

Current Information:**I. A.) DEPARTMENT NAME:** _____**B.) COURSE NUMBER, and TITLE:** _____**C.) CREDIT HOURS:** _____ **D.) PREREQUISITES:** _____**E.) CURRENT CLASSIFICATION**

1. General Education Code: B C D H M N P S None
2. Writing Requirement: E2 E4 E6 None
3. Math Requirement: M None

Requests:**II. GENERAL EDUCATION**A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)**C.) Assessment:**

- 1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____Grade _____Corrections _____Drafts _____Other

- 2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: _____

Phone _____ Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

ART APPRECIATION: AMERICAN DIVERSITY AND GLOBAL ARTS

Course prefix + number: ARH 2000 (D)(H)

Term: Summer C 2014

Location + meeting times: 100% web-based

Credit hours: 3

Prerequisites: No prerequisites

Course website: <https://ufl.instructure.com> (Canvas)

Instructor: Dr. Pamela Merrill Brekka

Office hours: Tuesdays and Thursdays, 12 to 1:30 PM, and Sundays, 3 to 4 PM via Canvas conferencing system or by phone; 'live' office hours available by appointment

Phone: 813-760-3181

Email: pbrekka@ufl.edu

Contact: Instructor and TAs can be contacted anytime by phone and via UF email or Canvas course website messaging software. Check your Canvas messages daily and set your Canvas preferences to receive daily updates and alerts. Instructor and/or TAs will be available on campus for weekly 'live' office hours, and via the Canvas conferencing system. Please direct all IT or computer questions to the UF Help Desk at Canvas tool Tech Support on course homepage.

TA (Section 0001): TBA

Office hours: TBA UF Gainesville campus location

Phone: TBA

Email: TBA

TA (Section 0002): TBA

Office hours: TBA UF Gainesville campus location

Phone: TBA

Email: TBA

Course Description: This course is an introduction to the visual arts from a global perspective with an emphasis on diversity in the United States. Students will be challenged to analyze visual cultures and build environments from multiple perspectives, using key themes, principles and terminology in the discipline of art history. Traditional differences among world cultures will be applied to current populations in order to recognize how social roles and status affect diverse groups in the United States. To this end, we will analyze art objects and monuments from around the world (75,000 BCE to the present) within their historical, social, economic and religious contexts and apply this understanding to diverse living groups in the US. To facilitate this process, we will assimilate and use discipline appropriate terms, approaches and theories, applied across the 'life' of the object's audience to the present day. We will use this knowledge to problematize a range of both traditional and current interpretive theories and methodologies, in order to better understand the origins of audience and discipline bias in relation to gender, cultural differences and sexual orientation. Required weekly presentations and writing assignments, which address key questions relevant to art and diversity, will highlight students' own cultural norms and values in relation to those of other cultural groups. Enhanced by UF's diverse student body, these presentations will help students distinguish the opportunities and constraints faced by different persons and cultural groups. Course content will be presented via the UF Canvas platform which will seemly incorporate the course eTextbook; weekly audio/video lectures; examinations; staging areas for uploaded weekly writing assignments and student videoed responses; high-resolution interactive digital images of the art objects in question, and a multi-media discussion board styled as an interactive 'near-real time' seminar setting in which students will present/compare weekly research, interact with each other, instructor and TAs, and critically debate weekly topic questions in an instructor-moderated setting. In order to systematize and clarify course content and assessments in relation to Student Learning Outcomes, the weekly modules have been organized into four primary categories: ASSIMILATE/ENGAGE/ASSESS/APPLY. At ASSIMILATE, students will complete the required reading for the

