



# North Central Michigan College

## Master Course Syllabus

### PART 1:

Course Name: Introduction to Art History II

Course Number: ARTH 111

Credit Hrs. 3

Lecture Hrs. 3

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

*(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)*

#### Course Description:

A survey of the history of art from the 14th century through the early 20th century. Students will place the arts within the context of world geography, history, politics and religion to understand the relevance of art to contemporary life.

Prerequisite (s): None

Co-requisite (s): None

#### Course Objectives:

- Identify stylistic periods in the history of art for the specified time periods.
- Identify cultures by artistic style.
- Identify iconic images from the history of art within their cultural context.
- Describe the processes and materials used to make art with appropriate vocabulary.
- Analyze the cultural, political, economic and social influences that shape artistic styles across history.
- Analyze the role of the artist in society.
- Analyze a work of art based upon aesthetic judgment and social context.
- Outline the chronology of historical events of the western world.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



# North Central Michigan College

## Master Course Syllabus

### PART 2:

#### **Lumina DQP outcomes and linked course objectives**

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Identify stylistic periods in the history of art for the specified time periods.
- Identify cultures by artistic style.
- Identify iconic images from the history of art within their cultural context.
- Outline the chronology of historical events of the western world.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Identify stylistic periods in the history of art for the specified time periods.
- Describe the processes and materials used to make art with appropriate vocabulary.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Identify cultures by artistic style.
- Identify iconic images from the history of art within their cultural context.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

- Analyze the cultural, political, economic and social influences that shape artistic styles across history.
- Analyze a work of art based upon aesthetic judgment and social context.

Lumina DQP Outcome 9: Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

- Describe the processes and materials used to make art with appropriate vocabulary.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Identify cultures by artistic style.
- Identify iconic images from the history of art within their cultural context.
- Analyze the cultural, political, economic and social influences that shape artistic styles across history.
- Analyze the role of the artist in society.
- Analyze a work of art based upon aesthetic judgment and social context.



# North Central Michigan College Master Course Syllabus

## **Suggested Methods of Instruction:**

Slide lectures, video tapes, field trips, student reports, reading assignments

## **Suggested Methods of Assessment and Evaluation:**

Student assignments, tests, and quizzes

## **Adopted Text at Time of Course Adoption/Revision:**

Textbook: Art History: A View of the World , Parts 4 and 6, by Marilyn Stokstad and Michael Cothren

Visual Aids: Powerpoint presentations, charts, maps, videos

Field trips: One or more

Handouts: Whenever appropriate

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Art History Concepts and Vocabulary
- Week 2: 14<sup>th</sup> Century Art and Architecture
- Week 3: 14<sup>th</sup> Century Art and Architecture
- Week 4: 15<sup>th</sup> Century Art and Architecture
- Week 5: 15<sup>th</sup> Century Art and Architecture
- Week 6: 16<sup>th</sup> Century Art and Architecture
- Week 7: 16<sup>th</sup> Century Art and Architecture
- Week 8: 17<sup>th</sup> Century Art and Architecture
- Week 9: 17<sup>th</sup> Century Art and Architecture
- Week 10: 18<sup>th</sup> Century Art and Architecture
- Week 11: 18<sup>th</sup> Century Art and Architecture
- Week 12: 19<sup>th</sup> Century Art and Architecture
- Week 13: 19<sup>th</sup> Century Art and Architecture
- Week 14: 20<sup>th</sup> Century Art and Architecture
- Week 15: 20<sup>th</sup> Century Art and Architecture
- Week 16: Final Review, test, course grades given

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



# North Central Michigan College Master Course Syllabus

## **PART 3:**

Use this reference sheet in Part 2 of Master Course Syllabus

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012