# Course Description

This is an introductory course designed to give the student an appreciation of the literary and fine arts. The course examines ideas rooted in justice, philosophy, spirituality, politics, science, education, art, and psychology through literature and other great works of art that span the evolution of those ideas. The course requires both analytical and creative responses to these ideas so that students can express their understanding of the complex relationship among thought, writing, art, and society.

# University Learning Outcomes (ULO)

For full descriptions of the University Learning Outcomes, please refer to the catalog.

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** To improve reading efficiency, reading comprehension, reading confidence, and reading pleasure
* **CLO2:** To improve study skills, including comprehension, identification, and analysis of concepts
* **CLO3:** To improve critical-thinking skills, with broad, abstract topics, as well as by analyzing and interpreting literature and visual arts, to create a persuasive argument
* **CLO4:** To broaden students’ perspectives of significant issues of our global society and of our community
* **CLO5:** To explore the creative self and expression in language and visual arts
* **CLO6:** To analyze other artists’ creative expressions in film, language, and visual arts
* **CLO7:** To improve students’ writing effectiveness, including creating an academic thesis, argument, evidence, and conclusion
* **CLO8:** To increase students’ experience of some measure of confidence, invigoration, satisfaction, and enjoyment of each of these processes

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Fiero, G. K. (2015). *The humanistic tradition, vol. 2: The early modern world to the present* (7th ed.). Boston, MA: McGraw-Hill. ISBN: 9781259351686

