

## ARTS 2B: Europe During the Middle Ages and the Renaissance

### Course Description

This course introduces the discipline of art history through an analysis of images, objects, and works of architecture produced from approximately 600 through 1600 C.E., including discussion of Islamic and European cultures during the Middle Ages, and the art of the Renaissance (including Mannerism) in northern and southern Europe.

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Email: MjeldeElizabeth@deanza.edu

Voice mail: (408) 864-8433 *Please allow 24 hours for a response.*

*No voice mail will be returned on Sundays. Always identify yourself by providing your first and last name, in email as well as voice mail.*

### Office hours

- Online from 5:30 to 7:30 p.m. on Mondays and Wednesdays
- Available by appointment via telephone and Zoom

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**“No Show” Drop Policy:** ALL STUDENTS MUST COMPLETE QUIZ 1 by Friday, April 14, at 11:59 p.m. TO AVOID BEING DROPPED FOR NON-PARTICIPATION.

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### Important dates

- 4/14 To avoid being dropped as a “no show” complete Quiz 1
- 4/23 Last day to drop class without receiving a “W”
- 5/29 Memorial Day Holiday (no class or office hours)
- 6/2 Last day to withdraw from class (and receive a “W”)
- 6/19 Juneteenth Holiday (no class or office hours)

### Course Objectives

- To challenge and empower students to author their own history of art in an intellectually provocative classroom setting;
- To introduce, demonstrate, and utilize traditional as well as new methods of art historical interpretation;
- To produce histories of art based in part on analysis of primary source documents;
- To explore course material in a variety of ways, respecting different student learning styles.

### Student Learning Outcomes

- Students will analyze the social experiences of artists, demonstrating how artists’ relationships with their patrons was a defining factor in the production of works of art.
- Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.
- Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.

### Textbook

All course materials, including all reading assignments, are included online and free of charge in Canvas. Students may choose to print weekly Topic Worksheets (to assist in note taking) at their own expense. Students are advised to take extensive notes on all course content. If you wish to acquire a textbook to supplement your reading, I recommend the most recent edition of Mark Getlein, *Living with Art (12th edition)*, published by McGraw-Hill.

## Discussions and Group Analyses

As part of each Topic presentation students post discussion and group analysis responses, receiving up to two points for each post completed.

## Quizzes

After taking notes on each Topic presentation and the exercises which accompany it (including at least one document, demonstration of a technique, and secondary source reading), students will take a 10-point quiz. The quiz is an open-note, multiple choice quiz. The quiz may be taken once only and will be taken for credit. At the end of the quarter students will have their lowest quiz score omitted from their grade and replaced with a perfect score (10 points).

## Midterm exercise and Final exam

The midterm exercise and final exam require students to construct essays. Students will use their course notes to complete these essays. Grading rubrics for writing assessments are posted in the "Getting Started" module. The midterm exercise will cover topics 1 through 5. The final exam will focus on topics 6 through 10, but may include material from topics 1 through 5, as well.

## Analysis paper

To complete the analysis paper, students will write a six to eight-page paper comparing a work of art they analyze in person with a work of art explored in our course materials. Students will locate a work of art accessible to them in a local museum and discuss their choice with the instructor before beginning the paper. Alternatively, students may interview an artist and analyze a work of art by that artist in relation to a work of art chosen from our course materials.

## Extra Credit

Students will have an opportunity to complete one extra credit project worth 15 points. The extra credit option will be explained in detail after the midterm exercise has been returned.

## Course work and grade breakdown

Midterm exercise 30 points  
Analysis paper 35 points  
Final exam 40 points  
Quizzes 100 points (10 quizzes, 10 points each)  
Discussion posts 20 points (10 posts, 2 points each)  
Group Analysis posts 20 points (10 posts, 2 points each)

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Total: 245 points possible

## Course timetable and due dates

	Opens	Closes 11:59 p.m.
Topic 1 .....	April 10	April 14
Analysis paper.....	April 15	May 31
Topic 2 .....	April 19	April 25
Topic 3 .....	April 26	May 2
Topic 4.....	May 3	May 9
Topic 5.....	May 10	May 16
Midterm exercise.....	May 17	May 23
Optional extra credit.....	May 24	June 28
Topic 6.....	May 24	May 30
Topic 7 .....	May 31	June 6
Topic 8 .....	June 7	June 13
Topic 9 .....	June 14	June 20
Topic 10 .....	June 21	June 27
Final exam.....	June 21	June 30

## Frequently Asked Questions

### ***May I turn in late work?***

Yes. Late discussion and group analysis posts may be turned in to the instructor by email. Late midterm exercises will be accepted through June 9. Late analysis papers will be accepted through June 16. It is not possible to complete a weekly quiz after the portal has closed, but each student will have their lowest quiz score erased and replaced with a perfect score of 10 points at the end of the quarter. Extra credit assignments must be submitted on or before the due date. Final exams must be submitted on or before the due date. No new work may be turned in after the last day of the quarter, June 30.

