

ARTC106 : Survey of Western Art from Renaissance to Contemporary

General Information

Author:	<ul style="list-style-type: none">• Lisa Darty• King, Sarah• Sandvik, Loren
Course Code (CB01) :	ARTC106
Course Title (CB02) :	Survey of Western Art from Renaissance to Contemporary
Department:	Visual & Performing Arts
Proposal Start:	Fall 2020
TOP Code (CB03) :	(1001.00) Fine Arts, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000561228
Curriculum Committee Approval Date:	04/17/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course provides an overview of art and architecture from the Renaissance to the Contemporary period. (ART C105 is not a prerequisite for ART C106.)
Submission Type:	Mandatory Revision
	This is a cyclical review, with updated methods of instruction and evaluation, and textbooks. This course was last assessed in Fall 2015; the assessment did not affect this revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Art• Art History
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CC Studio Arts for Transfer

A.A. Degree for Transfer

Summer 2018

Associate in Arts in Art History for Transfer Degree

A.A. Degree for Transfer

Spring 2018 to Fall 2018

History Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

History Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 3.2	Humanities Arts	Approved	No value	No Comparable Course defined.

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area C.1	Arts & Humanities Arts	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 3.A	Arts & Humanities Arts	Approved	No value	No Comparable Course defined.

C-ID

C-ID	Categories	Status	Approval Date	Comparable Course
Art History	C-ID discipline	Pending	No value	ARTH C120

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In ART C106, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English C101: Freshman Composition. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction Discussion

Rationale Instructor moderates a student discussion about the influence of the Medici family upon art production in Florence during the Renaissance.

Methods of Instruction	Audiovisual
Rationale	Students examine a curated series of images that include the paintings, drawings, sculptures and architectural designs produced by Michelangelo Buonarroti.
Methods of Instruction	Written work
Rationale	Students write a 500 word essay describing the subject matter and symbolism of Botticelli's <i>The Birth of Venus</i> .
Methods of Instruction	Lecture
Rationale	Lecture on the influence of Renaissance art and culture on modern civilization.
Assignments	
<p>1. Weekly readings assignments from the textbook.</p> <p>2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice.</p> <p style="padding-left: 40px;">Example 1: identify, describe, and analyze Leonardo's <i>The Virgin of the Rocks</i> (c. 1485) in terms of overall symbolic significance and methods of composition.</p> <p style="padding-left: 40px;">Example 2: Compare and contrast David's <i>The Oath of the Horatii</i> (c. 1784) and Goya's <i>The Third of May, 1808</i> (c. 1814) in terms of style, composition, and possible political commentary; discuss differences and similarities between the Neo-Classical and Romantic style.</p> <p>3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.</p>	
Methods of Evaluation	Rationale
Tests	<p>Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.</p> <p>Essay exams - The exam may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question.</p> <p style="padding-left: 40px;">Example: A. Provide the vital statistics of Angelica Kauffmann's <i>Cornelia Presenting Her Children as Treasures</i> (artist, style, date, medium, current location). B. Analyze the formal elements of the painting by discussing the composition as a whole in terms of subject matter, use of line, color, symbolism, etc. C. Interpret the iconography of the work in terms of symbolic significance (subject matter: content, interpretation of the theme, religious, mythological, genre, portrait, etc.). Please also consider the cultural significance of the work. What makes this particular work of art representative of the neoclassical style?</p>
Project	Museum research projects and/or presentations - Students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).
Participation	<p>Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends.</p> <p style="padding-left: 40px;">Example 1: Discuss the significance of mythology in Botticelli's <i>Primavera</i> and <i>The Birth of Venus</i>. How were these themes of antiquity reconciled with Christian-inspired works of art?</p> <p style="padding-left: 40px;">Example 2: In what ways does Fragonard's <i>The Swing</i> exemplify the French Rococo? How does this style differ from the Baroque? Please provide images from the Baroque period to compare.</p>

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Davies, Penelope J.E., et al.	Janson's History of Art: The Western Tradition: Volume 2, 8th Edition	Pearson	2010	This is the latest print edition of this C-ID recommended, authoritative text.
Kleiner, Fred S.	Gardner's Art Through the Ages: A Global History: Volume 2, 16th edition	Cengage	2018	

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify, examine, and assess representative works of art and architecture from the Renaissance to the Contemporary period employing appropriate art historical terminology. Expected SLO Performance: 70.0

Visual & Performing Arts Studio Arts AA Degree for Transfer
2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment: This will be assessed through participation in group and individual critiques in oral or written formats.

Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. Expected SLO Performance: 70.0

Visual & Performing Arts Default Department A.A. Degree for Transfer
2. Discuss works of art representative of diverse cultures and regions within a historical and social context. Assessment: Essay, scored with a rubric in Art C101, Art C105, Art C106, Art C106H, Art C107, and Art C108. Quiz in Art C115.

English Liberal Arts: Arts & Humanities AA Degree
Evaluate, create, or perform artistic and cultural constructions.

Visual & Performing Arts 1. Demonstrate knowledge of the arts through associated terminology, historical practices and contemporary developments.
Studio Arts AA Degree Assessment: This will be assessed with the following tools: quizzes, tests and written assignments.
for Transfer

ISLOs Students who are completing a program will be prepared to engage in responsible citizenship at various levels.
Core ISLOs

Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the Contemporary period.

Expected SLO Performance: 70.0

Visual & Performing Arts 2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment: This will be assessed through participation in group and individual critiques in oral or written formats.
Studio Arts AA Degree for Transfer

English Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Liberal Arts: Arts & Humanities AA Degree

Outline

Course Outline

I. Introduction

- A. Basic components of Art History
- B. Art in context
- C. What is art?
- D. Aesthetics
- E. Formal elements of art

II. Italian Renaissance: 13th-16th Century

- A. Early Italian Art: Proto Renaissance
- B. High Renaissance; 1495-1520
- C. Venetian Artists
- D. Late Renaissance and Mannerism
- E. Architecture

III. Northern Art: 15th -16th Century

- A. Renaissance outside of Italy
- B. International Gothic
- C. Art of the Netherlands
- D. Comparison and Contrast of the North and the South

IV. Art of the Baroque

- A. Italian Baroque: Painting; Sculpture; Architecture
- B. Northern Baroque: Genre Painting and Still-Life
- C. Comparison and Contrast of Baroque and Rococo styles

V. Art of the 19th Century: The Age of Enlightenment

- A. Neoclassicism
- B. Romanticism
- C. Landscape Painting
- D. Realism and Naturalism
- E. Symbolism
- F. Impressionism and Post-Impressionism

VI. Art of the 20th Century: Modern and Post-Modern

- A. Cubism and Fauvism
- B. Dada and Surrealism
- C. Abstract Expressionism
- D. Pop Art and Feminist Art

VII. Comparison and Contrast of Western Art to Non Western Art

- A. Placing Western Art in Context of Global History
- B. Non-Western Works

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of Art C106 are the same as those in the on-ground courses, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground courses, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use written lectures and videos. The documentation of completed work is done through the uploading of documents in specific file formats. Student-instructor contact may include, but is not limited to, the following: discussion forums, learning management system messages, announcements, email, chat, online video conference, and feedback on each student's work. Student-student contact may include, but is not limited to, the following: discussion forums, chat, online video conference, learning management system messages, email, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 for all sections, both on site and online