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | DQ1: Introduce Yourself | 3 | <insert due date> |
|  | DQ2: Caravaggio: Art as a Radical Act | 3 |  |
|  | DQ3: Bernini’s Sculpture | 3 |  |
|  | Presentation on Western and Nonwestern Depictions of Religion and Power | 4 |  |
|  | Baroque Art and Sculpture Blog | 4 |  |
|  | Music and Imagery Essay | 3 |  |
| **Week 2** | |  |  |
|  | DQ1: The Promise and Limits of Reason | 3 |  |
|  | DQ2: David: Art as Political Propaganda | 3 |  |
|  | DQ3: Pope’s *Essay on Man* | 3 |  |
|  | Philosophy of the Enlightenment on Twitter | 3 |  |
|  | Art of the Enlightenment Blog | 4 |  |
|  | Music and Imagery Essay | 3 |  |
| **Week 3** | |  |  |
|  | DQ1: What is Art for? | 3 |  |
|  | DQ2: Turner: Art as Personal Expression | 3 |  |
|  | DQ3: Thoreau’s *Walden* | 3 |  |
|  | Final Presentation: Theme Selection and Rationale | 1 |  |
|  | Romanticism and Realism Art Blog | 4 |  |
|  | Presentation on Photography | 4 |  |
| **Week 4** | |  |  |
|  | DQ1: Picasso: Art as Historical Documentation | 3 |  |
|  | DQ2: Let’s Dance | 3 |  |
|  | DQ3: Proust’s *Swann’s Way* | 3 |  |
|  | Modern Art Blog | 4 |  |
|  | Presentation on Five Art Movements | 4 |  |
|  | Music and Ideas Essay | 3 |  |
| **Week 5** | |  |  |
|  | DQ1: Rothko: Art as Spiritual Reflection | 3 |  |
|  | DQ2: Is This Art? | 3 |  |
|  | DQ3: Poetry | 3 |  |
|  | Post Modern ArtBlog | 4 |  |
|  | Final Presentation | 10 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Religion and the Baroque | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the language of art and literature in written analyses. | | CLO6, CLO7 | |
| * 1. Describe your personal response to works of art. | | CLO1, CLO4, CLO5 | |
| * 1. Analyze how prominent works of painting, music, sculpture, and architecture from the Baroque period reflected current trends in culture and society. | | CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 | |
| * 1. Compare depictions of religion and power in western and nonwestern works of art during the Baroque period. | | CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 20–22 of *The Humanistic Tradition*. | | 1.1, 1.3, 1.4 | Lecture Activity = 1hr |
| **KQED Art School Videos**   * “[How to Look at an Artwork](https://www.youtube.com/watch?v=AZoKElBwKCs)” (6:02) * “[Elements of Art: Line](https://www.youtube.com/watch?v=BDePyEFT1gQ)” (3:25) * “[Elements of Art: Shape](https://www.youtube.com/watch?v=bJzGkZwkHt4)” (3:21) * “[Elements of Art: Form](https://www.youtube.com/watch?v=9DIPs3T2dQk)” (2:57) * “[Elements of Art: Color](https://www.youtube.com/watch?v=wWW_UbrkBEw)” (4:42) * “[Elements of Art: Value](https://www.youtube.com/watch?v=AAwYHNo31ZQ)” (3:36) * “[Elements of Art: Space](https://www.youtube.com/watch?v=U11B_0FCn6o)” (4:53) * “[Elements of Art: Texture](https://www.youtube.com/watch?v=YoOb3JSDAUo)” (4:08) | | 1.1 | Lecture Activity = .5 hr |
| **Online Museums and Exhibits**   * [Baroque Art](https://www.khanacademy.org/humanities/monarchy-enlightenment/baroque-art1) | | 1.3, 1.4 | Lecture Activity = .5 hr |
| **Total** |  |  | **2** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Introduce Yourself**  **Read** [Want Innovative Thinking? Hire From the Humanities](https://hbr.org/2011/03/want-innovative-thinking-hire/).  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * What is your opinion of the article? * What is the value of taking this course?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion board = 1hr |
