

Current Information:

I. A.) DEPARTMENT NAME: School of Art + Art History

B.) COURSE NUMBER, and TITLE: ARH 2000 Art Appreciation: American Diversity an

C.) CREDIT HOURS: 3 D.) PREREQUISITES: none

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 S

B.) Effective Date: Fall Spring Summer 2014 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) 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 requesting classroom accommodation 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 when requesting accommodation.”*
- 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 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>.”*
- 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: Richard Heipp

Phone 352-392-0201 Email rheipp@arts.ufl.edu

College Contact:

College Name: College of Fine Arts

College Contact Name: Edward Schaefer

Phone 352-273-1482 Email eschaefer@arts.ufl.edu



ART APPRECIATION: AMERICAN DIVERSITY AND GLOBAL ARTS

Course Prefix + Number: ARH 2000

Term: Spring 2014

Location + Meeting Times: 100% web-based; no live sections

Credit Hours: 3 credits; (D)(H) listed course

Prerequisites: No prerequisites

Course web site: <https://lss.at.ufl.edu/> (e-Learning)

Instructor: Dr. Pamela Merrill Brekka

Email: pbrekka@ufl.edu

Contact: Instructor can be contacted anytime via email or course website discussion board + mail with questions concerning course content. Please allow 24 hours for response. Skype or phone meetings are available by special arrangement. Please direct IT/computer questions to the UF Help Desk.

Course Description: Introduction to the visual arts from a global perspective with an emphasis on diversity in the United States.

Course Objectives: The objective of this course is for students to develop a broad understanding of the objects, terms, theories and history of visual arts from a global perspective, while engaging topics central to US diversity.

Student Outcomes:

1. The student will identify, describe and interpret key art works from around the world within their cultural and historical contexts while defining key terms in the visual arts
2. The student will identify the roles of social structure and status of different groups within the United States, as reflected in the artwork of these groups
3. The student will analyze and evaluate his or her own cultural norms and values in relation to those of other cultures and diverse groups in the United States, including: the LGBT community; African-Americans; American Indians; Mexican-Americans; American Buddhists; American Muslims; Japanese-Americans, and Chinese-Americans
4. The student will identify, evaluate, and compare his or her own social status, opportunities, and constraints with those of other persons and groups, as reflected in the artwork of these groups and the ways in which they value/define art
5. The student 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

6. The student will communicate knowledge, thoughts, and reasoning, and formulate critical responses in forms appropriate to the discipline of art history, while assessing peer responses to social/cultural problems related to art and diversity in the US

Required Reading: Patrick Frank, *Prebles' Artforms*, 10th edition with myartslab (2011) ISBN: 0-205-02696-6. Available for purchase as a downloadable e-book at: www.myartslab.com or go to: <http://www.coursesmart.com/IR/1964918/9780205011384?hdv=6.8>

Course Material, Content, and Website: All relevant material for the successful completion of this course is available at the course website and the required course (e)textbook. The coursework for this class is organized at the website in 13 modules—an introductory module and 12 course content modules. Students are required to complete the modules in order, beginning with the introductory module. Conceptually, each module is designed with four objectives: ASSIMILATE/ENGAGE/ASSESS/APPLY. At Assimilate, the student is expected to review the object list and complete the assigned reading. At Engage, the student is expected to interact with the lecture presentation map. At Assess, the student is expected to complete the quiz, that is, define/identify/contrast the works of art and themes presented in the module lecture and terms list. At Apply, the student will be presented with a Focus task in which he or she is expected to critically engage contemporary problems using tools and information acquired in the module. The Focus tasks are designed so that students can collaborate in small peer groups to address issues on US diversity. The Diversity task is intended to help students apply what they have learned about ancient faraway cultures to diverse populations in the US today.

Course Policies: In order to successfully complete this course, students are required to do all assigned readings from the (e)textbook, interact with all lecture maps, and complete all assigned tasks and quizzes. Please note that some of the images on the quizzes are covered in the presentations, but not found in the textbook. It is therefore imperative that students complete all reading assignments AND perform the assigned module tasks as prompted. Students are required to complete the modules in order, and by the deadline as given. During the regular Fall/Spring semesters students will have approximately one week to complete each module. During the Summer semesters, students will have to complete approximately two modules per week. All quizzes and tasks are 'open-book,' but timed. Given the limitations of the online environment for an art history course, students are also required to interact with *live* art objects, artists, curators and art historians. As such, students are required to attend two University of Florida fine art events—one art lecture and one exhibition, as described below. Students can address questions to the faculty monitor anytime via email. The faculty monitor's contact information is given above and at the course website.