week and learn the objects/terms list. At ENGAGE, students will watch the instructor lectures, take notes, and interact with the high-resolution images. At ASSESS, students will take the multiple-choice/essay quiz. At APPLY, students will apply the content they have assimilated by formulating critical responses (both written essay presentations and videoed responses) to important diversity questions, which reflect the student's knowledge, thoughts, and reasoning. Given the limitations of our virtual environment, students will attend 'live' art history lectures and art museum exhibits, in order to examine original art works, interact with experts in the field, and learn about the most current methodologies in the discipline of art history. As an end-of-term research project, students will also engage diversity in their community in order to critically apply what they have learned in class to their own real-life environments, in order to evaluate their own cultural norms and values in relation to those of other groups. These projects will be presented at Canvas in the form of virtual exhibits, and shared with the entire class. Concerning student/instructor interaction and assessments: For large enrollments, students will be organized into virtual communities of 30 and assigned an individual TA to assist the instructor. This will facilitate individual student-instructor engagement; instructor-led guided research; instructor-led 'near-real time' moderation of weekly discussions, and instructor assessment of written papers and essay-styled exams.

General Education Requirement: Credits earned in this course meet the requirements for General Education in Humanities (H) and Diversity (D) categories. These general education categories are meant to offer instruction in the following areas:

- **Humanities (H):** Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
- **Diversity (D):** Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups in the United States. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

General Education Objectives for Humanities (H) and Diversity (D):

- (H) To introduce key themes, principles and terms in the discipline of art history
- (H) To present the historical context of key art objects and monuments from around the world, from prehistory to present
- (H) To describe and explain art historical theory and methodologies in order to identify the biases and influences that shape interpretations of art works
- (H + D) To present interpretations of visual culture using multiple perspectives in order to recognize how social roles and status affect different groups in the United States, as well as their opportunities and constraints
- (D) To identify, describe and explain values, attitudes and norms of culturally diverse groups in the United States, as reflected in the visual culture of those groups, and to identify how these may vary among students in the class

General Education Student Learning Outcomes:

- (H) Content: Students will be able to identify, describe and interpret key art works from around the world within their cultural and historical contexts, employing multiple methods, while defining key terms in the visual arts
- (D) Content: Students will be able to identify the roles of social structure and status of different groups within

the United States, as reflected in the artwork of these groups

- (D) Critical Thinking: Students will analyze and evaluate their own cultural norms and values in relation to those of other cultures and diverse groups in the United States, including, but not limited to: the LGBT community; female American leaders; African-Americans; American Indians; Mexican-Americans; American Buddhists; American Muslims; Japanese-Americans, Chinese-Americans, and Korean-Americans
- (D) Critical Thinking: Students will analyze and compare their own social status, opportunities, and constraints with those of other persons and groups, as reflected by the artwork of these groups and the ways in which they value/define art
- (H) Critical Thinking: Students will identify and analyze key elements, biases and influences that shape thought in the discipline of art history, and approach issues and problems within the discipline of art history from multiple perspectives
- (H) Communication: Students will communicate knowledge, thoughts, and reasoning, and formulate critical responses, orally and in writing, in forms appropriate to the discipline of art history. These communications will be both oral, in the form of instructor-moderated round-table video responses, and written, in the form of exam essay responses, focus task research presentations, live event response papers, and end-of-term diversity research project presentations
- (D) Communication: Students will discuss (in the form of videoed responses and in writing) social/cultural problems related to art and diversity in the US. These communications will include diversity focus task research presentations, instructor-moderated round-table video responses, and end-of-term diversity research project presentations

Required reading: Patrick Frank, *Prebles' Artforms*, 11th edition (2013) available as eTextbook; find publisher's link for purchase at course website. Textbook also available for purchase in UF campus bookstore.