| **Discussion Question 2: Caravaggio: Art as a Radical Act**  Each week, we will look at a specific artist through a documentary film. Each film explores the connection between art and idea and touches on one or more of the topics listed in our course description. Think of the film as a case study, and explore the connections between art and idea as suggested by the film, as well as the textbook (all of the artists we will watch also appear in the weekly reading).  **Watch** Simon Schama’s Film *Caravaggio:*   * “[Part 1 of 4](https://www.youtube.com/watch?v=6d8-fXWoL7k&list=PLedB4v60tcs7-qN7nVUA_rrgiSD5fx0pd)” (14:43) * “[Part 2 of 4](https://www.youtube.com/watch?v=w5lpLqFMLQ4)” (14:42) * “[Part 3 of 4](https://www.youtube.com/watch?v=WLrE56gLqic&list=PLedB4v60tcs7-qN7nVUA_rrgiSD5fx0pd&index=4)” (15:11) * “[Part 4 of 4](https://www.youtube.com/watch?v=gW7c45rcQLA)” (14:59)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * Did Caravaggio set trends or reflect trends? * Why was he so scandalous? What risks did Caravaggio take as an artist? * What elements of emotion, drama, and tension do you see in his work?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.3 | Discussion board = 2hrs |
| **Discussion Question 3: Bernini’s Sculpture**  **Review** Bernini Sculptures:   * *Neptune and Triton* * *Apollo and Daphne* * *David* * *Medusa*   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * How did Bernini challenge the previous Renaissance traditions in sculpture? * How do you see this when you look at the sculptures?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.3 | Discussion board = 1 hr |
| **Presentation on Western and Nonwestern Depictions of Religion and Power**  **Review** pp. 80–94 in the text for examples of architecture from the Middle East and Asia.  **Select** one nonwestern example from the book, and conduct some additional research for background information and additional images. Ensure that you record the link to each source you select.  **Compare** the nonwestern example with Versailles Palace in France. How did religion and power influence the architecture and interior design of each location?  **Develop** a PowerPoint presentation in which you summarize your findings. Illustrate your slides with images, and provide a link to each source. Use the speaker’s notes area to explain and expand on the content in the slides.  **Submit** your presentation through Blackboard. | | 1.3, 1.4 | Presentation = 1 hr |
| **Baroque Art and Sculpture Blog**  **Review** Baroque Art and Sculpture.  **Add** brief answers to the Baroque Art and Sculpture Blog. You must have a different answer from the students who answered before you.   * Describe at least one element of each image that reflects Baroque style or characteristics. * Describe one technical element (such as line, shape, or form) using the language of art. * Provide your personal opinion or a response to the image. | | 1.1, 1.2, 1.3 | Blog = 1 hr |
| **Music and Imagery Essay**  **Watch** “[Monteverdi Vespers w/Boston Baroque (dress rehearsal)](https://www.youtube.com/watch?v=L7G5V85E5J4)” (6:12).  **Review** the images in Ch. 20 & 21 as you listen to the music.  **Select** two images that you feel fit the music.  **Write** a 1-page essay on the following:   * Identify the name, artist, and year corresponding to the two images. * Why did you choose these images? What do they make you think of as you listen to the music? * How are these art works reflective of the times in which they were made?   **Format** your essay with an introduction, body, and conclusion, and adhere to APA guidelines for academic language. You do not need a title page or reference page.  **Submit** your essay through Blackboard. | | 1.1, 1.2, 1.3 | Paper = 1 hr |
| **Total** |  |  | **9hrs** |
| **Notes** |  | | |

