



ART 112: Art History: Renaissance to Present

ART112.1 50 Fall 2021

Number of Credits: 3

Office: BW 259 also virtual

Day Class Meets: We will typically have a BBB meeting at the start of each week. TBD.

Contact Phone: 517.796.8577 (it is best to email me)

Meeting Times: TBD

Contact Email:

mcmillethomasa@jccmi.edu

Location: Jet Net

Office Hours: See below for details.

Instructor: Professor Thomas McMillen-Oakley

Online: www.jccmi.edu

Course Description

This course is a survey of art history and aesthetics covering art from the Renaissance to now. We will be looking at the big themes and ideas that the past 500 years of art have provided us. These themes allow for an in-depth study of the art as well as a contextual basis for understanding the genesis of its creation in relation to world history.

Prerequisite(s)

English 085 and a burning desire to learn about the history of art! College level reading and writing skills are also encouraged as they are a key component to the course and its successful completion.

Methods of Instruction/Course Overview

Hands-on assignments, individual and class discussion and forums, multi-media presentations and other visual materials. You must stay on top of the forum posts and other supplemental materials to be successful in the course. I will unlock the information for the class on Sunday of each week and provide a BBB session with supplemental information on Monday or Tuesday. Your attendance at these meetings is not required, but it is highly recommended for your success in the course. For those times that you can't make it, I will record the sessions and have them (as well as the slide deck) available for you to view after the fact. I encourage you to contact me as soon as possible with any questions or concerns after review. We'll be addressing a "Big Question" each week as the course unfolds. These questions are:

Week 1: WHAT IS ART?

Week 2: What does rebirth mean?

Week 3: How does the world influence your actions/behavior

Week 4: How does art affect and change society?

Week 5: What does revolution mean to you?

Week 6: How does art affect/represent our identities?

Week 7: What is the future of art? What will affect that?

Course Objectives

Please note that this is a General Education course. Below is Jackson College's General Education Philosophy:

General education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically, and is proficient at fundamental skills. General education engages students in active learning by providing opportunities to observe, analyze, and evaluate, and to apply these skills critically to problems. General education fosters the development of responsible, ethical human beings dedicated to improving their own lives and the lives of others through work, family life, social and political action, cultural awareness, and service to others.

Our course incorporates a specific General Education Outcome (GEO) established by the JC Board of Trustees, administration, and faculty: *GEO 6: —Understand aesthetic experience and artistic creativity.*

The GEO goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs.

Activities that will address the expectations of GEO 6 include the following: Quizzes, Journaling, Presentations, Group Work, Discussion, Projects, Papers, Artifact Creation, Reflective essays, and Final evaluation.

Student Learning Outcomes and Beyond.

Student Learning Outcomes Specific to ART 112:

1. Demonstrate an understanding of art and the built environment from a diverse range of historical periods, genres, geographical locations, and cultures. Art includes a wide variety of modalities from traditional (painting/sculpture) to non-traditional (conceptual, installation, performance art). Metrics: test, quizzes
2. Demonstrate familiarity with more than one artistic culture, artistic stance from a variety of time and places. Metrics: writings, presentations
3. Demonstrating a mastery of both aesthetic and critical interpretation of works from a variety of social and cultural structures. Students will also be able to articulate the historical context behind a piece of work and understand its role in history. Metrics: Formal analysis/interpretation class discussions, formal writings.
4. Produce extended work involving aesthetic, critical, historical, and analytical writing/responses. Metrics: formal writings/evaluations, final projects/portfolios.
5. Synthesize, evaluate, and apply prevailing scholarship to the study of art and artifacts. Students will also analyze the art and artifacts through their socio-political roles, mores, materiality, iconology, aesthetics, and ethics. Metrics: formal writings/evaluations, final projects/portfolios.

Other Learning Outcomes:

1. Work effectively in groups, demonstrate an ability to consult with others, reach consensus, and collaborate to create solutions to a given problem.
2. Utilize critical thinking to problem solving. This includes the ability to support claims with relevant and credible evidence, recognize and respond to bias, and apply accurate and logical analysis to achieve desired outcomes.
3. Demonstrate effective written and oral communication to a wide range of audiences.
4. Apply knowledge gained from academic research. Use digital literacy in the creation of new ideas, processes, and/or approaches to relevant issues.
5. Synthesize information from across multiple disciplines to create a more fully contextualized response to a problem or issue.
6. Demonstrate knowledge and sensitivity to a diversity of opinions resulting from an awareness of ethnic, cultural, and national differences, and synthesis of these viewpoints can be used to create effective answers to global questions.

Textbook

You will need to purchase Gardner's *Art through the Ages: A Concise Global History* 4th Edition. This is available in our campus bookstore. ISBN: 1305577809 ISBN-13: 9781305577800. This is also a TBZ course, more can be found here:

www.jccmi.edu/academics/tbz/

You should also bookmark this page as it is a valuable resource here on campus:

<http://libguides.jccmi.edu/art>

Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.

Please note, your opt out selection is for your *entire* semester schedule. You cannot opt out/opt into individual courses. And you must opt out by the due date of your first class, which is the 3rd day after the start of your earliest course.

[Learn new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Extras

None

Grading Procedure

Participation: 20% This includes the weekly forum questions and review of reading material each week. See note below.

Writing and other assignments: 20%

Studio Projects: 20%

Research paper: 20%

Final Project: 20%

Each week you will be assigned a writing prompt that goes along with the week's work, reading, and theme. These are quick, informal responses that help me understand if YOU are understanding the content of the course.

There are 500 points total for the class and its work.

