

ARTS 2C
History of Art: Europe from the Baroque Period through Impressionism

Course Description

This course is an introduction to the discipline of art history through an analysis of images, objects, and works of architecture produced in Europe from c.1600 through the 1880s, including a discussion of northern and southern European cultures.

Instructor: Elizabeth Mjelde, Ph.D.

Email: MjeldeElizabeth@deanza.edu

Voice mail: (408) 864-8433 *Please allow 24 hours for a response.*

No voice mail will be returned on Sundays. Always identify yourself by providing your first and last name, in email as well as voice mail.

Office hours

- 11:30 a.m. to 12:20 p.m. on Thursdays in F21c (in the F2 building)
- Online from 12:30 to 1:20 p.m. on Tuesdays
- Online from 5:30 to 7:30 p.m. on Wednesdays
- Also available by appointment via telephone and Zoom

“No Show” Drop Policy: All students must complete Quiz 1 by FRIDAY, SEPTEMBER 29, at 11:59 p.m. to avoid being dropped for non-participation.

Important dates

9/25	Yom Kippur: Students will not be dropped if missing class to observe this day
9/29	Students must complete Quiz 1 to avoid being dropped
10/8	Last day to drop course without receiving a “W”
11/10	Veterans Day: college campus closed
11/17	Last day to withdraw from course to receive a “W”
11/23-26	Thanksgiving: college campus closed

Course Objectives

- To challenge and empower students to author their own history of art in an intellectually provocative classroom setting;
- To introduce, demonstrate, and utilize traditional as well as new methods of art historical interpretation;
- To produce histories of art based in part on analysis of primary source documents;
- To explore course material in a variety of ways, respecting different student learning styles.

Student Learning Outcomes

- Students will analyze the social experiences of artists, demonstrating how artists’ relationships with their patrons was a defining factor in the production of works of art.
- Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.
- Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.

Textbook

All course materials, including all reading assignments, are included online and free of charge in Canvas. Students may choose to print weekly Topic Worksheets (to assist in note taking) at their own expense. Students are advised to take extensive notes on all course content. If students wish to acquire a textbook to supplement instruction, I recommend the most recent edition of *Gardner’s Art Through the Ages*.

Discussions and Group Analyses

As part of each Topic presentation students post discussion and group analysis responses, receiving up to two points for each post completed.

Quizzes

After taking notes on each Topic presentation and the exercises which accompany it, including at least one document, video demonstration of a technique, and secondary source reading, students will take a 10-point quiz. The quiz is an open-note, multiple choice quiz. The quiz may be taken once only and will be taken for credit. At the end of the quarter students will have their lowest quiz score omitted from their grade and replaced with a perfect score (10 points).

Midterm exercise and Final exam

The midterm exercise and final exam require students to construct essays. Students will use their course materials and notes to complete these essays. Grading rubrics for writing assessments are posted in the "Getting Started" module. The midterm exercise will cover topics 1 through 5. The final exam will focus on topics 6 through 10, but may include material from topics 1 through 5.

Analysis paper

Students will write a six to eight-page paper comparing a work of art they analyze in person with a work of art explored in our course materials. Students will locate a work of art accessible to them in a local museum and communicate their choice to the instructor before beginning the paper. Alternatively, students may interview an artist and analyze a work of art by that artist in relation to a work of art chosen from our course materials.

Extra Credit

Students will have an opportunity to complete one extra credit project worth 15 points. The extra credit option will be explained in detail after the midterm exercise has been returned.

Course work and grade breakdown

Midterm exercise	30 points
Analysis paper	35 points
Final exam	40 points
Quizzes	100 points (10 quizzes, 10 points each)
Discussion posts	20 points (10 posts, 2 points each)
Group Analysis posts	20 points (10 posts, 2 points each)

Total: 245 points possible

Course timetable and due dates	Opens	Closes 11:59 p.m.
Topic 1.....	September 25	September 29
Topic 2.....	September 30	October 5
Topic 3.....	October 6	October 12
Analysis paper.....	<i>various</i>	November 20
Topic 4.....	October 13	October 19
Topic 5.....	October 20	October 26
Midterm exercise.....	October 27	November 2
Topic 6.....	November 3	November 9
Topic 7.....	November 10	November 16
Topic 8.....	November 17	November 24
Optional extra credit.....	November 17	December 13
Topic 9.....	November 25	November 30
Topic 10.....	December 1	December 7
Final exam.....	December 8	December 14

Frequently Asked Questions

May I turn in late work?