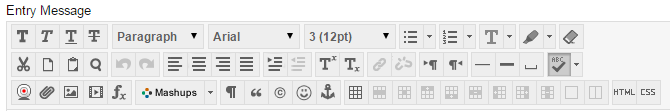
# Faculty Notes

**Three Weekly Discussion Questions:** This course includes three discussion questions each week. Most courses with two discussion questions per week require students to respond to three of their classmates; this course only requires students to respond to two of their classmates to keep the workload reasonably balanced. Clarify your expectations for substantive responses.

**Baroque Art and Sculpture Blog:** Images are provided in a Microsoft Word document under Week 1 Faculty Materials.

Instructions for setting up the Baroque Art and Sculpture blog in Blackboard:

* Click **Create a Blog entry**.
* In the Title box, enter the name of the first art work or image.
* In the Textbox, copy the following questions:
  1. Describe at least one element of each image that reflects Baroque style or characteristics.
  2. Describe one technical element (such as line, shape, or form) using the language of art.
  3. Provide your personal opinion or a response to the image.
* Click **Insert/Edit Image**:



* Click **Browse Course**.
* Select Week 1, Image 1.
* Click **Submit**, and repeat for the remaining images in Week 1.

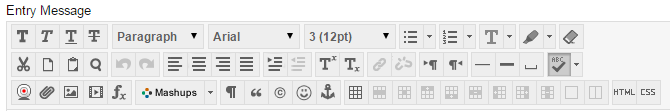
|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: The Enlightenment: From the Religious to the Secular | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the emergence and influence of the philosophy of the Enlightenment. | | CLO2, CLO3, CLO4 | |
| * 1. Analyze how prominent works of painting, music, literature, and architecture from the Enlightenment period reflected current trends in culture and society. | | CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 24–26 of *The Humanistic Tradition*. | | 2.1, 2.2 | Lecture Activity = 1 hr |
| **Online Museums and Exhibits**   * [The J. Paul Getty Museum: Decorative Arts](https://www.khanacademy.org/partner-content/getty-museum/getty-decorative-arts) * [Rococo](https://www.khanacademy.org/humanities/monarchy-enlightenment/rococo) * [Neo-Classicism](https://www.khanacademy.org/humanities/monarchy-enlightenment/neo-classicism) | |  | Lecture Activity = .5 hr |
| **Total** |  |  | **1.5 hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: The Promise and Limits of Reason**  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * Ch. 24 of *The Humanistic Tradition* is called the “Promise of Reason.” What did all these thinkers think would be the benefit of applying all this reason? * Ch. 25 of *The Humanistic Tradition* is called the “Limits of Reason.” What is at least one way the enlightenment failed to achieve its promise?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 | Discussion board = 1 hr |
| **Discussion Question 2: David: Art as Political Propaganda**  **Watch** Simon Schama’s Film *Jacques-Louis David*.   * “[Part 1 of 4](https://www.youtube.com/watch?v=S2noUSCgKrQ)” (14:59) * “[Part 2 of 4](https://www.youtube.com/watch?v=FZ3vfwlXHTA)” (14:57) * “[Part 3 of 4](https://www.youtube.com/watch?v=eQgmgrA59hk)” (14:59) * “[Part 4 of 4](https://www.youtube.com/watch?v=p5lGq0zdAaI)” (14:37)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * The Enlightenment "marks the divide between the medieval view of the world as governed by God and the principles of faith, and the modern, secular view of the world as dominated by humankind," (Fiero, 134) and as such, suggests changes in the understanding of the human condition in relation to religion, politics, and social issues. How do we see this playing out in the film? How is the concept of art and idea illustrated in the life and work of David? * What was his purpose in painting *Death of Marat*? Was he successful?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 2.1, 2.2 | Discussion board = 2 hrs |
| **Discussion Question 3: Pope’s *Essay on Man***  **Read** the excerpt from Pope’s *Essay on Man* (1733 & 1734) on p. 151 in *The Humanistic Tradition*.  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * What aspects if this poem typify the spirit of the Enlightenment? * What did Pope see as Man’s limitations? Do you agree?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | Discussion board = 1 hr |
| **Philosophy of the Enlightenment on Twitter**  [Twitter](https://twitter.com/) is an online social networking and microblogging service that enables users to send and read short 140-character text messages called tweets. Users can group posts together by topic by the use of hashtags—words or phrases prefixed with a # sign—which allow others to search for this topic. If Twitter had been around during the Enlightenment, surely it would have been used to facilitate the spread of ideas.  **Choose** six of the following philosophers, and summarize each person’s philosophy in a tweet. Include two #hashtags for each.   * Hobbes * Locke * Montesquieu * Jefferson * Adam Smith * Leibniz * Beccaria * Condorcet * Wollstonecraft * Pope * Voltaire * Rousseau * Kant   **Compile** all tweets on a single document.  **Submit** your document through Blackboard. | | 2.1 | Paper = 1 hr |
| **Art of the Enlightenment Blog**  **Review** Art of the Enlightenment.  **Add** brief answers to the class blog. You must have a different answer from the students who answered before you.   * Describe at least one element of each image that reflects the ideas of the Enlightenment. * Describe one technical element (such as line, shape, or form) using the language of art. * Provide your personal opinion or a response to the image. | | 1.1, 1.2, 2.2 | Blog = 1hr |
| **Music and Imagery Essay**  **Listen** to “[Leontyne Price ‘Dove sono’ Le nozze di Figaro](https://www.youtube.com/watch?v=WXEENQoiy_s)” (5:21).  **Review** the images in Ch. 26 as you listen to the music.  **Select** two examples of architecture that you feel fit with the music.  **Write** a 1-page essay on the following:   * Identify the name, title, artist, and year corresponding to the two examples. * Why did you choose these examples? What do they make you think of as you listen to the music? * What are some of the characteristics of classical music that you also see in the architecture of the Neoclassical period? * How are these examples reflective of the times in which they were made?   **Format** your essay with an introduction, body, and conclusion, and adhere to APA guidelines for academic language. You do not need a title page or reference page.  **Submit** your essay through Blackboard. | | 1.1, 1.2, 2.2 | Paper = 1 hr |
| **Total** |  |  | **8.5hrs** |
| **Notes** |  | | |