500 to 450: A

449 to 400: B

399 to 350: C

349 to 300: D

299 and below: Fail

Failure

Turning in work done by anyone other than you is cause for course failure and/or a failing grade on the project. And let's be honest... why are you cheating if you're in

college? You're here to learn and to further your education. Do the work, do it on time and do it to your best ability. All work and artifacts created should be NEW and created by YOU. And, to see if this is being read by the class, if you send me a link to your favorite music video, you'll get a bonus/extra credit in the participation area. This can be used if you miss an assignment. And please keep this quiet, let's see who actually reads the syllabus. For more details on this, read the actual policy below.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#). At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Academic Advising and Help

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Attendance- Participation Policy for Online Classes:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

The use of technology is a requirement for this course. Please keep in mind that technical failures are not an excuse for late or missing work.

Please use the following tips below to help avoid issues with technology.

- Save everything to a memory stick or to a cloud-based server such as Google Drive, Dropbox or iCloud.
- Use a program that campus computers can open; use the “Save As” option and save your document in multiple versions – such as “Word Document” or “Rich Text Format” or Word 2007. You can save all work as the earlier version (Word 97-2003) or as .rtf (some formatting may be lost)
- E-mail a copy of your work to your JC account or another internet-based e-mail service – either as an attachment or in the body of the e-mail, or both. Some formatting may be lost in the body of the e-mail, but it’s better than nothing. This way, you can get a copy of the work wherever you can access the Internet.

Attendance- Participation Policy for Online Classes (continued):

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Makeup Policy

Late work is accepted, but to avoid problems, do not miss deadlines for homework assignments, or other classwork. Do not let your work pile up so that you are compelled to create something the night before the due date or work that utilizes less than desirable scholarship. Work steady, work strong!

Calendar

Here is a tentative calendar for the semester. Please realize that this is tentative only and is designed to allow extra time and extension of due dates if necessary.

Week 1	Theme: Looking and Learning: Looking at Art. Good Art/Bad Art
Week 2	Theme: Rebirth: The Early Renaissance, A Renaissance in Michigan Turtle Time!
Week 3	Theme: Rebirth: Heading North: Early Realism
Week 4	Theme: Restructure/Rebuild: Architecture Movement/Change: The Baroque Era. Midterm research assigned

- Week 5 Theme: Revolution: 17th and 18th Century Art
 Kahlo and Rivera in Detroit, Ai Weiwei @ Large. Walker and Wiley:
 Gender and Race
- Week 6 Theme: Realism/Reflection: Realism and Photography
 Impressing Ideas: The Impressionists final assigned
- Week 7 Theme: Reboot/Reload: The birth of ISMS, early 20th century art
 Pop Art, Contemporary Art. Finals presented to class.

Reading Schedule:

Week 1: What is Art? Pages 1 through 13. Be aware of the Life of Christ on pages 120-121. Chapter 7, start at “Italy” on page 205 to end of chapter.

Week 2: Chapters 8 and 9 (**please notice we do not start on Chapter 2**).

Week 3: Chapter 10 and Chapter 11, start at “The Enlightenment” on page 316 to end of chapter.

Week 4: Chapter 12, start at “Realism” on page 341 to end of chapter. All of Chapter 13.

Week 5: Chapter 14 and Chapter 15 starting with “Pop Art” on page 420.

Week 6: Chapter 16

Week 7: no assigned reading, work on your final!

Important Dates: FALL 2020

Semester Dates:	August 30 to October 18, 2021
Labor Day	September 4 – 6 2021

Please check the JC website for other important dates related to this course.

Course Policies and Expectations:

Active reading: Always have a pencil ready to mark important passages as you read. Use post-its if you want to protect your books. Discovery work assignments will also

help you engage with the reading. And, we have a wonderful resource on campus, the LRC, the LIBRARY. Please take advantage of what they are offering online. Check the Jet Net site for a link to all the goodies they offer!

Serious revision: Good writing and thinking emerges from good work habits, and revising is a critical part of a writer's work. Strategies that sufficed for short essays will not work when you must write ten and twenty-page essays later in college. Develop new skills now. And yes, this is an art class, but it's also a class that requires you to share your opinion and insights in the written form. I have provided the link to the Writing Fellows for you on Jet Net.

If you have not taken an online class, I would suggest that you check out this [link](#). It's an article from Northeastern University about succeeding in online classes. I have included an "Ask the Instructor" forum for the class, please utilize that or email me with any questions or concerns.

Caveat

Please realize that things happen, and sometimes things need to be changed. Please be flexible, and open to change! Revisions will sometimes be necessary and will be announced to the class as soon as possible. It is imperative that you check your Jackson College email on a regular basis to keep on top of updates and announcements regarding the course.

Class Courtesy

Art should comfort the disturbed and disturb the comfortable - Banksy.

With that quote in mind, know that we will be looking at art that might not be your cup of tea. Please be respectful of the artist and their work. The only exception to this is the artwork of Jeff Koons. Feel free to trash him all you want. The world of art encompasses many different ideas and social mores, some familiar, some not so much. We will be viewing and dealing with issues of gender, sexuality, religion, war, peace, violence, murder, and most frightening of all, clowns. There will also be nudity, not pornography. There's a difference, and we'll talk about that in class. If any of these are triggers for you, please be aware of your emotions and talk to me if you think it might be an issue.

Instructor Office Hours and Contact Help

I will be holding virtual office hours each week after the BBB lecture. I typically check my email in the morning and the evening prior to 5pm. If you are emailing after 5pm, please note that you may not get a response until the next day. I am also available for in-person meetings in my office in Bert Walker Hall (259). Please make sure that you have taken the appropriate re-entry courses, as well as submitted your health screening prior to coming on campus. You can find more information here: <https://covid-19.1.jccmi.edu/>

Please note that due to my responsibilities as Chair and Lead Faculty, it is often hard to just “drop in” and see me. I highly recommend scheduling an appointment to make sure we don’t miss each other.