Make-up work and attendance policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the University of Florida online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Important dates: The course is organized into 13 modules. Modules must be completed in order. All module requirements must be completed by dates as given at the course website. Students will be given approximately one week to complete the assignments for each module. The final diversity research project + two live art history event assignments must be completed by dates given at the course website. Standard deadline for required weekly submissions of all material and assignments is Sunday 11:59 PM EST (US)

Evaluation:

Module quizzes	3 points x 13 = 39 points total
Module diversity research presentation/discussion tasks	3 points x 13 = 39 points total
Live event (approved art history lecture) response paper	6 points total
Live event (approved art exhibition) response paper	6 points total
Final research project: Art + diversity in your community	10 points total
Possible outcome	<hr/> 100 points (100% = A for class)

***Please note: All graded elements of this course will be assessed and assigned a grade by the Instructor. For higher enrollment sections, graduate teaching assistants (TAs) will assist instructor with evaluation of weekly quiz essays and focus task presentations, which will be supervised, reviewed, and assigned a grade by the instructor. Instructor and TAs will meet weekly to discuss individual student progress and assessments. Instructor only will grade higher assessment-valued critical thinking projects, including live event response papers and end-of-term research projects. Instructor only will assign final course grade to each enrolled student.**

Module quizzes (3 points each): Each module will include a quiz with 20 multiple-choice and 5 essay-styled questions. Questions will be taken from the required reading, lectures, and the objects/monuments/terms list for that module. For the multiple-choice questions, students should be prepared to identify the following **outcomes for content**: relevant global trends; significance of works of art; techniques and media used; terms, and key cultural and historical contexts. For the written essay responses, student should be prepared to articulate the following **outcomes for communication**: compare and contrast works of art from different cultural groups and address critical questions related to art historical methodology and approaches, as brought to light by the reading and lectures. Quizzes are timed. Students will have only one opportunity to complete the quiz. Quiz instructions are provided in detail at the website. All quizzes must be completed with NO outside help, which would constitute cheating. Instructor, with TA assistance, will assess the essay portion of quiz and provide detailed feedback in the ‘comments’ section of the grade book.

**The multiple-choice and essay portions of the quizzes assess the General Education SLOs for content and communication. Grading rubric for module quizzes:*

Title: MODULE QUIZ		Find a Rubric	
Criteria	Ratings		Pts
SLO CONTENT: MULTIPLE CHOICE (20 QUESTIONS @ 2% EACH) view longer description	Full Marks 40 pts	No Marks 0 pts	40 pts <input type="text"/>
SLO COMMUNICATION: + ESSAYS (5 QUESTIONS @ 12% EACH) = 100% OF 3 POSSIBLE GRADE POINTS TOTAL view longer description	Full Marks 60 pts	No Marks 0 pts	60 pts <input type="text"/>
+ Add Criterion Find Outcome Criterion			Total Points: 100

Module diversity research presentation/discussion tasks (3 points each): Each module contains a diversity focus topic with questions designed to promote critical thinking and peer-group discussions. These topics will address artists and artistic trends relevant to US diversity, focusing on an individual cultural group. Topics for each module discussion address specific questions related to the course content for that week, and constitute mini-research assignments. Possible topics include questions such as the following: “Do African American artists today identify with their cultural past? Are there echoes of African art in the shared cultural memory of African American artists today?” Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking**: (1) write a minimum 600-word essay that addresses the questions in detail, using discipline appropriate language and methods, together with interpretations of unique, researched images that serve to illustrate/defend the student’s argument; (2) students are also expected to analyze and describe the ways in which their own cultural norms and values compare to those of the group under discussion. Students will post these essays to the round-table discussion board. Instructor will present written instructions for each round-table styled discussion task, and also a detailed videoed introduction to the topic. Instructor will then moderate student posts in near-real time, and respond to individual submissions with comments designed to promote ongoing student discussion and engagement. Students will be required to interact with each other and instructor, with two 100-word minimum videoed responses/replies to posts by at least two different classmates, while addressing additional questions posed by instructor-moderator. In these

videoed replies, students are expected to identify different perspectives given by classmates, and present alternative points of view and approaches. **PLEASE NOTE: These peer responses are NOT peer assessments (all grading for this course will be completed by instructor).** Peer responses are intended to mirror the instructor-moderated student debate that occurs in 'live' classroom environments. Instructor, with TA assistance, will assess all elements of this assignment and provide detailed feedback in the 'comments' section of the grade book.