# Faculty Notes

**Art of the Enlightenment Blog:** Images are provided in a Microsoft Word document under Week 2 Faculty Materials.

Instructions for setting up the Art of the Enlightenment blog in Blackboard:

* Click **Create a Blog entry**.
* In the Title box, enter the name of the first art work or image.
* In the Textbox, copy the following questions:
  1. Describe at least one element of each image that reflects the ideas of the Enlightenment.
  2. Describe one technical element (such as line, shape, or form) using the language of art.
  3. Provide your personal opinion or a response to the image.
* Click **Insert/Edit Image**:



* Click **Browse Course**.
* Select Week 2, Image 1.
* Click **Submit**, and repeat for the remaining images in Week 2.

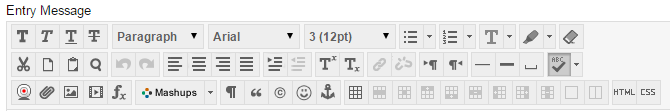
|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Romanticism and Realism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the emergence of romanticism and realism during the 1780s–1880s. | | CLO2, CLO3, CLO4 | |
| * 1. Analyze how prominent works of photography, painting, and literature from the 1780s–1880s reflected current trends in culture and society. | | CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 | |
| * 1. Describe your perspective on the role and purpose of art in society. | | CLO1, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 27, 29, & 30 of *The Humanistic Tradition*. | | 3.1, 3.2, 3.3 | Lecture Activity = 1 hr |
| **Online Museums and Exhibits**   * [The Metropolitan Museum of Art: Extravagant Inventions](https://www.khanacademy.org/partner-content/metropolitan-museum/extravagant-inventions) * [The J. Paul Getty Museum: Photographs](https://www.khanacademy.org/partner-content/getty-museum/getty-photographs-films) * [All-Star Orchestra: Masterpieces Old and New](https://www.khanacademy.org/partner-content/all-star-orchestra/masterpieces-old-and-new) | | 3.2 | Lecture Activity = .5 hr |
| **Total** |  |  | **1.5hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: What is Art for?**  In Ch. 27 of the text, we meet the romantics, artists set apart from society and reflective of personal creativity and self- expression. In Ch. 30, we meet the realists, those artists who argue that art should be reflective of real life and the “unidealized assessment of everyday life” (Fiero, 279).  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * What role do you think artists should play in society? * Is this role different today from the roles played in the 19th century? If so, how?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 3.2, 3.3 | Discussion board = 1 hr |
| **Discussion Question 2: Turner: Art as Personal Expression**  **Review** the resources and activities at [Meet the artist: JMW Turner](https://www.khanacademy.org/partner-content/tate/meet-jmw-turner).  **Watch** Simon Schama’s Film *J.M.W. Turner*.   * “[Part 1 of 4](https://www.youtube.com/watch?v=Pbc_A6Pw2VI)” (14:58) * “[Part 2 of 4](https://www.youtube.com/watch?v=cidSIJYmRaQ)” (14:47) * “[Part 3 of 4](https://www.youtube.com/watch?v=YO1e3lpDfi4)” (14:58) * “[Part 4 of 4](https://www.youtube.com/watch?v=gTTXZ422zOw)” (14:31)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * How did Turner use color, perspective, and subject matter in new ways? What was he trying to do with his late work? Why did some critics think he was going mad? * What connection can you see to the themes of science or justice?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 3.1, 3.2 | Discussion board = 2 hrs |
| **Discussion Question 3: Thoreau’s *Walden***  **Read** the excerpt from Thoreau’s *Walden* (1854) on p. 227 of *The Humanistic Tradition.*  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * Was Thoreau’s retreat to Walden Pond an adventure in practical survival or an extended mystical experience? * What might Thoreau mean by the “indescribable innocence and beneficence of nature”?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 3.3 | Discussion board = 1 hr |
| **Final Presentation: Theme and Rationale Selection**  In Week 5, you will create a proposal for an art exhibit for your workplace. (You are not expected to actually submit the proposal to your manager.) Review the requirements of the Final Presentation, and begin planning your timeline for this project.  **Select** an overall theme you think will be meaningful, inspirational, or provocative to your colleagues. The theme works very much like a thesis statement from a more traditional writing assignment. Various themes from previous courses include the following:   * Crime and justice * Love * Poverty and wealth * Science and technology * Education * The seven deadly sins   **Select** a location where you would like for your exhibit to be presented. Briefly describe the space, and if possible, provide a couple of photographs. The space may limit the size or type of art works that you select for your exhibit.  **Write** a brief rationale for your theme and the desired location.  **Submit** your theme and rationale through Blackboard. | |  | Paper = 1 hr |
| **Romanticism and Realism Art Blog**  **Review** Romanticism and Realism.  **Add** brief answers to the class blog. You must have a different answer from the students who answered before you.   * Describe at least one element of each image that reflects the style and characteristics of either romanticism or realism. * Describe one technical element (such as line, shape, or form) using the language of art. * Provide your personal opinion or a response to the image. | | 1.1, 1.2, 3.1, 3.2 | Blog = 1 hr |
| **Presentation on Photography**  **Develop** a PowerPoint presentation in which you address the following:   * How did advances in photographic technology change the role of the artist? * How did advances in photographic technology change how people looked at themselves? * What kind of effects did photographic technology have on society and culture at large? * Why does the book suggest that photography was “one of the most significant factors in the development of the materialist mentality”?   **Illustrate** each slide of your presentation with one or two photographs taken before 1900, and provide a link to each source. Use the speaker’s notes area to explain and expand on the content in the slides.  **Submit** your presentation through Blackboard. | | 1.1, 3.1, 3.2 | Presentation = 1 hr |
| **Total** |  |  | **8.5 hrs** |
| **Notes** |  | | |

# Faculty Notes

**Romanticism and Realism Blog:** Images are provided in a Microsoft Word document under Week 3 Faculty Materials.

Instructions for setting up the Romanticism and Realism blog in Blackboard:

* Click **Create a Blog entry**.
* In the Title box, enter the name of the first art work or image.
* In the Textbox, copy the following questions:
  1. Describe at least one element of each image that reflects the ideas of the Enlightenment.
  2. Describe one technical element (such as line, shape, or form) using the language of art.
  3. Provide your personal opinion or a response to the image.
* Click **Insert/Edit Image**:



* Click **Browse Course**.
* Select Week 3, Image 1.
* Click **Submit**, and repeat for the remaining images in Week 3.

