**Winthrop University**

**College of Visual and Performing Arts**

**Department of Fine Arts**

**COURSE SYLLABUS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DATE | 1/13/20 | SEMESTER | Spring | YEAR | 2020 |
| COURSE NUMBER | ARTH 176 | SECTION NUMBER 002 | U  |
| TITLE OF COURSE | Renaissance to Modernism | CREDIT HOURS | 03 |
| MEETING TIME | 2:00-3:15 | DAYS | MW.  | ROOM | 119 Rutledge |
| PROFESSOR | Karen Stock | OFFICE | 104 McLaurin | PHONE | 803-323-2659 |
| E-MAIL | stockk@winthrop.edu | TEXT | Stokstad 4th, 5th or 6th edition |
| OFFICE HOURS | MW 3:30 – 5:00 (or by appointment) |
| **UNIVERSITY LEVEL COMPETENCIES** | ARTH 176 is completed as part of the Touchstone Program, Winthrop University's distinctive approach to general education.  Thus, ARTH 176 helps students make progress towards the following University Level Competencies:Competency 1: Winthrop graduates think critically and solve problems.Winthrop University graduates reason logically, evaluate and use evidence, and solve problems.  They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions.  Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields.  Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.Competency 4: Winthrop graduates communicate effectively.Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts - including but not limited to written, oral, and visual presentations - that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas. |

**COURSE CATALOG DESCRIPTION**

Survey of art and architecture in Western Civilizations, from the Renaissance to the present.

**PREREQUISITES** None

**COURSE GO*A*LS**

**Goal 1:**  To familiarize students with the major movements in Western art from the Renaissance to the present day.

**Goal 2:** To consider the relationships between art and life, and between art and the culture that produces it.

**Goal 3:** To learn important artists and works of art and architecture.

**STUDENT LEARNING OUTCOMES** Upon completion of the course, students should be able to identify and discuss the compositional elements of individual images and to integrate relevant, contextual information and achieve comprehensive descriptions of visual forms in satisfactory written and oral formats.They should be conversant with the complexity inherent to the context underlying and interacting with the practice and criticism of art during this time period. These learning outcomes will be achieved and evaluated during active student participation in class discussions, and through completion of all quizzes, exams, and written assignments.

**Global Learning Initiative**: This course participates in the Global Learning Initiative by its very nature.

**COURSE REQUIREMENTS**

You must complete all assignments in order to pass the course

* **Exams:** There will be three one-hour examinations. Each exam will be worth 25% of your grade. (Total 75%) Exams will be based on material from class lectures and the textbook. They will consist of slide identifications, short answers, comparisons and essays.
* **Writing assignment**/ **Formal Analysis/comparison** 1 assignment 25%

Select two works from the text book that we have not covered in class. This is intended to encourage you to consider at some length a work of art. You will receive a detailed description of the assignment. There will be two steps in the process.

* Your ongoing participation is expected. If the final grade stand at the cusp between two letter grades, the student who participates regularly and thoughtfully will receive the higher grade.

