medical condition prior to starting the term or within the first week of diagnosis supported by medical documentation. Catastrophic or unexpected medical emergencies, such as surgery or the need for ongoing care, will be taken into consideration and excused with proper documentation at the discretion of the Director of Student Success.

### **TARDINESS OR EARLY DISMISSAL FOR MEDICAL REASONS**

A student who arrives late for a class session for medical reasons must immediately submit proper documentation, including a doctor's note, upon arrival in class. A student who leaves class early for medical reasons must submit a proper documentation prior to or at the beginning of next class session. A doctor's note will not be accepted after the class session begins and the absence will be unexcused.

## ONLINE COURSE ATTENDANCE

In an on-campus course, an absence is recorded when a student misses a class session. In an online course, a class session is defined as a week of coursework, lectures, assignments, and assessments presented via the online platform. Attendance for each week is recorded when an online student logs on and posts to the course discussion board as instructed by specific deadlines in the week.

The two weekly discussion board posts required for online attendance are:

- 1st post: Monday, Tuesday, or Wednesday before 11:59 pm
- 2nd post: Thursday, Friday, Saturday, or Sunday before 11:59 pm

Attendance for a week is recorded after a student logs the 2nd post. Students must post to the discussion board both times each week. A student who posts only once in the week will be marked absent for the week. A student who is marked absent for a week is responsible to contact the instructor and to make up missed coursework, assignments, and assessments.

## ONLINE ATTENDANCE POLICY APPEALS

A student who is dismissed from a course after a 3rd absence may submit a written appeal with documentation to [appeals@columbiacollege.edu](mailto:appeals@columbiacollege.edu) to be reviewed by the Academic Appeals Committee. The written appeal must include supporting documentation and must be received within five (5) calendar days following the date of the 3rd absence. No appeals will be granted after a 4th absence.

## COURSE WITHDRAWAL POLICY

A student who wishes to drop an individual course and receive a tuition refund must submit a Drop Request prior to the Add/Drop deadline at 5:00 p.m. on the seventh (7th) calendar day of the quarter, which is usually the second Monday of the quarter. If the either the first or seventh calendar day of the quarter falls on a school holiday, the Add/Drop deadline is extended to 5:00 p.m. on the second Tuesday of the quarter.

A student who submits a Drop Request for an individual course prior to 5:00 p.m. on the seventh (7th) calendar day of the quarter is entitled to a 100% tuition refund for the course. There is no pro-rata refund for withdrawing from an individual course after the Add/Drop deadline.

A student may officially withdraw from an individual course after the Add/Drop deadline by completing and submitting a signed Course Withdrawal Form available in the Registrar's Office. Course Withdrawal Forms must be submitted by 5:00 p.m. on Friday of the before the end of the 9th week of the quarter. A grade of W (Withdrawal) will be automatically recorded on the student's transcript for the course. There is no tuition refund for withdrawing from individual courses after the Add/Drop deadline.

A student who fails to complete and submit a signed Course Withdrawal Form will not be withdrawn from the course and will receive an appropriate grade from the instructor to reflect work completed. This grade will be recorded on the student's transcript and become part of the student's permanent record. A student who withdraws from a required course must enroll in and successfully complete the course at a later date.

International students must obtain approval from the PDSO before withdrawing from a course in order to avoid violating legal status.

## COURSE WITHDRAWAL DEADLINES

Week 2 to Week 9: Students will receive a W grade for officially withdrawing from a course between Tuesday of Week 2 and Friday of Week 9. A grade of W does not impact grade point average but does impact attempted credit hours and will appear on the student's academic transcript.

Week 10 to Week 11: No course withdrawal are permitted after Week 9. If a student has stopped attending class but did not submit a Course Withdrawal Form before the end of Week 9, the instructor will assign the appropriate grade to reflect the work completed.

## INCOMPLETE POLICY

The grade of Incomplete (INC) is exceptional and given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements due to unforeseen circumstances. The student must request an Incomplete grade before the end of the quarter. The instructor retains the right to make the final decision to grant or deny a student's request for an Incomplete grade.