Yes. Late discussion and group analysis posts may be turned in to the instructor by email. It is not possible to complete a weekly quiz after the portal has closed; however, each student will have their lowest quiz score erased and replaced with a perfect score of 10 points at the end of the quarter. Late midterm exercises and late analysis papers will be accepted through December 1. Extra credit assignments must be submitted on or before the due date. Final exams must be submitted on or before the due date. No new work may be turned in after the last day of the quarter, December 15.

What if I need additional services, such as disability support?

“In accordance with the Americans with Disabilities Act, De Anza College is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical issues). I invite you to meet with a Disabilities Support Services (DSS) counselor or Learning Disability (LD) Specialist to discuss any accommodations or specific learning needs you may have. If you have a disability-related need for reasonable accommodations or services in this course, you will need to provide me with a Test Accommodation Verification (TAV) form from the DSS office. Students are expected to give 5 (five) days-notice of the need for accommodations. Students with disabilities may obtain this form by contacting their DSS counselor or LD Specialist at (408) 864-8753.” Students who require assistance with complex images should contact DSS for assistance.

How can I contact the instructor?

You are welcome to meet with me on campus during office hours (no appointment necessary) or communicate with me by email or make an appointment to talk with me via Zoom. If you leave a voicemail or send an email with your telephone number, I will respond to your call. The quickest way to reach me and my preferred method of communication is by email, as I try to respond to your message the same day I receive it. Please see the first page of this syllabus for full contact information.

How will the instructor provide feedback about my work?

This course is designed to help you gain confidence in communicating your ideas. As such, feedback on each of the major assessments (the midterm exercise, the analysis paper, and the final exam) will be provided in time for you to evaluate instructor comments and improve the next assignment. You will find instructor feedback in “Assignment Comments,” located in the Grades section of our Canvas site. A grading rubric will usually accompany instructor feedback.

How can I make sure I am not dropped for non-attendance?

You must complete Quiz 1 in the first content module by the end of the first Friday of the quarter to avoid being dropped for non-attendance. Instructors are required to provide an accurate reporting of student participation to the college registrar on a “census date.” During the regular school year, the census date is the Monday of the third week of the quarter. During the summer, the census date is the Tuesday of the second week.

Academic Integrity, Cheating, and Plagiarism

What is academic integrity?

“As a student at De Anza, you join a community of scholars who are committed to excellence in the teaching and learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is vitally important to your academic success that you know what constitutes academic dishonesty.

It is the student’s responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, it is expected that De Anza students will refrain from the behavior outlined. If you are unclear about a specific situation, you should speak to your instructor.

What is academic dishonesty?

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means, such as copying, in part or in whole, from someone else’s work; submitting work presented previously in another course, if contrary to the rules of either course; altering or interfering with grading; using or consulting any unapproved sources or materials during an examination, including consulting with other students or using electronic equipment such as cell phones, unless authorized by the instructor; committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own. This may include incorporating the ideas, words, sentences, paragraphs or parts of another person’s writings without giving appropriate credit, and representing the product as one’s own; representing another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own; submitting a paper purchased from a research or term paper service, including the internet; undocumented use of internet sources.

Other examples of academic dishonesty include purposely allowing another student to copy from your paper during a test; giving homework, term paper or other academic work to another student to plagiarize; having another person submit any work in your name; lying to an instructor or college official to improve your grade; altering graded work after it has been returned, then submitting the work for re-grading; stealing tests; forging signatures on drop/add cards or other college documents; collaboration without permission of instructor; gaining unlawful or unauthorized access to college or district computers or servers.”

May I use ChatGPT or another AI tool to help me with my writing for this class?

No. You may **not** use ChatGPT or any other AI tool to complete discussions, group analyses, the analysis paper, the midterm, or the final essay. The three primary reasons you may not use ChatGPT or other AI tools in our class are: 1) I work hard to help students find and trust their voices in an academic setting. *ChatGPT teaches students to mistrust their own voices.* 2) My students learn to use verified primary and secondary sources to aid their analyses. *AI tools rely on poor and often erroneous information to produce information.* 3) My students are required to think independently and critically to produce analysis. *Use of AI tools such as ChatGPT in our class constitute plagiarism.*

What are the consequences of Academic Dishonesty?

“Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include: receiving a failing grade on the test, paper or exam; having course grade lowered; receiving a grade of F in the course.

Administrative consequences may include: disciplinary probation; disciplinary suspension; expulsion.

Students may also be subject to arrest or monetary fines if the academic dishonesty offense violates state or federal law.

Student Records

The Student Development & EOPS Office maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students reported for academic dishonesty more than once. Related policies and procedures are printed in the college catalog.”

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