Attendance and make-up quizzes and missed work: As a 100% web-based course, attendance will not be counted as part of the student's final grade. Students are encouraged, however, to self-schedule at least nine hours for the successful completion of each module. All submitted work and quizzes are due by the published due date except in the case of documented illness or emergency lasting longer than five days. In such cases, please contact your instructor within two days of return-to-normal in order to make-up missed work or quizzes. Once arrangements have been made, make-up quizzes and work should be submitted within seven days. These requirements are consistent with university policies found in the 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: Introduction quiz + module 1-12 quizzes + all tasks and assignments must be completed by dates as given at the course website. Two live UF fine art events must be attended by the last day of the semester, as given on the course website.

Evaluation:

Introduction module quiz	4 points
Introduction module task	2 points
Module 1-12 quizzes	5 points x 12 = 60 points total
Module tasks	2 points x 12 = 24 points total
Live event (HESCAH lecture)	5 points
Live event (UF fine art exhibition)	5 points
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Possible outcome	100 points (100% = A for class)

Extra credit:

Comprehensive terms quiz @ Module 12	5 points added to final grade
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*Additional extra credit may be offered—see options on course website

Introductory module quiz (4 points): At course website go to “Introduction Module” and complete the assigned reading. Interact with the lecture presentation. Take notes and study as needed. Go to the quiz and follow prompts. Take the quiz. The quiz is timed, so plan to complete the quiz without interruption once you have started it. All quizzes must be completed with NO outside help, which would constitute cheating. The quiz can be taken twice by the assigned deadline, and the higher grade will be recorded. Proceed to the Focus section of this module and complete the task.

Module 1 through 12 quizzes (5 points each): At course website go to “Module 1” and complete the assigned reading. Use the Objects List as a guide to required material for the quiz. Interact with the lecture presentation. Take notes and study as needed. Each module from 1 to 12 contains an interactive lecture map that can be used in conjunction with the Objects List in order to prepare for the quiz. Each module also includes term flash cards. Students should be able to define the terms given in each module. Students should be prepared to identify: works of art, techniques/media, and key cultural/historical themes, as discussed in the lecture presentation and outlined on the object list. Module quizzes may also include one (1) compare/contrast question that will include a work of art taken from an earlier module. All questions will be taken from the lecture presentations and readings. Students will NOT be quizzed on any work of art NOT included on the module objects lists. Go to the quiz and follow prompts. Complete the quiz. The quiz is timed, so plan to complete the quiz without interruption once you have started it. The quiz can be taken twice by the assigned deadline for the module, and the higher grade will be recorded. Proceed to the Focus section of this module and complete the task. The modules should be completed in order from 1 to 12.

Introductory module Focus task (2 points): The introductory module Focus task will give each student the opportunity to meet fellow students in his/her task community, and to become familiar with the VoiceThread software. Conceptually, the Focus tasks are structured as a simulated roundtable. Working in groups, students will apply their art history lesson in order to ‘brainstorm’ key contemporary issues related to diversity in the United States. VoiceThread assignments can be accessed via the course website, and also via an optional smartphone app.

Modules 1 to 12 Focus tasks (2 points each): Each module contains a Focus topic designed to promote critical thinking and peer-group discussions. These Focus topics will primarily address issues around US diversity. Task and topics vary per module—some modules include a discussion task, and others a specific topic/mini-research assignment. In order to promote peer discussion, engagement and critical thinking, students will be separated into communities of 20-40 via VoiceThread, as discussed in the introductory module.

Live Event 1, HESCAH lecture (5 points): As a visual arts course, it is important for online students to interact with *live* art objects, artists, curators and art historians. Each Fall and Spring 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. To receive credit for attendance, the student will go to “Live Event 1” folder and follow prompts. Students will be required to provide a synopsis of the lecture to their community peers via a discussion board. For students taking this class during the Summer semester, in which no HESCAH lectures are scheduled, the student is required to attend **two** UF fine arts exhibitions or events, as described below. Faculty monitor will provide an updated list of qualifying HESCAH and fine art events at the course website.

