

# COURSE SYLLABUS

<b>Course Title:</b>	Art History III		<b>Date submitted:</b>	Spring 2014 (AAC: 14-23)
<b>Department:</b>	Art/Media			
<b>Curriculum:</b>	Visual Fine Arts			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)    ART*103 <b>Course Type:</b> L/D		<b>Prerequisites:</b>	
	A: Clinical    B: Lab    D: Distance Learning I: Individual/Independent    L: Lecture    N: Internship M: Seminar    P: Practicum    U: Studio X: Combined Lecture/Lab    Y: Combined Lecture/Clinical/Lab    Z: Combined Lecture/Studio		None	
	<b>Elective Type:</b> AH/FA/G/HU/LAS			
	AH: Art History    E: English    FA: Fine Arts    FL: Foreign Language    G: General HI: History    HU: Humanities    LAS: Liberal Arts & Sciences    M: Math S: Science    SS: Social Science			
	<b>Credit Hours:</b> 3		<b>Corequisites:</b>	
	<b>Developmental:</b> (yes/no)    No		None	
	<b>Contact Hours:</b>			
	Lecture:    3 Clinical:    0 Lab:    0 Studio:    0 Other:    0 TOTAL:    3			
	<b>Class Maximum:</b> 35		<b>Other Requirements:</b>	
	<b>Semesters Offered:</b> F/S		None	
<b>Ability Based Education (ABE) Statement</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Students will take an in-depth look at one of the most dynamic periods in the history of art as they trace the radical changes that occurred in the visual arts from the late 19 <sup>th</sup> century through the post-World War II era. Emphasis will be placed upon the major artists, works, and theories of this period.			
<b>Topical Outline:</b> List course content in outline format.	1. Roots of Modernism; Courbet; Manet 2. Transitions to the 20 <sup>th</sup> Century a. Impressionism, Monet, Degas, Renoir b. Post-impressionism, Seurat, Van Gogh, Gauguin, Cezanne 3. Early Twentieth Century a. Fauvism, Matisse b. Early Cubism, Braque, Picasso			

	<ol style="list-style-type: none"> <li>4. German Expressionism, Munch, Nolde, Kirchner, Kandinsky</li> <li>5. The Influence of Cubism, Gris, Leger, Delaunay</li> <li>6. Italian Futurism, Russian Constructivism, Malevich, De Stijl, Mondrian</li> <li>7. Expressionism to Fantasy, Klee, Chagall, De Chirico</li> <li>8. Dada</li> <li>9. Surrealism</li> <li>10. Art in the United States, The Armory Show, Precisionism, Realism, Social Realism &amp; Regionalism, Toward Abstraction</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. define modernism, its major theories, and identify the major differences from the artistic styles and movements prior to the 20<sup>th</sup> century</li> <li>2. identify the works of major artists and their contributions to the evolution of modern art</li> <li>3. understand the relationships between the evolution of modernism in the visual arts and parallel historical trends in politics, science, and philosophy</li> <li>4. identify various stylistic trends and their historical influences</li> <li>5. recognize modernist influences in popular culture and media</li> <li>6. identify visual styles</li> <li>7. critically analyze various forms of creative visual expression</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>8. demonstrate and understanding and ability to use art technology</li> <li>10. exhibit a sense of aesthetics and sensitivity toward diverse areas of visual art</li> </ol> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>1. <b>Aesthetic Dimensions</b> - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.             <p><b>Demonstrates:</b> Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</p> <p><b>Does Not Demonstrate:</b> Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.</p> </li> </ol>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. the instructor’s assessment of the student’s abilities to correctly utilize terminology, demonstrate an understanding of various theories and their visual manifestations</li> <li>2. critically analyze the visual art of this period through written exercises and quizzes</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> None</p> <p><b>Desired:</b> None</p>

**Textbook(s)**

Refer to current academic year printout.