

ARTH M120: HISTORY OF WESTERN ART: RENAISSANCE THROUGH MODERN

Originator

letman

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

ARTH - Art History

Course Number (CB01B)

M120

Course Title (CB02)

History of Western Art: Renaissance through Modern

Banner/Short Title

Hist of Art: Renaissance - Mod

Credit Type

Credit

Start Term

Fall 2023

Formerly

ARTH M12 - Hist of Art: Renaissance - Mod
 ART M12 - History of Art: Renaissance through Modern
 ART M01B - Art History

Catalog Course Description

Introduces the history of art and architecture from the early Renaissance to modern times with an emphasis on the Western world. Provides an overview of non-Western cultures that influence Western art during the time periods studied. Examines key styles, movements and figures in art history and introduces new techniques for producing art.

Taxonomy of Programs (TOP) Code (CB03)

1001.00 - Fine Arts, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

LACMA, MOCA, Getty Center or Villa, Norton Simon Museum, Ventura County Museum of Art, Santa Barbara Museum, or art galleries in the larger Los Angeles area.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | identify the evolution of key stylistic features in works of art and architecture created between the Renaissance to Early Modern times. |
| 2 | analyze and evaluate thematic, narrative, and iconographic content, as well as cultural context to derive meaning from works of art and architecture produced between the Renaissance to Early Modern times, with awareness and sensitivity to individual and cultural aesthetic differences |
| 3 | explain how the different periods covered in this course reflect their ideologies through their major works, aesthetic characteristics, techniques used, patronage, regional differences, and various influences. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | describe the transition from the medieval world to the inception of the Renaissance movement; explain the foundation of Renaissance stylistic characteristics by artists like Giotto. |
| 2 | identify elements characteristic to the arts of Northern Europe during the 15th century and examine the gradual transition of attitudes from a religious feudal society to a more secular, individualistic, capitalist economy. |

3	examine and explain the importance of the development of linear perspective and direct observation of nature to Early Renaissance art and Western art in general; discuss the goals and philosophical views of the Greco-Roman world and learn how they inspire the new Renaissance ideals; identify the major artists and monuments of the Italian Renaissance.
4	explain how and why the Renaissance transitions to Mannerism.
5	identify the artists and works of the full Renaissance in Northern Europe, as influenced by Italy.
6	identify elements that transfer from Mannerism to Baroque style and new elements that emerge from the Baroque movement in Italian art; explain the political and sociological reasons for this fundamental change in attitude and approach to art; describe the fundamental differences between Renaissance and Baroque styles.
7	identify the major artists and works of the Baroque style in Northern Europe and learn to differentiate characteristics between major European countries.
8	explain how Baroque ideals develop into Rococo, followed by the parallel trends of Neoclassicism and Romanticism; identify the major artists and works of these two periods.
9	describe further changes in taste and intellectual ideas in European 18th century culture.
10	explain how the Industrial Revolution changed patronage and the perception of subject matter; explain how this change continued to affect perceptions of society into the 21st century.
11	describe the way in which Neoclassicism and Romanticism relate to the establishment of an American culture.
12	explain the transition of society into a 19th century Realist mode; identify the major contributing artists and works of the period.
13	describe the evolution of the first "modern" attitudes and styles in the later part of the 19th century.
14	recognize the major styles, artists and works of Impressionist and Post-Impressionist art.
15	explain the way in which Renaissance monuments laid the foundations of 20th century art and the influence of non-western arts on the development of modern art.

Course Content

Lecture/Course Content

- 6.00% Proto-Renaissance/Late Medieval Italy
- 6.00% Early Northern Renaissance/Late Gothic 1
- 12.00% Italian Early Renaissance
- 12.00% Italian High Renaissance
- 8.00% Late Renaissance/Mannerism
- 6.00% Northern Renaissance
- 10.00% Italian Baroque
- 8.00% Northern European Baroque
- 8.00% Rococo/Neoclassicism/Romanticism
- 4.00% Realism/Photography
- 10.00% Impressionism/Post-Impressionism
- 10.00% Modernism

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Essay exams
- Objective exams
- Other (specify)
- Classroom Discussion
- Projects
- Participation
- Reports/Papers/Journals

Other

Presentations on specific historical periods

Instructional Methodology**Specify the methods of instruction that may be employed in this course**

Distance Education
Lecture
Other (specify)

Specify other method of instruction

Group activities or debates
Presentations

Describe specific examples of the methods the instructor will use:

Instructor will identify the elements of art, media, and application of principles of composition in artworks, using PowerPoint presentations

Instructor will lead classroom discussions about the artistic canon within a work of art or architecture that is characteristic of a time period or culture

Instructor will provide feedback on compare/contrast or research essays

Representative Course Assignments**Writing Assignments**

research paper or documented art project examining the evolution of the artist's role in society.

compare and contrast essay and/or short answer questions such as the content of Rococo as opposed to Mannerist artworks, considering context as well as aesthetics.

miscellaneous writing assignments such as museum/gallery visit reports, modern applications using art historical references, or oral presentations with notes.

formal description and critical analysis of an art piece within its social, historical, and political context.

