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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Owens Community College

Course(s) Submitted(Title & Course #) History of Art II: Ren to Contemp for
(ART 202)

Ohio Articulation Number OAH 005

Date July 10, 2006 Course 2 of a 2 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Bruce Busby Title Vice President, Academic Services

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Credit Hours 3 qtr _____ sem 3

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

N/A

Placement Score (if applicable)

(Name of test)N/A

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

History of Art II: Ren to Contemp (ART 202)

A continued survey of civilization with emphasis on its expression through the visual arts, from the Renaissance to present, focusing upon the relationship between art and its cultural and historical context. Upon completion the student will have sufficient background to recognize a variety of visual images and genres and understand the historical context. Topics are not limited to Western Art and civilization. (Arts and Humanities elective).

Texts/Outside Readings/Ancillary Materials

History of Art II: Ren to Contemp (ART 202)

Adams, Laurie Schneider, *Art Across Time, 2nd ed., Vol. I.* New York, NY: McGraw-Hill, 2002.

Course Objectives and/or Plan of Work

History of Art II: Ren to Contemp (ART 202)

GENERAL OBJECTIVES

To acquaint the students to primarily Western, and limited Eastern, traditions in architecture and art from the Fourteenth Century through the present.

To understand the basic social and historical conditions that produced particular artistic movements.

To enable the student to develop an artistic sensibility that will help students to analyze, evaluate, and appreciate works of art, architecture, and sculpture.

SPECIFIC OBJECTIVES

1. To enable the student to differentiate between different cultural eras and styles, and to identify the works of art and artists considered representational of the greatest achievements of Western civilization and that define Western visual tradition from Fourteenth Century through the present.
2. To understand the religious, economic, political, and cultural forces at work during the course of Eastern and Western civilization and their effects upon concepts of art, artists, and patronage in each period.
3. To enable the student to identify the challenges of form and technique in the various mediums.
4. To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

Description of Assessment and/or Evaluation of Student Learning

History of Art II: Ren to Contemp (ART 202)

The instructor should assign at least one major paper. If no final is given, then there should be at least one other major paper, or some kind of summative project. As this is a 200-level art historical course, analytic skills should be emphasized; hence multiple-choice should not constitute the bulk of the evaluative methodology. An attendance or participation grade may be assigned at the discretion of the instructor.

Evaluative tools:	Percentage weight range: (to be determined, within the given range, by instructor)
1- 2papers	30-50%
Tests, Quizzes	50-60%
Participation(in-class assignments)	0-10%

	100%

Master Syllabi and Working Syllabi (if both are used)

Master Syllabus: ART 202

SCHOOL OF ARTS AND SCIENCES
COURSE OUTLINE

COURSE TITLE: History of Art II: Renaissance to Contemporary
COURSE NUMBER: ART 202
CREDIT HOURS: 3 **LECT.:** 3 **LAB:** 0
PREREQUISITE: None **Normally Offered:** SP

All of the information contained in the following three sections must be copied verbatim into all instructors' syllabi.

COURSE DESCRIPTION

A continued survey of civilization with emphasis on its expression through the visual arts, from the Renaissance to present, focusing upon the relationship between art and its cultural and historical context. Upon completion the student will have sufficient background to recognize a variety of visual images and genres and understand the historical context. Topics are not limited to Western Art and civilization.

GENERAL OBJECTIVES

To acquaint the students to primarily Western, and limited Eastern, traditions in architecture and art from the Fourteenth Century through the present.

To understand the basic social and historical conditions that produced particular artistic movements.

To enable the student to develop an artistic sensibility that will help students to analyze, evaluate, and appreciate works of art, architecture, and sculpture.

SPECIFIC OBJECTIVES

1. To enable the student to differentiate between different cultural eras and styles, and to identify the works of art and artists considered representational of the greatest achievements of Western civilization and that define Western visual tradition from Fourteenth Century through the present.
2. To understand the religious, economic, political, and cultural forces at work during the course of Eastern and Western civilization and their effects upon concepts of art, artists, and patronage in each period.
3. To enable the student to identify the challenges of form and technique in the various mediums.
4. To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

The rest of the information in this outline covers other mandatory requirements for the course, as well as some suggestions for how they may be implemented. This information is addressed to the instructor, and should therefore be modified to address the student before it is transferred to a syllabus. Other elements, such as content options or percentage ranges should be made specific and spelled out in each instructor's syllabus. See a sample syllabus of the course as a model.