### ***What if I need additional services, such as disability support?***

“In accordance with the Americans with Disabilities Act, De Anza College is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical issues). I invite you to meet with a Disabilities Support Services (DSS) counselor or Learning Disability (LD) Specialist to discuss any accommodations or specific learning needs you may have. If you have a disability-related need for reasonable accommodations or services in this course, you will need to provide me with a Test Accommodation Verification (TAV) form from the DSS office. Students are expected to give 5 (five) days-notice of the need for accommodations. Students with disabilities may obtain this form by contacting their DSS counselor or LD Specialist at (408) 864-8753.” Students who require assistance with complex images should contact DSS for assistance.

### ***How can I contact the instructor?***

You are welcome to meet with me on campus during office hours (no appointment necessary) or communicate with me by email or make an appointment to talk with me via Zoom. If you leave a voicemail or send an email with your telephone number, I will respond to your call. The quickest way to reach me and my preferred method of communication is by email, as I try to respond to your message the same day I receive it. Please see the first page of this syllabus for full contact information.

### ***How will the instructor provide feedback about my work?***

This course is designed to help you gain confidence in communicating your ideas. As such, feedback on each of the major assessments (the midterm exercise, the analysis paper, and the final exam) will be provided in time for you to evaluate instructor comments and improve the next assignment. You will find instructor feedback in “Assignment Comments,” located in the Grades section of our Canvas site. A grading rubric will usually accompany instructor feedback.

### ***How can I make sure I am not dropped for non-attendance?***

You must complete Quiz 1 in the first content module by the end of the first Friday of the quarter to avoid being dropped for non-attendance. Instructors are required to provide an accurate reporting of student participation to the college registrar on a “census date.” During the regular school year, the census date is the Monday of the third week of the quarter. During the summer, the census date is the Tuesday of the second week.

## Academic Integrity, Cheating, and Plagiarism

### ***What is academic integrity?***

“As a student at De Anza, you join a community of scholars who are committed to excellence in the teaching and learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is vitally important to your academic success that you know what constitutes academic dishonesty.

It is the student’s responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, it is expected that De Anza students will refrain from the behavior outlined. If you are unclear about a specific situation, you should speak to your instructor.

### ***What is academic dishonesty?***

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means, such as copying, in part or in whole, from someone else’s work; submitting work presented previously in another course, if contrary to the rules of either course; altering or interfering with grading; using or consulting any unapproved sources or materials during an examination, including consulting with other students or using electronic equipment such as cell phones, unless authorized by the instructor; committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own. This may include incorporating the ideas, words, sentences, paragraphs or parts of another person’s writings without giving appropriate credit, and representing the product as one’s own; representing another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own; submitting a paper purchased from a research or term paper service, including the internet; undocumented use of internet sources.

Other examples of academic dishonesty include purposely allowing another student to copy from your paper during a test; giving homework, term paper or other academic work to another student to plagiarize; having another person submit any work in your name; lying to an instructor or college official to improve your grade; altering graded work after it has been returned, then submitting the work for re-grading; stealing tests; forging signatures on drop/add cards or other college documents; collaboration without permission of instructor; gaining unlawful or unauthorized access to college or district computers or servers.”

### ***May I use ChatGPT or another AI tool to help me with my writing for this class?***

No. Use of ChatGPT or another AI tool constitutes **plagiarism**. You may **not** use ChatGPT or any other AI tool to complete discussions, group analyses, the analysis paper, the midterm, or the final essay.

### ***What are the consequences of Academic Dishonesty?***

“Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include: receiving a failing grade on the test, paper or exam; having course grade lowered; receiving a grade of F in the course.

Administrative consequences may include: disciplinary probation; disciplinary suspension; expulsion.

Students may also be subject to arrest or monetary fines if the academic dishonesty offense violates state or federal law.

### **Student Records**

The Student Development & EOPS Office maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students reported for academic dishonesty more than once. Related policies and procedures are printed in the college catalog.”

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