**The diversity discussion tasks assess the General Education SLOs for content, communication and critical thinking.*

Grading rubric for module discussions:

Title: MODULE DISCUSSION Find a Rubric			
Criteria	Ratings		Pts
SLO CONTENT view longer description	Full Marks 1 pts	No Marks 0 pts	<input type="text" value="1"/> pts ✕
SLO COMMUNICATION view longer description	Full Marks 1 pts	No Marks 0 pts	<input type="text" value="1"/> pts ✕
SLO CRITICAL THINKING view longer description	Full Marks 1 pts	No Marks 0 pts	<input type="text" value="1"/> pts ✕
+ Add Criterion Find Outcome Criterion			Total Points: 3

Live Event 1, art history lecture response paper (6 points): As an art history course, it is important for online students to interact with *live* art objects, artists, curators, art historians, and stay abreast of current approaches and methodologies in the discipline of art history. Students will therefore be required to attend one approved art history lecture and write a 1000-word critical response. Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking:** (1) identify the lecturer's key argument and approach, and analyze influences and biases; (2) support their claims with informed, historical/critical examples and ideas taken from the lecture itself, and draw on concepts, terms and approaches learned in class. Students should not generalize, use subjective descriptions or make general, unsupported claims. Instructor will assess all live event papers and provide detailed feedback in the 'comments' section of the grade book.

**The live event response paper assesses the General Education SLOs for content, communication and critical thinking.*

Grading rubric for live event 1 response paper:







Title: LIVE EVENT 1 LECTURE Find a Rubric			
Criteria	Ratings		Pts
SLO CONTENT view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts ✕
SLO COMMUNICATION view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts ✕
SLO CRITICAL THINKING view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts ✕
+ Add Criterion Find Outcome Criterion			Total Points: 6

For students living within 30 mile of UF Gainesville campus: Each semester, the Harn Eminent Scholar Chair in Art History lecture series (School of Art + Art History, College of Fine Arts, University of Florida), aka HESCAH, offers lectures from visiting scholars on a range of art historical topics. The student is required to attend at least one of these lectures during the semester in which this course is taken. Instructor will provide an updated list of qualifying HESCAH and fine art events at the course website, together with regular announcements of upcoming lectures. For HESCAH lecture schedule, go to: <http://saahharnscholar.net>

For students who live more than 30 miles from UF Gainesville campus: Qualifying events in your area include public lectures by artists or art historians given at a college, university, fine art museum or fine art gallery.

Live Event 2, art exhibit response paper (6 points): As an art history course, it is important for online students to interact with *live* art objects, artists, curators, art historians, and stay abreast of current styles, techniques, approaches and methodologies in the discipline of art history. Students will be required to attend one approved fine art exhibition and write a 1000-word critical response. Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking:** (1) identify the artist’s media and techniques, using discipline appropriate language and concepts; (2) analyze the artist’s subject matter and style in relation to the cultural group with whom the artist self-identifies; (3) identify biases on the part of the exhibition curator in relation to the design of the installation, curatorial talk, and the exhibition didactics (wall labels, catalogues, etc.) Students should support their interpretations with informed, historical/critical examples, and draw on concepts, terms and approaches learned in class. Students should not generalize, use subjective descriptions or make general, unsupported claims. Instructor will assess all live event papers and provide detailed feedback in the ‘comments’ section of the grade book.