TEXTBOOK

Adams, Laurie Schneider, Art Across Time, 2nd ed., Vol.2 New York, NY: McGraw-Hill, 2002.

EVALUATION

The instructor should assign one major papers. If no final is given, then there should be at least one other major paper, or some kind of summative project. As this is a 200-level art historical course, analytic skills should be emphasized; hence multiple-choice should not constitute the bulk of the evaluative methodology. An attendance or participation grade may be assigned at the discretion of the instructor.

Evaluative tools:	Percentage weight range: (to be determined, within the given range, by instructor)
1- 2papers	30-50%
Tests, Quizzes	50-60%
Participation(in-class assignments)	0-10%

100%

CLASSROOM PROCEDURE

By nature this course requires a high level of visual imagery through the use of the text, slides, digital images, videos, and when possible, physical artwork to optimize the student's experience of learning art history. Instructional methods can include visual presentations and lecture, interactive class discussion, student group and/or individual presentations, written papers, examinations amongst other pedagogy.

SPECIAL CONSIDERATIONS

As this course is a fine arts course, visits to art exhibitions to area galleries and museums are encouraged and allow for one viable use of the student lab fees through the purchase of exhibition tickets or the rental of a College van for transportation to an exhibition. Additionally, the lab fees may be utilized for the purchase of additional video, slide, or digital image collection materials that enrich the visual offering of the College for this course.

CONTENT OUTLINE:

- Week 1: Introduction: Why Do We Study the History of Art?; Precursors of the Renaissance
- Week 2: The Early Renaissance
- Week 3: The Early Renaissance; The High Renaissance in Italy
- Week 4: The High Renaissance in Italy; Mannerism and the Later Sixteenth Century in Italy
- Week 5: Mannerism and the Later Sixteenth Century in Italy; Mid-Term 1
- Week 6: Sixteenth-Century Painting in Northern Europe
- Week 7: The Baroque Style in Western Europe
- Week 8: The Baroque Style in Western Europe; Rococo and the Eighteenth Century
- Week 9: Spring Break
- Week 10: Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries
Papers due; In-class Presentations
- Week 11: Romanticism: The Late Eighteenth and Early Nineteenth Centuries
- Week 12: Mid Term 2; Nineteenth Century Realism

- Week 13: Nineteenth Century Realism; Nineteenth Century Impressionism
- Week 14: Nineteenth Century Impressionism; Post-Impressionism and the Late Nineteenth Century
- Week 15: Turn of the Century: Early Picasso, Fauvism, Expressionism, and Matisse; Cubism, Futurism, etc.
- Week 16: Cubism, Futurism, etc.; Dada, Surrealism, Fantasy, and the US between Wars
- Week 17: Abstract Expressionism; final exam held during scheduled time

ART 202: Working Syllabus

Syllabus for Spring 2005

Course Title: History of Art II: Renaissance to Contemporary	Course Number: ART 202-002
Credit Hours: 3	Credits (Lecture): 3
Prerequisite: None	Instructor: Susan Kozal
Phone: 661-7340	Office Hours: before or after class
E-mail:	

COURSE DESCRIPTION

A continued survey of civilization with emphasis on its expression through the visual arts, from the Renaissance to the present, focusing upon the relationship between art and its cultural and historical context. Upon completion the student will have sufficient background to recognize a variety of visual images and genres and understand the historical context. Topics are not limited to Western Art and civilization.

REQUIRED TEXTBOOK

Adams, Laurie Schneider, *Art Across Time, 2nd ed., Vol.2.* New York, NY: McGraw-Hill, 2002.

GENERAL OBJECTIVES

To acquaint the students to primarily Western, and limited Eastern, traditions in architecture and art from the Fourteenth Century through the present.

To understand the basic social and historical conditions that produced particular artistic movements.

To enable the student to develop an artistic sensibility that will enable students to analyze, evaluate, and appreciate works of art, architecture, and sculpture.

SPECIFIC OBJECTIVES

1. To enable the student to differentiate between different cultural eras and styles, and to identify

the works of art and artists considered representational of the greatest achievements of Western civilization and that define Western visual tradition from Fourteenth Century through the present.