Critical Thinking Assignments

classroom discussions to analyze how socio-economic, political, or religious context is manifested in the formal and compositional qualities of an artwork.

oral or written presentations of individual or group research centered on the social, religious, or political content of art. This may occur as classwork, homework, or questions on exams.

formal and critical analysis of artworks in compare and contrast form with other works of similar or different cultural values as demonstrated in the artwork of the Dutch and Italians of the same time-frame OR the evolution of style and interpretation between Early and High Renaissance paintings. This may occur in class discussions, written homework, or questions on exams.

Reading Assignments

Selected assigned readings such as Chapter 24, "Baroque Art in Italy" from *Art through the Ages Volume 2* by Fred Kleiner.

Selected assigned article reading from Khan Academy's Dr. Beth Harris and Dr. Steven Zucker on the "David" by Donatello

Outside Assignments**Representative Outside Assignments**

audio and/or visual sources (films, documentaries, music, books) as assigned or writing exercises to expose the students to more in-depth information or to practice critical analysis of the accuracy of information presented in the audio or video.

cooperative group planning to develop class projects or presentations of a chosen topic such as a specific artist, art movement, or art media and its technical challenges.

attendance at art events to hear from contemporary artists about the relationship between the art object produced and the purpose/context behind it; to examine the connection between past art movements studied in class and their contemporary applications; to examine individual artistic expression versus contemporary period/style expression.

field observations from museum or gallery visits to relate classroom theory to the art object and its physical qualities; to demonstrate the amount of visual information lacking in digital images compared to real art objects; to realize the pedagogical opportunities offered by local museums or galleries; to appreciate the technical prowess and artistry behind each piece of art observed in situ.

compare and contrast investigations between artworks within the same time period to analyze the evolution of a style within a time period or several, such as "Madonna Enthroned" by Cimabue versus Giotto's work of the same title, or Cathedrals of Notre Dame of Paris versus Notre Dame of Chartres.

Articulation

C-ID Descriptor Number

ARTH 120

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	ART 110	World Arts: The Western Tradition	3
UC Los Angeles	ART HIS 22	Renaissance and Baroque Art and Ideology	5
UC Davis	ARTHI 1C	Baroque to Modern Art	4
CSU Channel Islands	ART 111	Renaissance to Modern Art	3

Comparable Courses within the VCCCD

ART R103 - Western Art II: Renaissance to Contemporary
ART V02B - Introduction to the History of Western Art II

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3A: Arts
Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Stokstad, Marilyn, and Michael Cothren. *Art History, Vol. 2*. 6th ed., Pearson, 2017.

Resource Type
Textbook

Description
Davies, Penelope, et al. *Janson's History of Art: The Western Tradition*. Reissued 8th ed., Pearson, 2015.

Resource Type
Textbook

Description
Kleiner, Fred. *Gardner's Art through the Ages; A Global History, Volume II*. 16th ed., Wadsworth, 2019.

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, for papers or projects on such topics as describe the fundamental differences between Renaissance and Baroque styles and analyze examples of paintings which reflect those differences.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Essay on artistic development during the time frame defined by the course topic. Analysis of the cultural context influence on the subject matter, medium, technique, and style in the artwork produced.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A, and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions.
Other DE (e.g., recorded lectures)	Recorded lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A, and general class discussion by students and instructor to facilitate student learning outcomes.
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Synchronous Dialog (e.g., online chat) Other DE (e.g., recorded lectures)	Communication, Online office hours, Online group discussions. Recorded lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A, and general class discussion by students and instructor to facilitate student learning outcomes.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ART HISTORY

Review and Approval Dates

Department Chair

02/13/2023

Dean

02/15/2023

Technical Review

03/02/2023

Curriculum Committee

03/07/2023

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000597914

DOE/accreditation approval date

MM/DD/YYYY