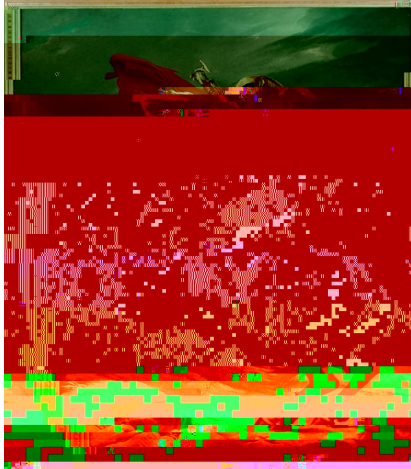


ART 185-011: HISTORY OF ART III SYLLABUS

Neoclassical to Today



“Art is not only a form of action, it is a form of action. For art is a type of communication, and when it enters the environment it produces its effects just as any other form of action does.”

Information and Policies

Course Information

Spring 2022
TR 5:00-6:15
GUGG 0001
3 Credits
CRN: 20740

Instructor Name and Instructor Contact Information

Sarah Redman (She/They)
sarah.redman@unco.edu

Instructor Student Drop-In Hours

Zoom meetings available
by appointment

Welcome

I am delighted to welcome you to Art History III! I first fell in love with art history right here at UNC. Art History I was my first college class and I immediately knew it was the right place for me. I graduated from UNC with degrees in Philosophy and Art and Design (with an Art History Emphasis) and went on to earn an M.A. in Art History from the University of Iowa. My favorite period to study is the late Roman Empire, but this course covers many works, artists, and movements that I really love. Art history is such a valuable field of study because it is a unique approach to human history, highlighting throughout the ages what humanity values, how we see the world around us, and what we see as our role in it. I can't wait to dive into these ideas with you this semester!

Course Catalog Description

A general survey class of global art traditions from Neoclassical Art to Contemporary Art of the 21st Century. The emphasis of this survey is on the major movements and civilizations, methods of analysis, historical and cultural context. The

course will use Canvas as the online platform for learning and as a repository for various resources that can provide a more efficient and effective means to study.

COURSE CONTENT AND SCHEDULE

This schedule is tentative and subject to change at the instructor's discretion with notice. All assignments (including the page numbers of weekly required reading) and due dates will be posted in Canvas.

We ek	Dates	Topics (a non-exhaustive list)	Things Due
1	1/10/22-1/16/22	Welcome, Intro to Art History, Course Overview, and Rococo	Attend lectures Assigned Reading: Chapter 23, pages 770-778; Chapter 30, pages 923-928 Weekly Question Due: 1/16/22
2	1/18/22-1/23/22	Neoclassicism, The Enlightenment, and Naturalism	Attend lectures Assigned Reading: Chapter 30, pages 929-945 and 948-956 Weekly Question Due: 1/23/22
3	1/24/22-1/30/22	Romanticism	

		Paper Assignment Overview	pages 1015-1029 Weekly Question Due: 2/20/22
7	2/21/22-2/27/22	19th Century Africa and Colonialism	Attend lectures Assigned Reading: Chapter 29, pages 896-916 Weekly Question Due: 2/27/22
8	2/28/22-3/6/22	Midterm Review	Midterm 3/3
9	3/7/22-3/13/22	“Primitivism,” Fauvism, and Cubism	Attend lectures Assigned Reading: Chapter 32, pages 1031-1045 Weekly Question Due: 3/13/22
-	3/14/22-3/20/22	Spring Break	
10	3/21/22-3/27/22	Futurism, Dada, and the ArmÚ	



pages 1089-1095 and Chapter 33,
pages 1097-1116
Weekly Question Due: 4/24/22

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|----|----------------|--|--|
| 15 | 4/25/22-5/1/22 | Art of the 21st Century and
Final Exam Review | Attend lectures
Assigned Reading: Chapter 33,
pages 1117-1151
Weekly Question Due: 5/1/22 |
| 16 | 5/2/22-5/6/22 | Finals Week | Final Exam 5/3 4:15-6:45 |

Important Dates:

Midterm 3/3

Formal Analysis Paper Due 4/17/22 @ 11:59pm

Final Exam 5/3 4:15-6:45

Questions are due weekly when there is not an exam. All dates are listed above.

Course Purpose

This course will cover the major movements and ideas that drove creative thought from the Neoclassical movement to today. It will explain and highlight how history affects visual cultures and vice versa. By the end of the course, students will have an understanding of how modern art exists in dialogue with its precedents.

Required Text/Course Materials

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bright figures to stand out boldly against the dark background. This sharp contrast between light and dark imparts high drama to the object's appearance.”

A. Type of object: Are you looking at a tool, figure sculpture, article of clothing, painting, mask, or stool? If you are considering sculpture, is it low or high relief, a freestanding figure, group of figures, a combination of the above?

B. Methods and Materials: How was the artwork created? Was it woven? Was it carved from wood or stone (subtractive method)? Is it an object modeled from clay or wax, then cast in bronze (additive methods)? Were a variety of materials used? How does the method of creation affect the shape, scale, or design of the work? How does the choice of material affect the significance of the artwork?