**COURSE CALENDAR**

January

13                  Introduction/Course Requirements

15                  Precursors to Renaissance Art in Europe         Chapter 20

20 MLK holiday

22 Early Renaissance Art in Europe Chapter 20

27 Early Renaissance Art in Europe Chapter 19

 **first part of comparison due**

29                 Early Renaissance Art                      Chapter 20

 February

3 High Renaissance Art in 16th Century Europe Chapter 21

5 High Renaissance Art in 16th Century Europe Chapter 21

 **Comparison Paper Due**

10 High Renaissance Art in 16th Century Europe Chapter 21

12 Baroque Art in Italy Chapter 23

17 **EXAM REVIEW**

19 **Exam1**

**2**4 Baroque Art in Netherlands Chapter 23

26 Baroque Art, France and Spain Chapter 23

March

2 Rococo Chapter 23

4 Romanticism Chapter 30

9 RealismChapter 31

11 Impressionism Chapter 31

16 – 20 SPRING BREAK

23 class cancelled

25 class cancelled

30 PostImpressionism Chapter 31

April

1 EXAM REVIEW

6 ***Exam2***

8 Fauvism Chapter 32

13 Cubism Chapter 32

15 Dada / Surrealism Chapter 32

20 Abstract Expressionism Chapter 32

22 Pop Chapter 33

27 LAST CLASS

**Final Exam 3:00 pm Wednesday, April 29th**

**GRADING POLICY**

Grading is based on the quality of the work produced and on the quality of the working process the student has undertaken to produce the sculpture. The work process will affect grades; a good studio practice demands regular work habits, i.e., not consistently last minute work. Each project will carry equal weight in the overall semester average.

 A= SUPERIOR WORK. An A indicates that all the work was completed on time, that it was consistently of excellent quality and that the student participated at a high level in the critical discussions of art works and responded well to criticism. A level work demonstrates an excellent understanding of the technical and formal aspects of the project and a response to the project that is outstandingly imaginative and ambitious. Work accompanied with drawings and evidence of research.

B= GOOD WORK. High-level work that demonstrates a strong grasp of the technical and artistic elements of the assignments. Actively participated in critiques and discussions and creates quality work.

C= AVERAGE. Work only demonstrates an understanding of the technical and artistic issues of the assignments. Work is competent but unimaginative and shows a reduced level of attention to the craft of the sculpture.

D=POOR. Work is weak in both technical and creative aspects. Demonstrates an inability to handle the material in a controlled and thoughtful way and produces clichéd solutions to the assignments.

F=FAIL. Very weak work that demonstrates no understanding of the technical or artistic aspects of the project.

Plus Minus Grading System

A Excellent, achievement of distinction (4 quality points per semester hour).

A- (3.67 quality points per semester hour)

B+ (3.33 quality points per semester hour)

B Good, achievement above that required for graduation (3 quality points per semester hour).

B- (2.67 quality points per semester hour)

C+ (2.33 quality points per semester hour)

C Fair, minimum achievement required for graduation (2 quality points per semester hour).

C- (1.67 quality points per semester hour)

D+ (1.33 quality points per semester hour)

D Poor, achievement at a level below that required for graduation (1 quality point per semester hour).

D- (.67 quality points per semester hour)

F Failure, unsatisfactory achievement (no quality points).