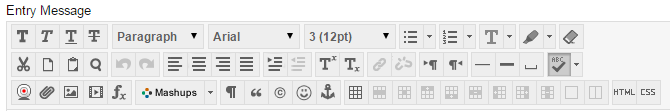
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| Week Four: The Modern World | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how prominent performances and works of painting, music, film, and photography from the modern period reflected trends in culture and society. | | CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 | |
| * 1. Describe the main ideas behind the various art movements that emerged during the 1880s to the early part of the 20th century. | | CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 31–34 of *The Humanistic Tradition*. | | 4.1, 4.2 | Lecture Activity = 1hr |
| **KQED Art School Videos**   * “[Elements of Dance](https://www.youtube.com/watch?v=UGuD9Geeb2k)” (4:14) | | 4.1 |  |
| **Total** | |  | 1 hr |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Picasso: Art as Historical Documentation**  **Watch** Simon Schama’s Film *Picasso*.   * “[Part 1 of 4](https://www.youtube.com/watch?v=pVycXNUh6YU)” (14:50) * “[Part 2 of 4](https://www.youtube.com/watch?v=6_VKacn1Zdw)” (14:49) * “[Part 3 of 4](https://www.youtube.com/watch?v=Q1eDytursrE)” (14:51) * “[Part 4 of 4](https://www.youtube.com/watch?v=TtpN_gOIcfY)” (14:43)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * Why was Picasso moved to create *Guernica*? How was this different from the art he made before and after? * What imagery do you see in *Guernica*? What do you think each element symbolizes? * Why does it continue to hold such power? What do you think about the time in 2003 that it was covered up?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion board = 2 hrs |
| **Discussion Question 2: Let’s Dance**  **Watch** Martha Graham’s performance of *Appalachian Spring.*   * “[Part 1 of 4](https://www.youtube.com/watch?v=XmgaKGSxQVw)” (8:04) * “[Part 2 of 4](https://www.youtube.com/watch?v=PTdyDOWtE2Q)” (9:04) * “[Part 3 of 4](https://www.youtube.com/watch?v=91y-NEdTj-g)” (7:32) * “[Part 4 of 4](https://www.youtube.com/watch?v=6KIn6xHbSZg)” (7:09)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * Martha Graham is noted for her development and use of much contract-and-release movement in her dance technique. Do you see that in the movements of the dancers? * Graham advocated the theory that dance is communication. How do you see that playing out in this piece?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 4.1, 4.2 | Discussion board = 1.5 hrs |
| **Discussion Question 3: Proust’s *Swann’s Way***  **Read** the excerpt from Proust’s *Swann’s Way* (1913) on p. 383 of *The Humanistic Tradition*.  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * What links does Proust draw between his unconscious and his conscious self? * What role does the madeleine play in these relationships?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least two students as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion board = 1 hr |
| **Modern Art Blog**  **Review** Modern Art.  **Add** brief answers to the class blog. You must have a different answer from the students who answered before you.   * Identify the art movement each image represents. * Describe at least one element of the image that reflects style or characteristics of that art movement. * Describe one technical element (such as line, shape, or form) using the language of art. * Provide your personal opinion or a response to the image. | | 1.1, 4.1, 4.2 | Blog = 1 hr |
| **Presentation on Five Art Movements**  During the 1880s to the early part of the 20th century, there was a succession of art movements rooted in the accelerating changes of science, psychology, and the politics of the period. For example, science influenced technology, which influenced the spread of photography, which lead to the ability for Dada artists to create photomontages.  **Select** one of the following topics:   * Science * Psychology * Politics   **Choose** five of the following art movements:   * Impressionism * Post-impressionism * Art nouveau * Cubism * Futurism * Fauvism * Nonobjective art * Expressionism * Surrealism * Dada   **Compile** a variety of examples demonstrating how your topic was depicted in the five art movements during the 1880s to the early part of the 20th century. Examples might include photographs, film, sculpture, painting, music, literature, or performance.  **Develop** a PowerPoint presentation, with your images clearly organized and labeled, and provide a link to each source. Use the speaker’s notes area to explain and expand on the content in the slides.  **Submit** your presentation through Blackboard. | | 1.1, 1.2, 4.1, 4.2 | Presentation = 1 hr |
| **Music and Ideas Essay**  **Listen to** the following music clips:   * “[1st movement of Beethoven’s 3rd Symphony](https://www.youtube.com/watch?v=tHvztnHOWEQ)” (10:00) * “[Berlioz, Symphonie fantastique, Op. 14: IV "March to the Scaffold” – Royal Philharmonic Orchestra](https://www.youtube.com/watch?v=kS2S-8YNZA4)” (4:31) * “[Chopin, Etude op. 10 no. 5 in G flat major “Black Keys”](https://www.youtube.com/watch?v=ve5tfzJINaY) (1:44) * “[Stravinsky, The Rite of Spring, "Sacrificial Dance"](https://www.youtube.com/watch?v=BiH3vA7q0jo) (4:51)   **Write** a 1-page essay on the following:   * What elements of romanticism do you hear in the pieces by Beethoven, Berlioz, and Chopin? How do these works break with and/or continue musical traditions from the past? * What elements of modernism do you hear in the piece by Stravinsky? In what ways is it rejecting past musical traditions? * How are these art works reflective of the times in which they were made? * Would you classify each of these works as accessible to listeners? Why or why not?   **Format** your essay with an introduction, body, and conclusion, and adhere to APA guidelines for academic language. You do not need a title page or reference page.  **Submit** your essay through Blackboard. | | 1.1, 1.2, 4.1 | Paper = 1 hr |
| **Total** | |  | 8.5 hrs |
| **Notes** |  |  |  |

