

Art 103 – Intro to Visual Art

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Prerequisites	None, but you cannot be an art major
Credit Hours:	3.0
CRN#	20035

Course Description

This course will utilize visual art as a platform for exploring significant political, social, cultural, intellectual and economic developments that have shaped the world we live in. Our goal will be to attempt to understand the role that art has played and continues to play in the shaping of history and culture. Rather than simply viewing artworks as windows into the past, we will see how art reveals the nature of different peoples and cultures, along with examining the role art has played in the shaping of history. In the present world, where visual sources constantly bombard people, this course aims to provide students with a set of critical filters to examine works of art from the past and different sorts of visual sources that they encounter in today's world. Because of the breadth of this timeframe, our course will be somewhat selective and will focus mainly on the arts of European-based cultures.

In addition to your interaction with images, you will be assigned to read a number of book chapters and scholarly articles, and also watch a number of art-themed films. These readings and films are designed to provide information regarding the history of art and open your mind to the processes and mechanisms that shape history and its interpretation by both scholars and the public at large.

Required Books

R.A. Scotti, Basilica: The Splendor and the Scandal: Building St. Peter's ISBN: 978-0452288607

Additional readings available for download on Sakai

Netflix Access

Course Requirements

Orientation Assignments – 30 points: Before beginning, you need to familiarize yourself with the online learning environment. Read over the “Orientation” lesson and complete the three requirements listed to receive these points. You need to set up your account on turnitin.com, load an avatar, and post an introduction in the discussion forum, and watch the plagiarism videos.

Module Quizzes — 30 points each: Five ten question multiple choice quizzes will be taken at the conclusion of each module. You will have 15 minutes to complete each quiz. Quizzes are open-note and will be drawn from information presented in online lectures, along with assigned readings and films. These quizzes are designed to ensure that you have taken good, thorough notes while watching the online lectures, and that you have done the required readings and watched the required films.

Reading Summaries – 30 points each: Each module has a reading assignment attached to it. You are required to submit a one page single spaced summary of each of the readings. Generally you will only be asked to summarize the crucial points in the readings to receive full credit, however I may also pose a question that needs to be addressed in your response. Please use paragraphs rather than just making a list of bullet points. Reading Responses must be submitted online via Turnitin.com.

Academic Integrity: I highly recommend that you become familiar with what constitutes academic dishonesty. Plagiarism is a major problem in the academic world, and perhaps an even bigger problem when it comes to online education. Plagiarism is defined in the Shepherd University Catalog as “the act of stealing and using, as one’s own, the ideas of another or the written expression of ideas of another.” I have included in the online materials links to some videos about plagiarism that you are REQUIRED to watch. In short, anytime you get information off the web and copy it over to your paper, either directly or with minor word changes, without citing the website – you are plagiarizing. If you are caught plagiarizing on an assignment you will not only lose all the possible points on that assignment, but will lose additional points as well at my discretion. Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook**

(<http://www.shepherd.edu/students/studenthandbook.pdf>).

Disability Support Services: Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at 304-876-5453. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations need to be documented and provided to instructors. I strive to create a first-rate learning environment for everyone and if there is something I can do to make you more comfortable please feel free to bring it to my attention. If you require special accommodations, please discuss this with me during the first week of class. Please see <http://www.shepherd.edu/mcssweb/dss/default.html> for more information.

Extra Help: I encourage you to take advantage of the personal trainer that you all are paying for (and may not have even known it). The Academic Support Center is supported by your tuition dollars and is available to aid you at no additional cost. In relation to this course, the writing “personal trainers” employed there will be of great help when working on your midterm and final for this course. Visit the Academic Support Center in the Library room 103, open from 8:00 – 4:30; www.shepherd.edu/ascweb; 876-5221;

Counseling Services: The Counseling Services office is located on the ground floor of Gardiner Hall and accessed through the Health Center. Counseling Services is staffed by two full-time Licensed Professional Counselors from 8:00 am - 4:30 pm Monday through Friday. Appointments can be scheduled by calling the Health Center at 876-5161. The Purpose of the Counseling Services staff is to:

Support students in overcoming specific personal interpersonal, or educational problems. Provide opportunities for students to develop self management, problem solving, and leadership skills. Motivate students to reduce harmful behavior and increase healthy, life-affirming behavior.

