

Arts 2F/ ICS 5 History of Art • Summer Online Course 2016
Multicultural Arts in the United States
De Anza College

Instructor: Dr. Catie Cadge-Moore Office: A44

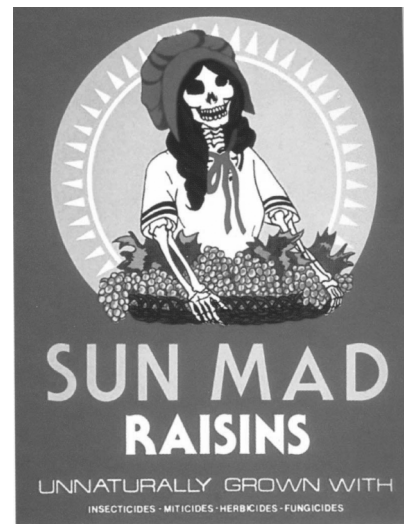
E-mail: cadgemoorecatie@fhda.edu

Office Hours: I will have no regularly scheduled on campus office hours this summer. If you would like additional help, email me to arrange a time when we can have a conversation by phone or, if possible, meet on campus in person.

Instructor's web site: <http://www.deanza.edu/faculty/cadgemoorecatie/>

De Anza College - Distance Learning: <https://catalyst.deanza.edu/>

De Anza College Library - <http://www.deanza.fhda.edu/library/>



Course Description: This class is an introduction to multicultural arts in the U.S. based upon a cross-cultural history of American art. Students will do a series of online exercises and participate in class forums in addition to reading textbook chapters and other assigned readings. We will study multicultural art history from two perspectives:

1. A survey providing a basic understanding of African-American, Latino (including Mexican-American/Chicano), Native American and Asian-American art history.
2. A thematic approach to the diverse art forms created by artists of color including discussions addressing race and discrimination, bicultural identity, gender, social class, cultural traditions and values, and contemporary social/political awareness. We will apply an interdisciplinary approach to art history including methods of analysis from intercultural studies, anthropology, history and cultural studies. Students will also learn basic skills in stylistic analysis and how to describe a work of art.

Student Learning Outcomes (SLO):

Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.

Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.

Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.

Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

Students will demonstrate critical thinking and visual literacy skills through oral communication.

Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

Required Readings: I have written an online textbook for this class. You may read it on your computer after downloading for free. The chapters are posted at: <http://www.deanza.edu/faculty/cadgemoorecatie/>
The chapters are password protected. See posted reading assignments in weekly class schedule for passwords.
NOTE: Online chapters cannot be printed. ***If you have difficulty accessing the reading FOR ANY reason, contact me immediately via email: cadgemoorecatie@fhda.edu.

***YOU MUST READ ONLINE CHAPTERS IN ORDER TO PASS THE EXAMS. Instructor will provide any assistance needed to provide access to the reading.

***All reading assignments for each week are listed in the course schedule below.

In this distance learning class, I will expect students to:

1. Contribute to a positive, collaborative learning environment online by being open and receptive to the ideas and opinions of others. It is ok to disagree with a concept, but please be respectful of the ideas of others.

2. Take responsibility for class participation. If no assignments have been submitted by the end of Week One, you will be dropped from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so.
3. Participate in the class forums. **Participation is mandatory.** Students will be required to submit original posts on **at least two forums per week** and your grade will also reflect whether or not you post responses to other students' posts and consider what has been shared by others on that forum.
4. **Do your own work. Anyone found cheating on an exam or plagiarizing** (copying material without reference or credit) will be given an "F" on that exam or assignment and may fail the course. Each student **MUST** write his/her assignments, even if research was conducted with others. If two students post the same written response, each will receive half the points earned (equivalent to an "F").
5. **Finish reading assignments on time.** Readings complement the material we cover in class. Completing the reading assignments will help your ability to participate in class forum discussions and assignments.

Grading

The class grading will be weighted as

2 quizzes, 150 points each	300 points
Weekly forum participation 20 pts each week	100 points
Ten short written assignments, 10 points each	100 points
Paper assignment	100 points
Total Points	600 points

*Each quiz will be in three sections - two multiple choice parts, 20 points each, and a short essay part, 60 points

Extra Credit: There will be opportunities to receive up to 60 points in extra credit.
Specific assignments will be discussed online.

