

Cerro Coso College
Course Outline of Record Report
10/07/2021

ARTC106H : Survey of Western Art from Renaissance to Contemporary: Honors

General Information

Author:	-
Course Code (CB01) :	ARTC106H
Course Title (CB02) :	Survey of Western Art from Renaissance to Contemporary: Honors
Department:	Visual & Performing Arts
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1001.00) Fine Arts, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000562588
Curriculum Committee Approval Date:	10/30/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	02/02/2015
Course Description:	This course provides an overview of art and architecture from the Renaissance to the Contemporary period. The honors section provides more content and requires greater intensity and depth of study than the non-honors class. (ART C105 is not a prerequisite for ART C106H.)
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

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

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	

No value

Type:|Non-Repeatable CreditType:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

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
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
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
History Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 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
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 3.2

Categories

Humanities Arts

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

CSU General Education Certification

Area C.1

Categories

Arts & Humanities
Arts

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area 3.A

Categories

Arts & Humanities
Arts

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
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.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 0

Laboratory 0

Activity 0

Total 72

Course Out-of-Class Hours

Lecture 0

Laboratory 0

Activity 0

Total 144

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

Prerequisite

ENGLC070 - Introductory Composition

Required by honors program

In ART 106H, 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 70: Introductory Composition.

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

Other

Rationale

Other Methods: A. classroom lecture and discussion of course concepts. B. textbook reading. C. slide identification.

Methods of Instruction

Library

Rationale

No value

Methods of Instruction

Presentations (by students)

Rationale

No value

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Discussion

Rationale

No value

Methods of Instruction

Instruction through examination or quizzing

Rationale

No value

Methods of Instruction	Audiovisual			
Rationale	No value			
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. Example 1: identify, describe, and analyze Leonardo's The Virgin of the Rocks (c. 1485) in terms of overall symbolic significance and methods of composition. Example 2: Compare and contrast David's The Oath of the Horatii (c. 1784) and Goya's The Third of May, 1808 (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> <p>4. Honors section project: an additional research paper of 2500 words pursuing a particular theme for intensified study. Example 1: Examine the lives and careers of three major women artists of the nineteenth and twentieth centuries, focusing on individual innovations as well as gender-specific contributions to the history of art. Example 2: Examine the political and economic currents in American history through an analysis of major works of art from specific eras or movements, such as Frontier, Civil War, WWII, etc.</p>				
Methods of Evaluation	Rationale			
Research Paper	Honors section project- An additional paper of 2500 words pursuing a particular theme for intensified study. Example: Examine the lives and careers of three major women artists of the nineteenth and twentieth centuries, focusing on individual innovations as well as gender-specific contributions to the history of art.			
Tests	<p>Image identification quizzes - Students must identify the artist, date, time period and style of predetermined slides.</p> <p>Essay exams - This 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. Example: A. Provide the vital statistics of Angelica Kauffmann's Cornelia Presenting Her Children as Treasures (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	Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends. Example 1: Discuss the significance of mythology in Botticelli's Primavera and The Birth of Venus. How were these themes of antiquity reconciled with Christian-inspired works of art? Example 2: In what ways does Fragonard's The Swing exemplify the French Rococo? How does this style differ from the Baroque? Please provide images from the Baroque period to compare.			
Other	Reading comprehension of class handouts, textbook, and lectures - Demonstrated through incorporation of MLA citation.			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN

Kleiner, Fred S.. (2013) Gardner's Art through the Ages: A Global History: Vol. 2, (14th ed.), Wadsworth

Davies, Penelope J.E., et al. (2010) Janson's History of Art: The Western Tradition: Vol. 2, (8th ed.), Pearson: latest edition available of this C-ID recommended, authoritative text.

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
Default Department A.A.
Degree for Transfer

3. Apply art historical terminology and methodology in analyzing and interpreting works of art. Assessment: Exam in Art C105, Art C106, Art C106H, Art C107, and Art C108. Essay or written critique in Art C111.

Social Science
IGETC PLOs

Evaluate the significance of artistic and cultural constructions.

Social Science
PLOs for CSU GE COA

Evaluate the significance of artistic and cultural constructions.

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.

ISLOs
Core ISLOs

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

English
Liberal Arts: Arts &
Humanities AA Degree

Evaluate, create, or perform artistic and cultural constructions.

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

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	1. Analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator. Assessment: Essay, scored with a rubric in Art C105, Art C106, Art C106H, Art C107, and Art C108. Written journal entry in Art C101. Oral or written critique in Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.
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<i>English</i> Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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For the honors segment, students will pursue topics for intensified study beyond the scope of Art C106.

Expected SLO Performance: 70.0

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

VIII. Honors Project: The project provides students with an opportunity for intensified inquiry appropriate for honors-level instruction. Exact topics will vary with instructor.

Delivery Methods and Distance Education

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 2 Face
Hybrid

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?

It is not the intention of the Art Department for ART C106H to be offered online. However, a student in an online section of ART C106 could enroll in the honors section and attend its on-ground meetings. The rigor requirements of any online section of ART C106 are specified in detail in the course outline of record.

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
message
chat
email
face2face
discussion
itv

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?

software Computer, monitor

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
LMS
publisher

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.

class_size Preferred maximum enrollment for the honors section, whether online or onsite, is 15 students.