Provide education, assessment, and consultative services in the areas of mental health and well being.

<http://www.shepherd.edu/safweb/counseling/index.shtm>

Disclaimer: THIS SYLLABUS AND/OR CALENDAR MAY BE ADJUSTED OR ALTERED DURING THE SEMESTER TO ACCOMMODATE THE NEEDS OF THE STUDENTS AND THE LEARNING GOALS FOR THE COURSE. Announcements about any changes will be made in class and posted to SAKAI. It is your responsibility to stay abreast of any changes or corrections.

A Few Final Warnings

I’m relatively forgiving, yet I do ask that in order to receive mercy you act like an adult attending a University and not a teenager in High School. If you have special needs or need assistance in any way, please communicate with me. But do not come to me the last week of the term with a list of excuses, come early and we can find solutions to your problems.

Learning Outcomes

Critical thinking / viewing/ writing

- Enhance students’ ability to critically speak, read, and write about art.

- Promote critical thought regarding how visual sources influence people in contemporary American society.

Visual Communication

- Explore the range of methods and mechanisms employed by artists to produce meaning in the mind of a spectator.
- Explore the ways contexts enable and constrict the range of meanings a work of art can create.

Art History

- Create a familiarity with major artists, art movements, and significant works of art throughout history
- Foster an awareness of the varied contexts throughout history in which art has appeared and engaged

Art and Society

- Explore the ways in which art has mirrored and shaped past societies
- Explore the ways in which art mirrors and shapes contemporary society
- Promote an awareness of the ideas and concepts that structure the contemporary art world, along with a sense of the range of possibilities open to artists of this generation.
- Foster connections between past and present

Core Curriculum Competencies

This course addresses the following competencies:

Life-Long Learning
Creative Thinking
Global Awareness

Students in this course will...

- understand a diverse range of human activities, creations, and media that enable us to understand and enjoy the experiences of our senses and to sharpen our aesthetic appreciation in both classic and contemporary artistic works;
- acquire a deeper appreciation for the arts, enhance understanding of artistic theory, or provide an experience in a specific medium or genre.

Leap Goals the course covers:

Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World
Goal No. 2: Intellectual and Practical Skills throughout the Curriculum
Goal No. 3: Personal and Social Responsibility

Class Schedule

Orientation – July 7

Module I - Pre- Renaissance (July 7-11)

During Module I we will consider some big questions in relation to art and society while examining some of the oldest manifestations of art known to mankind. We will begin by looking at a 3 inch tall statue that loosely resembles a bulbous woman and move onto some of the most lifelike statues of human beings ever created.

Unit #1 - Why art

- Discussion Forum: 3 bedroom wall objects

Unit #2 - Art Before History

- Watch “Stonehenge Decoded” and “How Art Made the World: More than Human”
- Reading: Bonfante, “Nudity as Costume in Classical Art”

Unit #3 - Classical Greece

Unit #4 - Rome and Christianity

- Contemporary Touchstone: Inside Mecca
- Module Quiz #1

Everything Due by 7/11 at Midnight

Module II – Renaissance and Reformation (July 12 – July 18)

The word “Renaissance” means “re-birth” and we will see in this module how art was re-born and society followed in its wake. Then we will conclude by looking at probably the most significant social rift in the history of Western society – and one upon which our society is based.