Grades for point scores

A+ : above 600	A : 600 - 560	A- : 559 - 540
B+ : 539 - 520	B : 519 - 500	B- : 499 - 480
C+ : 479 - 460	C : 459 - 420	D : 419 - 360
F : below 360 points		

Summer Quarter Schedule:

The six-week schedule of this session does not allow us much flexibility in arranging quiz times. The weekend scheduling of the quiz was chosen by past student request. **No late quizzes will be given. If you miss one quiz, you can replace part of the score by completing EXTRA CREDIT assignments.** The multiple choice quiz section has a 30-minute time limit. The essay quiz section of the quiz has a 100-minute time limit. *****Please plan to set aside time in your schedule for taking the quizzes as scheduled. MAKE SURE to start the quiz with enough time to finish BEFORE the cut-off time displayed. You MUST hit 'submit' to post your answers. ***KEEP A COPY OF YOUR WRITTEN RESPONSES ON QUIZZES as a backup copy. I will provide tips for taking the quizzes on Catalyst.**

Week 1 06/27 - 07/03

Readings: Chapter 1: pages 1 - 22
Chapter 2: pages 23 - 69

Remember: You **MUST** post on TWO forums EACH WEEK. I will grade your forum posts based upon the quality of your answer, such as originality and extent of critical thinking demonstrated. I will also increase your forum grade by considering your responses to other students' posts.

***Short written assignments are REQUIRED and due each week - see Catalyst for assignments and forums.

Week 2 07/04 - 07/10

Readings: Chapter 3: pages 70 - 144
Quiz 1: Available between 6:00 AM, Thursday, 07/07 and 11:55 PM, Saturday, 07/09

Week 3 07/11 - 07/17

Readings: Chapter 4.1: pages 145 - 190

Research Paper DUE next week - 07/19

Week 4 07/18 - 07/24

Readings: Chapter 4.2: pages 191 - 231

Finish work on your **Final Artist Research Paper: due 07/19**

Week 5 07/25 - 07/31

Readings: Chapter 5: pages 232 - 296

Extra Credit assignments DUE Thursday, 08/04, by midnight.

Week 6 08/01 - 08/05 No extra readings, forums or essays. Focus upon your Final Quiz 2.

Quiz 2: Available between 6:00 AM, Wednesday, 08/03 and 11:55 PM, Friday, 08/05

(All times listed are Pacific Daylight Time. If you will be in another time zone, plan accordingly)

*****Friday, 08/05: Last day of Summer Quarter. No later work will be accepted after posted due dates.**

History of Art

Cadge-Moore

Outline for Describing a Work of Art

When studying or writing about the art in this class, make note of the following:

WHO? For whom was the object made? Specific artist known?
 Patron known? (Who commissioned or paid for an artwork?)
 WHAT? What is it? What is its title or subject?
 WHERE? Where was it made? What site and is this an important factor?
 WHY? Why was this object made? For what purpose? What does it tell us about
 the culture who made and used it?
 HOW? How was it made? What are the materials and techniques used?

Does the artwork reveal anything about the following contexts?

Historical
 Cultural
 Social
 Political
 Religious or ceremonial
 Economic

What is the subject matter? What motifs or symbols are used and what is their significance? Art historians call this *iconography*.

When describing the style of an artwork (stylistic analysis), consider the following:

Scale: What is the size and why is this important?
 Composition: What is the overall arrangement of the elements of the piece?
 Is the design balanced or symmetrical? Asymmetrical?
 Do the motifs fill the entire design surface? How is space used?
 What are the relationships of the designs to one another?
 Overall approach: Is it naturalistic? Based on natural forms, but stylized?
 Geometric? Abstract (not naturalistic)?
 Shape: What is the basic shape or contour of the piece?
 What shapes does the artist use? Square, circle, triangle?
 Line: What is the character of the painted, sculpted, beaded, embroidered,
 woven line? Are forms strongly outlined? Is the line curvilinear?
 Straight-edged? Dynamic, meandering, fluid? Do forms suggest
 movement?
 Color: What are the colors used? How do they affect the work? Are they bright?
 Subtle in effect? How is black and white used? Are shadows obvious?
 Texture: Is texture indicated? How does this affect the work?

How have all the elements above contributed to the way the piece looks?

What is the emotional impact on you, the viewer?

Do these aspects of style suggest anything about the contexts given above?

About the artist and his or her culture?