

Arts 2F/ ICS 5 History of Art • Online Class

Multicultural Arts in the United States • Winter 2016

De Anza College Distance Learning Class

Instructor: Dr. Catie Cadge-Moore Office: A44

E-mail: cadgemoorecatie@fhda.edu

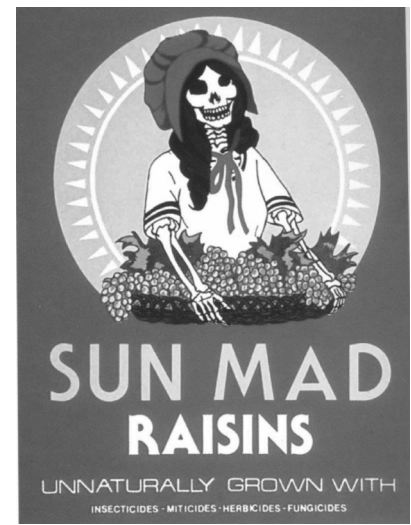
Phone: (408) 864-5683

Office Hours: Monday, Wednesday, 12:30 pm to 1:20 pm,
or contact instructor for an appointment

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

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

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



Course Description: This class is an introduction to multicultural arts in the U.S. based upon a cross-cultural history of American art. Students should expect to spend several hours per week writing short essays and online exercises and participating in class forums in addition to reading textbook chapters and other assigned readings. This is not a writing class, but as it is conducted online, most of your grade will be based on short answers, essays, and forum participation that you write in response to class questions. 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://faculty.deanza.fhda.edu/cadgemoorecatie>
The chapters are password protected. See the weekly class schedule on Catalyst 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. I have a limited number of printed copies of the textbook I can lend out - contact the instructor if necessary.

***YOU MUST READ ONLINE CHAPTERS OR PRINTED TEXT 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. If you do not submit class assignments by the end of Week Two, I have the option of dropping you from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so.
3. **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 own paper and assignments, even if research was conducted with others. If two students hand in the same paper, each will receive half the points earned (equivalent to an "F").
4. Finish paper, class and 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

3 Quizzes, 100 points each	300 points
Forum participation 20 pts each two week period	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.

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		

Class Schedule:

NOTE: First two quizzes start on a Thursday and end on a Saturday night. The weekend scheduling of the quiz was chosen by past student request. (Final quiz begins on a Tuesday and ends Thursday during Final Exam Week) **No late quizzes will be given. If you miss one quiz, you can replace the score by completing EXTRA CREDIT assignments.** The multiple choice quiz sections have 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.**

*****Forum posts MUST be made during the week the forum is posted (Sunday midnight is the deadline).** I will only grade posts made on or before the Sunday prior to the next week. Students who post EARLY in the week generally score HIGHER on forum grades.

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

Week 1 *Each week - read and post in ALL forums. Complete short essay or questions posted.**

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

*** 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. **Higher scores are given to students who post in more than one forum a week.**

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

Week 2 Readings: Continue with Chapters 1 & 2

Week 3 Readings: Chapter 3: pages 70 - 144

Week 4 Readings: Continue with Chapter 3
Quiz 1: Available between 8:00 AM, Thursday, 01/28 and 11:55 PM, Saturday, 01/30

Week 5 Readings: Chapter 4, part 1: pages 145 - 190

Week 6 Readings: Continue with Chapter 4, part 1

Week 7 Readings: Chapter 4, part 2: pages 191 - 231

Week 8 Readings: Continue with Chapter 4, part 2
Quiz 2: Available between 8:00 AM, Thursday, 02/25 and 11:55 PM, Saturday, 02/27

Week 9 Readings: Chapter 5: pages 232 - 296

Week 10 No extra readings, forums or essays.
 Finish work on your Final Artist Research Paper: **due Monday, 03/14 by midnight. You can upload the paper to Catalyst - see Catalyst link.**

Week 11 Readings: Continue with Chapter 5

Week 12 Final Exam Week - **Friday 03/25 is the last day of Winter Quarter. Absolutely no work will be accepted after that date.**

Quiz 3: Available between 8:00 AM, Tuesday, 03/22 and 11:55 PM, Thursday, 03/24

*****NOTE FINAL Quiz starts TUESDAY, ends THURSDAY!**

Extra Credit: There will be opportunities to receive up to 60 points in extra credit. Specific assignments will be discussed online. * Extra Credit Assignments DUE Monday, 03/21**

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?