# Faculty Notes

**Modern Art Blog:**

Instructions for setting up the Modern Art blog in Blackboard: Images are provided in a Microsoft Word document under Week 4 Faculty Materials.

* Click **Create a Blog entry**.
* In the Title box, enter the name of the first art work or image.
* In the Textbox, copy the following questions:
  1. Identify the art movement each image represents.
  2. Describe at least one element of the image that reflects style or characteristics of that art movement.
  3. Describe one technical element (such as line, shape, or form) using the language of art.
  4. Provide your personal opinion or a response to the image.
* Click **Insert/Edit Image**:



* Click **Browse Course**.
* Select Week 4, Image 1.
* Click **Submit**, and repeat for the remaining images in Week 4.

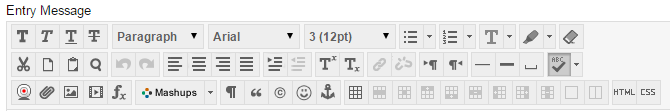
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| Week Five: Modernism, Post-Modernism, and Art off the Page | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how prominent performances and works of painting, literature, photography, and film from the modern and post-modern periods reflected trends in culture and society. | | CLO1, CLO2, CLO3, CLO4, CLO6, CLO7 | |
| * 1. Identify the shift in the role and purpose of art. | | CLO2, CLO3, CLO4 | |
| * 1. Describe the role of the artist’s self-identity in art. | | CLO2, CLO3, CLO4, CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 35–38 of *The Humanistic Tradition*. | | 5.1, 5.2, 5.3 | Lecture Activity = .5 hr |
| **Art Resources**   * “[Art Off the Page](https://vimeo.com/synergiseducation/review/129919060/278524a398)” * “[Damien Hirst, The Physical Impossibility of Death in the Mind of Someone Living](https://www.khanacademy.org/humanities/global-culture/beginners-guide-contemporary-art1/v/hirst-s-shark-interpreting-contemporary-art)” (7:48) * “[Jesse Prinz on Art and Emotion](http://ec.libsyn.com/p/9/c/c/9ccc35f950efb073/Jesse_Prinz_on_Art_and_Emotion.mp3?d13a76d516d9dec20c3d276ce028ed5089ab1ce3dae902ea1d06cb8436d8cf58d62e&c_id=9048975)” (20:28) | | 5.1, 5.2, 5.3 | Lecture Activity = .5 hr |
| **Poetry Resources**   * [Elements of Poetry](http://www.slideshare.net/bnspataro/elements-of-poetry?related=1) * [Glossary of Literary Terms: Poetry](http://study.com/academy/lesson/glossary-of-literary-terms-poetry.html) | | 5.1, 5.2, 5.3 | Lecture Activity = .5 hr |
| **Online Museums and Exhibits**   * [Tate: Women in Art and Art History](https://www.khanacademy.org/partner-content/tate/women-in-art) * [Tate: The Art of Inspiration](https://www.khanacademy.org/partner-content/tate/inspiration) * [MoMA: Abstract Expressionism](https://www.khanacademy.org/partner-content/MoMA/moma-abstract-expressionism) * [MoMA: Artist Interviews](https://www.khanacademy.org/partner-content/MoMA/moma-artist-interviews) * [Expressionism to Pop Art](https://www.khanacademy.org/humanities/art-1010) * [The Museum of Modern Art: Performance Art](https://www.khanacademy.org/partner-content/MoMA/artist-interview-performance) * [Tate: Performance and Participation](https://www.khanacademy.org/partner-content/tate/participation-performance) | | 5.1, 5.2, 5.3 | Lecture Activity = .5 hr |
| **Total** |  |  | **2hrs** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Rothko: Art as Spiritual Reflection**  **Watch** Simon Schama’s Film *Rothko*.   * “[Part 1 of 4](https://www.youtube.com/watch?v=NHsDeiV-QAs)” (15:00) * “[Part 2 of 4](https://www.youtube.com/watch?v=k5cNnvp4_QI)” (14:50) * “[Part 3 of 4](https://www.youtube.com/watch?v=MP5zoAgAlbE)” (14:51) * “[Part 4 of 4](https://www.youtube.com/watch?v=xXOKlhmq0K8)” (14:17)   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * How does the life and work of Rothko reflect art as a spiritual process? * How are these concepts reflected in his ideas about how art should be experienced and seen by the public? * What feelings do you get from his work, specifically from the murals intended for the Seagram's building?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 5.1, 5.2, 5.3 | Discussion board = 2 hrs |