2. To understand the religious, economic, political, and cultural forces at work during the course of Eastern and Western civilization and their effects upon concepts of art, artists, and patronage in each period.
3. To enable the student to identify the challenges of form and technique in the various mediums.
4. To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

INSTRUCTIONAL METHODS

By nature this course requires a high level of visual imagery through the use of the text, slides, digital images, videos and when possible physical artwork to optimize your experience of learning art history. Instructional methods will include visual presentations and lecture, interactive class discussion, student group and/or individual presentations, written papers, and examinations.

CLASSROOM POLICIES

Quizzes, in-class assignments or presentations may not be made up under any circumstances. Late papers will be penalized one letter grade per class period they are late. Examinations include visual images and are challenging to offer at a later time period. Make-up examinations would only be made available if the student has documented contact with me prior to the examinations originally scheduled time with a dire justification for the necessity of the make-up examination. The make-up examination would then need to be arranged with no more than one additional course meeting time occurring before the scheduled make-up test so as not to delay the return of other students' examination results. No extra credit will be available under any circumstances.

PLAGIARISM POLICY

Plagiarism will not be tolerated. For further information, please see the College Catalog.

EVALUATION

Evaluative tools:	Percentage weight range:
1 paper and presentation (worth 30% of total grade/100 points for rough draft and working bibliography, 150 points for final paper, 50 points for presentation)	30%
Tests: (2 mid terms worth 15% of total grade/150 points each)	30%
(1 final worth 30% of total grade/300 points)	30%
Participation (in-class assignments/presentations/100 points)	10%

	100%

Grade Scale:

900-1000 = A 800-899 = B 700-799 = C 600-699 = D 0-599 = F

The system relies on a total of 1000 points. An example of this is shown below:

Assignment:	Points:	Grade:
Rough draft	100	85 (B)
Final paper	150	140 (A)
Presentation	50	50 (A)
Midterm 1	150	125 (B)
Midterm 2	150	127 (B)
Final	300	287 (A)
Participation	100	78 (C)
Total	1000	892 (B)

STUDENT RESPONSIBILITY

In-class participation is vital to your success and enjoyment of the course. The conclusion of this syllabus contains the intended schedule for the semester; if necessary, I will alter this schedule to enhance the focus on a particularly troubling subject or make-up for a snow-day, etc. If you miss a class it is your responsibility to acquire notes from in-class activities from another student and to be caught up with the scheduled required reading upon return so that you may actively participate in the class. No in-class assignments may be made-up (see above). In the event that you must miss an exam, it is your responsibility to contact me preferably via e-mail in advance of the absence due to a dire emergency. In the event that a dire circumstance occurs during the semester that would prevent you from successful continued attendance and participation, you need to notify me immediately to see if any options exist or to meet required drop dates for the course.

SUPPORT SERVICES

Writing Center

The Writing Center works with students and instructors to address each student's individual writing needs so that he/she can become a more competent and confident writer. In order to accomplish this goal, the Writing Center offers students one-to-one conferences with trained writing consultants. During these thirty- or sixty-minute conferences, the student and consultant engage in constructive, non-evaluative dialogue about the student's work. Through this "writer's talk," students are encouraged to engage in the critical and creative thinking necessary to produce effective writing. Following the conference, the consultant completes a brief conference report, which the student can have sent to his/her instructor. In addition to offering one-to-one writing conferences, the Center also offers several computers, style manuals, dictionaries, thesauruses, and handbooks available for client use. Training in the use of these resources is also available.

The Writing Center is located in College Hall 156D on the Toledo Campus. To set up an appointment in Toledo, call 661-7351.

Disability Resource Services Office

If you have a disability or acquire one, you may be entitled to receive individualized services and/or accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to apply for services, please contact the Disability Resource Services Office (661-7194).

OUTCOMES ASSESSMENT PROTOCOL

As part of our outcomes assessment process, we will be building portfolios of student work. A random sample of student work will be selected for inclusion in this project. Students should make a copy of all major work they produce for this class before they turn it in, and maintain a file of this work throughout the semester in case they are selected for outcomes assessment participation.

CALENDAR OF CLASS ACTIVITIES

Required reading assignments noted should be completed prior to the next class session to allow for active class participation.