For HESCAH lecture schedule, go to: <http://saahharnscholar.net>

Live Event 2, UF fine arts exhibition (5 points): As a visual arts course, it is important for online students to interact with *live* art objects, artists, curators, and art historians. 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 (**two** if Summer semester). The student is required to attend, specifically, the art “opening.” In other words, the student should visit the exhibit specifically during a planned event, and not just on his or her own. To receive credit for attendance, the student will go to “Live Event 2” folder and follow prompts. Students will be required to provide a synopsis of the exhibition to their community peers via a discussion board. Faculty monitor will provide an updated list of qualifying School of Art & Art History fine art events at the course website.

For SA&AH fine art events schedule, go to: <http://www.arts.ufl.edu/welcome/art>

Grading Scale:

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

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>

COURSE AGENDA:

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

ASSIMILATE: Read *Prebles'* pp. 1-77, 206-213, 443-444, 152, 185, 329: “The Nature of Art and Creativity”/ “Visual Communication”/ “How an Artwork is Built”/ “Evaluating Art”/ and selections on American-Indian and African-American art

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: the visual arts as cultural language. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor. You will be expected to introduce yourself with your first name and major area of study. By way of introduction, answer the following questions: 1. In what ways can art be used in order to communicate unique characteristics among diverse groups in the US today? In what ways can art be used to build bridges of understanding between diverse groups in the United States and the cultural group you best identify with?

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. 214-219

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: The 'Out of Africa' theory + African-American art/identity today. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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

ASSIMILATE: Review objects list and read *Prebles'* pp. 219-225, 167-168, 189-190, 271-272, 280-281; review (skim) pp. 189-205: "Architecture."

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Architecture's matriarchic origins + the role of female architects in the US today. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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. 226-236, 272-275, 281-284, 304-305, 319-321; review (skim) pp. 162-175: Ch. 10, "Sculpture."

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Understanding images of ancient Pederasty versus Queer art in the US today. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

Module 4: 300 CE to 1000 CE—Art and world religions: Europe, India, China, Japan, Indonesia, Mesoamerica

ASSIMILATE: Read *Prebles'* pp. 164, 236-244, 274-277, 283-284, 290-291, 297-298, 321-323

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: American Buddhist art in light of Western Abrahamic traditions. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

Module 5: 1000 CE to 1400 CE—Art and cultural exchange: Europe, China, Indonesia, Pacifica, India, North Africa

ASSIMILATE: Read *Prebles'* pp. 11, 29, 74, 168-169, 240-241, 243-249, 275-280, 284-286, 291-293, 297-301, 305, 310-323

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Traditional Islamic art + Islamic cultural identity in the US today. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

Module 6: 1400 CE to 1560 CE—The art of conquest: Europe, Mesoamerica, South America, Africa, China, Japan

ASSIMILATE: Read *Prebles'* pp. 31-34, 93-104, 248-261, 293, 306, 322-323

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Spanish colonial artistic traditions + the Mexican-American. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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

ASSIMILATE: Read *Prebles'* pp. 6, 22-23, 55, 71, 207, 259-268, 287-288, 293-296, 301-306

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Early modern cultural exchange East/West + the Chinese-American experience. Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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

ASSIMILATE: Read *Prebles'* pp. 88, 268-270, 311-313, 317-319, 324-326

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Native American art before and after Columbus.** Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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. 18, 82, 111-115, 120-132, 196-197, 306-309, 313-315, 326-353

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Assessing Slave art with a post-Emancipation lens.** Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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

ASSIMILATE: Read *Prebles'* pp. 47-48, 77, 133-147, 354-394, 429-430

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art of the Japanese Internment Camps + Japanese-American cultural memory.** Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

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

ASSIMILATE: Read *Prebles'* pp. 11-12, 53-54, 116-117, 142, 148-161, 176-179, 181-188, 395-424, 431-435, 443-444

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: 20th century Feminism + the American female artist.** Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

Module 12: Art and culture today: Our global village

ASSIMILATE: Read *Prebles'* pp. 1-2, 12-14, 35, 41-42, 118-119, 131, 144-147, 153-157, 169-171, 180-181, 436-451

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on diversity: Ghetto art + the contemporary American other.** Using the VoiceThread interactive software for roundtable discussion, follow the introductory prompt given by the faculty monitor.

NOTE: *(2) LIVE EVENTS MUST BE COMPLETED BY LAST DAY OF CLASS

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 faculty monitor 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.