| **Discussion Question 2: Is this Art?**  **Review** [Art Off the Page](https://vimeo.com/synergiseducation/review/129919060/278524a398)  **Select** one example to examine for this discussion.  **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * In your opinion, is your selected example a work of art? Why or why not? * What is the meaning of this piece of art? * How important is the object as opposed to the action or experience?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 5.2, 5.3 | Discussion board = 1 hr |
| **Discussion Question 3: Poetry**  **Read** the following poems in *The Humanistic Tradition*:   * Sextons’s “Self in 1958” (1966), on p. 467 * Sanchez’s “Woman” (1978), on p. 467 * Rich’s “Translations” (1972), on p. 468 * Dove’s “Rosa” (1998), on p. 468   **Post** a response in 150 to 200 words to the following questions, providing specific examples to support your answers:   * What aspects of the female experience do each of these poems address? * How might these poems empower women?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least twostudents as to what you agree or disagree with in their answers. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2, 5.3 | Discussion board = 1 hr |
| **Post Modern Art Blog**  **Review** Post Modern Art.  **Add** brief answers to the class blog. You must have a different answer from the students who answered before you.   * Describe at least one element of the image that reflects post-modern style or characteristics. * Describe one technical element (such as line, shape, or form) using the language of art. * Provide your personal opinion or a response to the image. | | 1.1, 1.2, 5.1, 5.2, 5.3 | Blog = 1 hr |
| **Final Project**  **Select** five art works for your exhibit that meet one of the following requirements:   * Includes one piece representative from each time period: Baroque, Enlightenment, 1780s–1880s, 1880s to the early part of the 20th century, or up to the present   (OR)   * Includes five different types of art, such as a painting, sculpture, photography, music, and literature   **Write** a 1-page proposal as though you were going to pitch the exhibit to the executive staff or investors at your workplace. Use the language of art in your writing. Include the following:   * An introduction in which you explain why you selected this theme for your workplace * A description of how each of the five works illustrates your theme * Your personal response to each piece   **Supplement** your proposal with a PowerPoint presentation that includes the images and links to all sources. Annotate each work with the name, artist, and year. Use the speaker’s notes area to explain and expand on the content in the slides.  **Submit** your proposal and PowerPoint through Blackboard. | | 1.1, 1.2, 3.3 | Paper = 1 hr |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

# Faculty Notes

**Modern Art Blog:**

Instructions for setting up the Post Modern Art blog in Blackboard: Images are provided in a Microsoft Word document under Week 5 Faculty Materials.

* Click **Create a Blog entry**.
* In the Title box, enter the name of the first art work or image.
* In the Textbox, copy the following questions:
  1. Describe at least one element of the image that reflects post-modern style or characteristics.
  2. Describe one technical element (such as line, shape, or form) using the language of art.
  3. Provide your personal opinion or a response to the image.
* Click **Insert/Edit Image**:



* Click **Browse Course**.
* Select Week 5, Image 1.
* Click **Submit**, and repeat for the remaining images in Week 5.

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
| **Week 2** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
| **Week 3** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
| **Week 4** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
| **Week 5** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Total Required Hours** |  | 42.5 |
| **Total Supplemental Hours** |  | 0 |
| **Total Hours** |  | 42.5 |