- Week 1: 1/10/06 Introduction: Why Do We Study the History of Art?; Chapter 12: Precursors of the Renaissance
Required reading: Review materials from the Introduction covered in the class period from pages 1-23, Read Chapter 12 pages 465-494
1/12/06 Chapter 12: Precursors of the Renaissance
Required reading: Chapter 13 pages 498-517
- Week 2: 1/17/06 Chapter 13: The Early Renaissance
Required reading: Chapter 13 pages 520-545
1/19/06 Chapter 13: The Early Renaissance
Paper Materials provided; *Last date to Add classes*
Required reading: Chapter 13 pages 545-563
- Week 3: 1/24/06 Chapter 13: The Early Renaissance
Required reading: Chapter 14 pages 565-586
1/26/06 Chapter 14: The High Renaissance in Italy
Required reading: Chapter 14 pages 587-605
- Week 4: 1/31/06 Chapter 14: The High Renaissance in Italy
Required reading: Chapter 15 pages 607-627
2/2/06 Chapter 15: Mannerism and the Later Sixteenth Century in Italy
Required reading: Study for Mid-Term 1
- Week 5: 2/7/06 Chapter 15: Mannerism and the Later Sixteenth Century in Italy; Review
2/9/06 **Mid-Term 1**
- Week 6: 2/14/06 Chapter 16: Sixteenth-Century Painting in Northern Europe
Required reading: Chapter 16 pages 628-647
2/16/06 2: Chapter 16: Sixteenth-Century Painting in Northern Europe
Required reading: Chapter 17 pages 650-673

- Week 7: 2/21/06 Chapter 17: The Baroque Style in Western Europe
 Required reading: Chapter 17 pages 674-694
 2/23/06 Chapter 17: The Baroque Style in Western Europe
Rough Draft and working bibliography of paper due at the beginning of class
 Required reading: Chapter 17 pages 698-704, Chapter 18 pages 706-714
- Week 8: 2/28/06 Chapter 17: The Baroque Style in Western Europe; Chapter 18: Rococo and
 The Eighteenth Century
 Required reading: Chapter 18 pages 715-730
 3/2/06 Chapter 18: Rococo and the Eighteenth Century
 Required reading: Chapter 19 pages 734-751
- Week 9: Spring Break
- Week 10: 3/14/06 Chapter 19: Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries
 Required reading: Chapter 20 pages 753-770
 3/16/06 **Papers due; In-class Presentations**
- Week 11: 3/20/06 *Last date to Drop classes*
 3/21/06 Chapter 20: Romanticism: The Late Eighteenth and Early Nineteenth Centuries
 Required reading: Chapter 20 pages 771-775
 3/23/06 Chapter 20: Romanticism; Review
- Week 12: 3/28/06 **Mid Term 2**
 Required reading: Chapter 21 pages 777-795
 3/30/06 Chapter 21: Nineteenth Century Realism
 Required reading: Chapter 21 pages 796-803, Chapter 22 pages 805-815
- Week 13: 4/4/06 Chapter 21: Nineteenth Century Realism; Chapter 22: Nineteenth Century
 Impressionism
 Required reading: Chapter 22 pages 816-828
 4/6/06 Nineteenth Century Impressionism
 Required reading: Chapter 22 pages 829-836
- Week 14: 4/11/06 Chapter 22: Nineteenth Century Impressionism
 Required reading: Chapter 23 pages 838-864
 4/13/06 Chapter 23: Post-Impressionism and the Late Nineteenth Century
 Required reading: Chapter 24 pages 868 -886
- Week 15: 4/18/06 Chapter 24: Turn of the Century: Early Picasso, Fauvism, Expressionism, and
 Matisse
 Required reading: Chapter 25 pages 887- 899
 4/20/06 Chapter 25: Cubism, Futurism, etc.
 Required reading: Chapter 25 pages 901-912; Chapter 26 pages 914-919, 922-24

Week 16: 4/25/06 Chapter 25: Cubism, Futurism, etc.; Chapter 26: Dada
 Required reading: Chapter 26 pages 928-937, 940-941
 4/27/06 Chapter 26: Dada, Surrealism, Fantasy, and the US between Wars
 Required reading: Chapter 27 pages 944-955

Week 17: 5/2/06 Chapter 27 Abstract Expressionism; Review
 5/4/06 **Final Exam 8:00-9:45am**

Additional Documentation

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OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us

Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us

Nick Wilson (614) 466-4158 nwilson@regents.state.oh.us