**The live fine arts exhibit response paper assesses the General Education SLOs for content, communication and critical thinking. Grading rubric for live event 2 response paper:*

Title: LIVE EVENT 2 EXHIBIT				
Criteria	Ratings		Pts	
SLO CONTENT view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts	
SLO COMMUNICATION view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts	
SLO CRITICAL THINKING view longer description	Full Marks 2 pts	No Marks 0 pts	<input type="text" value="2"/> pts	
 			Total Points 6	

For students living within 30 mile of UF Gainesville campus: Throughout the year, the School of Art + Art History (College of Fine Arts, University of Florida) aka SA+AH, presents a range of art exhibits and art “openings” (first night of art exhibit with artist/curator in attendance) in several campus galleries. The student is required to attend at least one of these events. The student is required to attend, specifically, the art “opening.” Instructor will provide an updated list of qualifying art openings at the course website, together with regular announcements of upcoming openings. For SA+AH fine art events schedule, go to: <http://www.arts.ufl.edu/welcome/art>

For students who live more than 30 miles from UF Gainesville campus: Qualifying events in your area include public opening night art exhibits given at a college, university, fine art museum or fine art gallery.

Final research project: Art + diversity in your community (10 points): As a final project, students will be required to produce a 5-image, 2000-word research project highlighting diversity in the student’s hometown. For this project, students will be expected to identify diverse cultural groups, and analyze ways in which art and architecture reflect the cultural heritage of these groups, as a unique contribution to the student’s hometown. (For example, a student’s hometown of Tampa constitutes a dominant Anglo-white culture, but includes a rich history of Cuban art, architecture and culture; in this case, student would focus on Cuban art in Tampa). Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking**: (1) identify, describe and explain values, attitudes and norms, as reflected in the visual culture of the group(s) under question; (2) analyze and discuss the ways in which social roles and status affect different groups in the student’s hometown, their opportunities and constraints; (3) use appropriate art historical terms, concepts and approaches for analysis of artworks used as examples. Students will post their virtual exhibits to an open platform in Canvas, which will be on view to classmates. Instructor will assess all final research projects and provide detailed feedback in the ‘comments’ section of the grade book

**The final project assesses the General Education SLOs for content, communication and critical thinking. Grading rubric for diversity project:*

Title: DIVERSITY PROJECT				
Criteria	Ratings		Pts	
SLO CONTENT view longer description	Full Marks 3 pts	No Marks 0 pts	<input type="text" value="3"/> pts	
SLO COMMUNICATION view longer description	Full Marks 3 pts	No Marks 0 pts	<input type="text" value="3"/> pts	
SLO CRITICAL THINKING view longer description	Full Marks 3 pts	No Marks 0 pts	<input type="text" value="3"/> pts	
QUALITY/ORIGINALITY/FOLLOWED INSTRUCTIONS view longer description	Full Marks 1 pts	No Marks 0 pts	<input type="text" value="1"/> pts	
 Add Criterion  Find Outcome Criterion			Total Points: 10	

Grading Scale:

See the following web page for information on UF policies regarding letter grades:

<http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html>

Information on current UF grading policies for assigning grade points may be achieved by including a link to the appropriate undergraduate catalog web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Letter Grade	% Equivalency	GPA Equivalency
A	93 and above	4.00
A-	90 to 92	3.67
B+	87 to 89	3.33
B	83 to 86	3.00
B-	80 to 82	2.67
C+	77 to 79	2.33
C	73 to 76	2.00
C-	70 to 72	1.67
D+	67 to 69	1.33
D	63 to 66	1.00
D-	60 to 62	.67
E, I, NG, WF	59 and below	0.00

Students Requiring Accommodations: Students requesting accommodation for a web-based course must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor or TA when requesting accommodation. For more information, go to <http://www.dso.ufl.edu/drc>

University Counseling Services/ Counseling Center:

301 Peabody Hall

P.O. Box 114100, University of Florida

Gainesville, FL 32611-4100

Phone: 352-392-1575 (line open 24/7)

Web: <http://www.counsel.ufl.edu>

Academic Honesty and the UF Honor Code: The University’s policies regarding academic honesty, the honor code, plagiarism and cheating will be strictly enforced. See <http://www.dso.ufl.edu/sccr/honorcode.php> for information regarding these policies. Statement regarding UF honor code: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

COURSE TOPICS AND AGENDA:

*Deadline for all assignments in each module is Sunday 11:59 PM EST (US). Due dates given at course website

Introductory Module. The visual arts as cultural language + tool for engaging diversity

ASSIMILATE: Review objects list and read *Prebles’* pp. 1-238, “The Language of Visual Experience + the Media of Art”

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Can the visual arts be used as a shared cultural language?