This week is unique because you will begin by watching a documentary and reading the first part of a book before watching any of the online lectures. It is also unique because you will be reading an entire book. Instead of trying to summarize the entire book in a one page reading response - I want you to keep a running journal of what you read in *Basilica* based on some study questions I will give you. Make sure you download the "Basilica" study guide questions file linked below and use those questions to compose your response. I expect the entire journal response to be 2-3 pages single-spaced when done.

- Watch “The Medici: Godfathers of the Renaissance,” parts 1-3

Unit #5 – The Italian Renaissance

- Reading: R.A. Scotti, *Basilica: The Splendor and the Scandal: Building St. Peter's*

Unit #6 – The Northern Renaissance and Reformation

- Discussion Forum: The North vs. The South

Unit #7 – The Counter-Reformation

Unit #8 – The Dutch Republic

- Contemporary Touchstone: “Rivers and Tides”
- Module Quiz #2

Everything Due by July 18th at Midnight

Midterm Question will be distributed on July 18th

Midterm is Due on July 21st at Midnight

Module III – Enlightenment and Revolution (July 19th – July 25th)

In this module we will become acquainted with the historical foundations of the ideologies that dominate our lives in modern America. These things are all intimately familiar to you, though you might not have ever even thought about where they came from. A period filled with both dramatic successes and catastrophic failures, you will see through the art that is produced during the time the cost of re-creating society. By considering these questions in relation to art, you will hopefully become more aware about both art and yourself.

Unit # 9 - Enlightenment

Unit #10 - Nationalism

- Reading: Anderson, *Imagined Communities* excerpt
 - Discussion Forum: Nationalism: Good or bad?

Unit # 11 – The French Revolution

Unit # 12 - Post-Revolution

- Contemporary Touchstone: “Inequality for All” and Vice episodes
- Module Quiz #3

Everything Due by July 25th at Midnight

Module IV - The *Avant Garde* and Abstraction (July 26th – August 1st)

During this module artists start to see themselves in a new light and take dramatic new risks. This results in a re-formulation of the relationship between art and society and redefines what art can say and do about the world it is a part of.

- Reading: Berger, Chapter 2-3 – MAKE SURE TO READ FIRST

Unit # 13 - Realism and the Avant Garde

Unit # 14 – Impressionism

Unit # 15 – Orientalism

- Discussion Forum: Orientalism Analysis

Unit # 16 - Impulses to abstraction

- Contemporary Touchstone: “Art is the Permanent Revolution”
- Module Quiz #4

Everything Due by August 1st at Midnight

Unit V – Modern and Contemporary Art (August 2 – August 7th) ***SHORT WEEK***

The first half of the twentieth century was a time of dramatic turmoil, and nowhere is that turmoil made more apparent than in the world of art. Diverging artistic styles became aligned with distinct political ideologies and as politicians battled for the future of mankind, art became one of the most powerful weapons in their arsenals. Today art occupies an unprecedented and frustrating social position, nevertheless we will see the ways in which artists have cleverly occupied this terrain in order to say something of significance. We will consider what art is, what art ought to be, and who pays for that art – and whether or not any of those questions have easy answers.

Due to the Shepherd Summer II schedule this is a short week. I am required to submit final grades by Friday morning, therefore the regular work for the week will be due Wednesday night at midnight, and the final essay will be due by Thursday night at midnight. To help offset the time crunch of this week, I have opted to waive both your reading and your discussion forum posting assignments for the week. So you just need to watch the lectures / documentaries, write the contemporary touchstone response, and take the quiz by Wednesday night.

- Reading: NONE – work on your final essay instead
- Discussion Forum: NONE – work on your final essay instead

Unit # 17 – World War I

- Watch “Architecture of Doom”

Unit # 18 – World War II

Unit # 19 - Abstract Expressionism and Pop art

Unit # 20 – Post-Modern pathways

- Contemporary touchstone: “Exit Through the Gift Shop”
- Module Quiz #5

Everything Due by August 6th at Midnight

***Final Exam question will be distributed on August 2nd**

***Final Exam Essay due by August 7th at Midnight**