DAKOTA COLLEGE COURSE SYLLABUS

Course Prefix/Number/Title: Art 211: Art History Survey II: Late Medieval to Modern Art

Number of Credits: 3 credits

Course Description: A survey of western art from Renaissance to the present. This course provides students insight into social and political processes that inform the production of art. Examining the social and political history of the areas under study will help students gain a better understanding of the production of regional art forms. Using these historical periods as basis for examination we will explore visual iconography, style and cultural influences that led to specific art works, museum collections and performance pieces.

Pre-/Co-requisites: N/A

Course Objectives: By the end of the course, students will develop the necessary vocabulary to discuss art forms techniques and movements, improve visual literacy and critical thinking skills through course attendance, lectures and discussions. Students will engage all of the following skills:
1. **Critical Thinking.** Students will be asked to read the assigned text and respond in class. We will encourage students to analyze works of art and express their findings through evaluation and in class discussions.
2. **Communication**. Students will be asked to participate in class discussions. For this reason **attendance is critical.** We will employ art historical methodologies to analyze contemporary scholarship as well as assigned visual objects. Students will be expected to form clear and concise interpretations and then communicate these both in a written and oral format.
3. **Social Awareness**. The study of art gives students the opportunity to reflect upon the impact of artists and their art. Moreover, students will gain a better understanding of the global context that gives art its intrinsic meaning. By the end of this course students should be able to identify historical periods and discuss the impact social, political and technological change has upon art.

Instructor: Dr. Zahra M. Moss

Office: TH 2209

Office Hours: Tuesday and Thursday's 1:00-1:50pm

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Lecture/Lab Schedule: Section 1: T/R 8:00-9:15am Section 2: T/R 9:30-10:45am

Textbook: N/A OERS

Course Requirements:

Assessments:

Evaluation:	Point Value:
Discussion Boards x 5	50
In Class Assignment x 2	30
Art Evaluation Assignment	20
Gallery Evaluation Assignment	20
Independent Artifact Assessment 1	20
Independent Artifact Assessment 2	20
Group Assignment	30
Midterm Assignment	30
Final Assignment	50

Tentative Course Outline:

Week	Topic	Week	Topic
Week 1:	Introduction and Key Terms	Week 9:	Architecture
Week 2:	Reading Art	Week 10:	Museum Studies
Week 3:	Representations of the Body	Week 11:	Utilitarian & High Art
Week 4:	Case Studies on Masculinity and Femininity and non-Binary Identities	Week 12:	Fashion
Week 5:	Talking about Art	Week 13:	Music
Week 6:	Photography/Film/Video	Week 14:	Performance Art
Week 7:	Preservation of Art and Artifacts	Week 15:	Online Gallery Review
Week 8:	Writing About Art/Midterm	Week 16:	Social Political Art

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course aligns with the specific general education guidelines established by Dakota College at Bottineau. Specifically students will address the following goals: Students will be able to analyze art using the appropriate terminology, evaluate aesthetics and coherently explain the relationships between the arts, humanities and society as outlined in Goal 7. Specifically Objectives 2, 3 and 4.

Relationship to Campus Theme: This course uses the campus theme of "Nature, Technology and Beyond," in part to explore how pre-modern and modern art forms draw inspiration from the natural world. Moreover we explore the complex dynamic relationship between science, nature and art to describe the world at specific moments in time. Using art forms as case studies we can learn more about the development of art mediums, iconography and technology on a global scale

Classroom Policies: Our classroom is a safe place and comfortable learning environment. Class will begin within 1-3 minutes of the assigned time. Entering the room 10-15 minutes late is a disruption and students should not purposefully nor repeatedly do so. Student comments, and actions should be relevant to daily subject matter. Please note that students are expected to be respectful of their colleagues by refraining from use of cellular devices, and limiting computer use to note taking only. Talking amongst peers is encouraged specifically in group activities as well as before and after class. Once class is in session students should be well read, and versed in the subject material and ready to work. While it is important to share opinions and ideas regarding the subject matter DISRESPECTFUL AND/OR THREATENING BEHAVIOR WILL NOT BE TOLERATED. Such behavior will be reported to

administrative officials, and if need be, the necessary authorities. For questions regarding these, and other university behavior policies, please refer to the following website: DCB Student Handbook

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services within the first two weeks of the semester to line up accommodations. Students who require special accommodation, or services, should be registered with the Student Success Center; (701) 228-5477; Fax (701) 228-5428; E-mail: melissa.k.fusselback@dakotacollege.edu. Once registered, please request that the DRC officially notify me of your accommodations/needs as soon as possible. Also, please plan to meet with me to discuss any required modifications to modes of instruction, assignments, or course requirements.
DCB Disability Resources

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX Webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.

	• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.