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 1. 75,000 BCE to 3,000 BCE—Prehistoric art and life: South Africa, Europe, South America, Australia, Iran, China

ASSIMILATE: Review objects list and read *Prebles'* pp. 239-254, "The Earliest Art/Arts of Prehistoric Africa"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: The 'Out of Africa' theory + African-American art/identity today

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 2: 3,000 BCE to 1,000 BCE—Bronze age art/architecture and culture: Europe, Ancient Mesopotamia, Indus Valley, Egypt, Aegean Islands, China, South America

ASSIMILATE: Review objects list and read *Prebles'* pp. 302-328, "The Hero-Priest-King + Architecture of the Bronze Age"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Female architects in the US today—lingering gender bias?

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 3: 1,000 BCE to 300 CE—Art and global empires: Europe, Africa, China, India, Mexico

ASSIMILATE: Review objects list and read *Prebles'* pp. 255-278, "The Traditional Arts of Asia + the Classical West"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Maya Lin and Chinese-American cultural memory

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 4: 300 CE to 1000 CE—Art and world religions: Europe, the Near East, North Africa, India, China, Japan, Indonesia, Mesoamerica

ASSIMILATE: Read *Prebles'* pp. 329-336, "The Islamic World"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + the Muslim-American experience

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 5: 1000 CE to 1400 CE—Art and cultural exchange: Europe, the Middle East, Cambodia, China, Japan, Africa, Pacifica, North America

ASSIMILATE: Read *Prebles'* pp. 279-291, "Medieval Art + World Religions"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + religious diversity in the US today

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 6: 1400 CE to 1560 CE—When wor(l)ds collide: Europe, Mesoamerica, South America, Africa, China

ASSIMILATE: Read *Prebles'* pp. 292-301, "Renaissance/Baroque Europe, the 'New' World, and the Rise of Colonialism"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + Mexican-American cultural identity

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 7: 1560 CE to 1700 CE—The art of absolutism: Europe, Peru, Japan, India, Iran, Africa

ASSIMILATE: Read *Prebles'* pp. 337-358, "Africa, Oceana, the Americas"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art, cultural diversity + politics in the US today

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 8: 1700 CE to 1800 CE—Enlightenment art and desired objects: Europe, North America, Hawaii, China, Japan

ASSIMILATE: Read *Prebles'* pp. 359-366, "Eighteenth Century Art and Life"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Native American art, yesterday + today.

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 9: 1800 CE to 1900 CE—Art and culture in the industrial age: Europe, United States, Africa, Japan, New Zealand

ASSIMILATE: Read *Prebles'* pp. 367-391, "Nineteenth Century Art and Life"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + African-American cultural memory post-Emancipation

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 10: 1900 CE to 1945 CE—The art and culture of world war: Europe, Russia, United States, Mexico, South Africa, Japan

ASSIMILATE: Read *Prebles'* pp. 392-432, "Art + the World Wars"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Art + Japanese-American cultural memory in the wake of World War II

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 11: 1945 CE to 2000 CE—Art and culture in the post-imperial age: US, UK, Europe, Latin America, Africa and Japan

ASSIMILATE: Read *Prebles'* pp. 433-460, "The Modern Age"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Graffiti art, American minorities + the American Urban experience

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

Module 12: Art and culture today—Our global village

ASSIMILATE: Read *Prebles'* pp. 461-484, "Postmodernity and Global Art"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on diversity: Defining LGBT Art—the 21st century American other?**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

***PLEASE NOTE: FINAL RESEARCH PROJECT + (2) LIVE EVENT PAPERS MUST BE COMPLETED AND UPLOADED BY DATES GIVEN AT COURSE WEBSITE**