C. Composition: Is the arrangement of forms symmetrical or asymmetrical? Is the basic form open or closed: does it have a simple, contained silhouette, or do parts thrust out in various directions? If the object is composed of a number of different figures or forms, how are these arranged in relation to each other?

D. Volume and Space: What forms are basic to the work? Are they geometric, such as cones, cubes, or pyramids, or irregular forms? Are they jagged or smooth? How are they organized? How do form and space interact? Does it create the illusion of space? Is it meant to be seen from one or multiple vantage points? How does the intended vantage point control the viewer's understanding of the artwork?

E. Line: Is there linear emphasis on the surface of the object? Are the dominant linear elements seen in the forms themselves or are they incised in the surface of the forms? Describe the character of the lines: Primarily horizontal, vertical, diagonal, smooth and flowing? Do lines direct the way in which one “reads” the work?

F. Light, Surface, Texture, and Color: How does light affect the work? Are the forms and surfaces arranged so that a particular effect of light and shade will be attained? Is the surface polished or rough? How does this affect the play of light and the expressive qualities of the work? How are colors used in the artwork and what effect do they have?

G. Movement: Do the above factors add a sense of movement or stillness?

Function and Context:

How is the object used physically and socially? How do formal attribth MOM

When was it made?

Why was it made? (How was it used?)

What does it mean to the people who created it?

What does it tell us about the people who made it?

What should I do to succeed?

- Use the materials posted each week. Unless something is labeled as supplemental, it is required.
- Take good notes and find what style of note taking works for you. If you need ideas, please ask me.
- Ask questions. Lots of questions.
- Expect to spend roughly 3 hours per week (including class time) for every credit hour earned. For instance, you would spend roughly 9 hours per week on a 3-credit lecture class. We each bring a different level of experience and aptitude to a class; you may need to spend a little more (or a little less) time outside class to achieve the grade you're aiming for.
- Come talk to me! While I don't have on-campus office hours, I am always available by email and by appointment.
- Study for the tests.
- Pretend there is a test every week.
- Use the library.
- Take advantage of free tutoring services:
<https://www.unco.edu/tutoring/>

Plagiarized assignments will receive a zero and may

Disability Resource Center

Disabilities are not a reflection of your intelligence or who you are, but how your brain or body works. If you need some accommodations, it is best to contact the Disability Resource Center. This will help you gain access to resources and let me know how I can best accommodate your needs. I am also happy to talk to you about what this entails if you're not sure that it's for you.

Disability Resource Center (DRC):

- (970) 351-2289
- Michener Library L-80
- www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

UNC helps students facing food insecurity through the Bear Pantry:

- University Center 2166A
- www.unco.edu/bear-pantry

The Student Outreach and Support Office (SOS) can assist students during difficult times, which may include medical, mental health, personal or family crisis, illness, or injury.

SOS - Dean of Students Office

- 970-351-2001
- dos@unco.edu

Title IX: Discrimination and Harassment

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic
- Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact the Office of Institutional Equity and Compliance (OIEC) at 970-351-4899 or email titleix@unco.edu.

What was here before UNC? (Land Acknowledgement)

I encourage you to learn about the rich history of the tribes, whose territory the University of Northern Colorado currently occupies. These native peoples lived in harmony with the land for generations before it was "settled" by those of European descent.

Where can I get help?

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to [suržvennpmsQ](#)

Creative Thinking:

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Student Learning Outcomes (SLOs)

4. Embrace Contradictions

- a. Incorporate alternate, divergent, or contradictory perspectives**

Critical Thinking:

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)**2. Utilize Context**

- a. Evaluate the relevance of context when presenting a position.**
- b. Identify assumptions.**
- c. Analyze one's own and others' assumptions.**

5. Understand Implications and Make Conclusions

- a. Establish a conclusion that is tied to the range of information presented.**
- b. Reflect on implications and consequences of stated conclusion.**

Students will be able to utilize context to determine the meaning and purpose of art created in various cultures and time periods. They will analyze the works in context to interrogate historical and personal assumptions about those cultures and make conclusions about the information presented. This will be achieved and evidenced through essay questions on exams that will require students to analyze the given artworks in their respective contexts and in the required formal analysis paper.

Written Communication:

Competency in written communication is a student's ability to write and express ideas across a variety of genres

Respond analytically and critically to works of artistic expression, by addressing all of the following:

d. Interpret themes or major concepts.

Students will learn how individual works of art fit into, or challenge, their contexts by understanding the major elements of each period/culture and by developing a firm understanding of how the cultures covered in this course were affected by physical, religious, social, scientific, and philosophical factors. This will be achieved through the course design as all art will be presented while situated in its specific time and place. Students will demonstrate their understanding by correctly identifying the title, period/culture, medium, and significance of given artworks on the midterm and final exam. They will also demonstrate understanding in their required formal analysis paper by explaining the relevant context of the art they choose to write about.