94%-100% = A 74%-76% = C

90%-93% = A- 70%-73% = C -

87%-89% = B+ 67%-69% = D+

84%-86% = B 64%-66% = D

80%-83% = B- 60%-63% = D-

77%-79% = C+ 59% or less = F

**ASSESSMENT RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Level 5 ~ Exceptional  | Level 4 ~ Superior  | Level 3 ~ Commendable  | Level 2 ~ Rudimentary  | Level 1 ~ Minimal  |
| Assignment 90-100 80-89 70-79 60-69 0-59 |
|   | Substantially exceeds requirements  | Exceeds requirements  | Meets requirements  | Partially meets requirements  | Does not meet requirements  |
| Content  |
| Audience/ Purpose (5) | Addressed in manner appropriate to purpose. Stance is that of an expert who consistently and skillfully anticipates reader’s needs. (5) | Addressed in a manner appropriate to purpose. Stance is somewhat tentative and meets readers’ needs with some skill but is not as consistently successful. (4) | Addressed in a manner that shows some awareness of purpose. Stance is that of a novice attempting to please an expert. (3) | Addressed in a manner that demonstrates little awareness of purpose. Stance is mostly egocentric with little awareness of reader’s needs. (2)  | Little or no awareness of audience or form’s requirements. Egocentric. A written form of speech for one’s self. (1) |
| Thesis (20) | Insightful, logically and fully supported. (20) | Clear, somewhat original, but not fully supported.(15)  | Predictable and/or general. Unevenly supported. (10) | Vague or implied. (5) | Either not apparent or contradictory. (0) |
| Ideas (10) | Innovative, cogent, completely developed. (10) | Specific, solid, less original. Less carefully developed. (8)  | Appropriate but lacking in complexity and/or specificity (6) | Vague, obvious, underdeveloped, or too broad. (4) | Simplistic, underdeveloped, or cryptic. Topic not thought through. (2) |
| Details (10)(supporting material) | Relevant, original. Convincing and related to thesis. Meets all requirements. (10) | Relevant and appropriately utilized. (8) | Not thoroughly interpreted or not clearly related to thesis. Does not meet all requirements. (5) | Too general, not interpreted, irrelevant to thesis, or inappropriately repetitive or few included. (3) | Absent or inappropriate and/or off-topic generalizations, faulty assumptions, and errors of fact. (1) |
| Organization (20) | Carefully planned. Sections clearly relate to and support thesis. (20) | Correct and appropriate with some weaknesses in strategy or its execution. (15) | Present but unevenly developed and lacking transitions. (10) | Inappropriate hard to follow (5) | Inconsistent and/or absent. (0) |
| Documentation (10)  | Correct & appropriate. (10) | May have minor errors. (7) | Major errors (3) | Inappropriate (1) | Absent. (0) |
| Style  |
| Sentences (5) | Varied, controlled, and employed for effect. (5) | Some variety and complexity. Wordy. (4) | Little variety, simplistic, overuse of unnecessary words. One major error. (3) | Little variety. Used forbidden words in structure. Two major errors (2) | Superficial and stereotypical language. Three or more major errors.(0) |
| Diction/ Syntax /voc (5) | Precise, appropriate, advanced vocabulary. (5) | Accurate, used class vocabulary, less advanced. (4) | Somewhat immature; relies on clichés. Few vocabulary terms (3) | Immature. No vocabulary terms.(2) | Oral rather than written language patterns predominate. (1) |
| Tone/Voice (5) | Mature, consistent, suitable for topic (5) | Usually appropriate. (usually active voice) (4) | May have some inconsistencies in tense and person (3) | Inconsistencies are numerous. (2) | Written with many errors in tense, voice, etc. (1) |
| Mechanics (10)--Grammar --Spelling/Usage --Punctuation  | Error free. Carefully edited. (10)  | Very few errors. Shows evidence of some editing. (8) | Errors do not interfere with readability. Editing is not evident (5) | Patterns of error interfere with readability and indicate unfamiliarity with some aspects of Standard Written English. (3) | Mechanically incompetent. Numerous errors may interfere with reader com- prehension, and indicate basic literacy problems. (0) |

**ATTENDANCE POLICY**

3 missed classes will result in a half grade deduction to your grade. 5 missed classes will result in an F grade. Attendance will be taken and repeated tardiness or early departure will result in a half grade reduction.

**STUDENT CONDUCT**

Responsibility for good conduct rests with students as adult individuals. The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Plagiarism is the use of someone else’s words, ideas or lines of argument without appropriate documentation. All ideas as well as quotes must be properly cited in the body of your paper either with author & page number, endnote or footnote. Students should consult and print “The Correct Use of Borrowed Information” ([www.winthrop.edu/English/plagiarism.htm](http://www.winthrop.edu/English/plagiarism.htm)) before beginning any writing assignment. Ignorance or failure to consult this material is no excuse.

**STUDENTS WITH DISABILITIES OR CHRONIC MEDICAL ILLNESS**

Winthrop University is dedicated to providing access to education.  If you have a disability—including (but not limited to) a learning disability, ADHD, a visual impairment, a hearing impairment, a mobility impairment, or a chronic medical illness, and need accommodations, please contact the Coordinator of Services for Students with Disabilities, at 323-3290, as soon as possible.  Once you have your professor notification, please tell me so that I am aware of your accommodations well before the first graded assignment is due.

**SAFE ZONE STATEMENT**

The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged provided all can agree to disagree. It is the professor’s expectation that all students consider the classroom a safe environment.

**SYLLABUS CHANGE POLICY**

The syllabus can be changed by the professor throughout the semester. Students will be notified of changes to the calendar and any other changes.