It is the responsibility of the student to complete and submit the remaining coursework by the assigned deadline. Prior to the end of the Add/Drop period of the following quarter, the instructor must submit a grade change, converting the Incomplete to a letter grade. If the student does not meet the deadline, the student fails the course and the Incomplete grade is automatically converted to a final grade of F.

## ACADEMIC INTEGRITY POLICY

Flashpoint Chicago students are responsible for knowing and following all policies and procedures of the institution and all rules for each course in which they are enrolled. Rules for a course are found in the course syllabi.

Flashpoint Chicago expects all students to fulfill assignments and complete tests independently and honestly. The institution will penalize any student found guilty of cheating, plagiarizing, or any other form of dishonesty. All members of the faculty, administration, and student body are expected to uphold academic honesty in their work.

### **CHEATING**

Cheating, plagiarism and knowingly furnishing false information are defined by established academic standards in widespread use.

Cheating refers to the use of unauthorized assistance in completing coursework. Unauthorized assistance may include the use of the printed material, computer files, equipment, or personal notes of another student or individual. Cheating on exams and assignments, plagiarism, and knowingly furnishing false information are unacceptable behaviors on the part of a student.

Fraud on tests, papers, production work, or any aspect of college life is taken very seriously and is addressed on a case by case basis by the Academic Affairs and Student Services Departments. Cheating or plagiarism may result in permanent dismissal from the college.

Examples of cheating include: using written or produced assignments from one course for academic credit in another course unless expressly allowed; collaborating with another student on an assigned project unless expressly allowed; handing in work written or produced by another student as your own; writing or producing work for another student to use as his or her own; submitting exams or other assignments that contain answers or materials knowingly taken from the work of another student; consulting texts, notes, or other materials while taking an exam, unless expressly allowed; using crib sheets; signing another student's name on an attendance or crew roster; and knowingly and falsely stating that another student was present in a class or on a crew.

### **PLAGIARISM**

Plagiarism is presenting the words or ideas of another person as one's own, including the use of direct or paraphrased material without proper documentation or attribution

All students are expected to honestly attribute and correctly cite sources included in course assignments. Information and instructions regarding citing sources is available at the Learning Resource Center.

### **DISHONESTY**

Other forms of dishonesty may include falsely claiming to have done work, misrepresenting reasons for not completing assignments or taking examinations as scheduled, and submitting the same work in more than one course.

An instructor who discovers any student cheating, plagiarizing, or committing other forms of dishonesty will report such action in writing to the Student Services Department. The report will be entered into the student's official record for possible disciplinary action that may include receiving a failing grade for the assignment, test or course and may include academic probation, suspension, or in extreme or repeated cases, expulsion.

**GRADE SCALE**

GRADE CRITERIA	Letter Grade	% Grade	Grade Points	INCLUDED IN SAP:		
				CGPA	ICR Credit Hours	
					Earned	Attempted
Performs at the highest level and demonstrates full, uncompromised commitment and effort	A	92.5-100	4.00	Yes	Yes	Yes
	A-	90-92.49	3.75	Yes	Yes	Yes
Performs at a high level and demonstrates consistent and effective achievement in meeting course requirements	B+	87.5-89.99	3.50	Yes	Yes	Yes
	B	82.5-87.49	3.25	Yes	Yes	Yes
	B-	80-82.49	3.00	Yes	Yes	Yes
Meets the basic requirements of the course	C+	77.5-79.99	2.75	Yes	Yes	Yes
	C	72.5-77.49	2.50	Yes	Yes	Yes
	C-	70-72.49	2.25	Yes	Yes	Yes
Meets minimum standards and performs at a level sub-par to basic requirements	D+	67.5-69.99	2.00	Yes	Yes	Yes
	D	62.5-67.49	1.75	Yes	Yes	Yes
	D-	60-62.49	1.50	Yes	Yes	Yes
Fails to meet minimum course requirements	F	< 60	0	Yes	No	Yes