

Arts 2F/ ICS 5 History of Art • Online Class  
**Multicultural Arts in the United States • Summer 2020**  
De Anza College Distance Learning Class

Instructor: Dr. Catie Cadge-Moore

E-mail: [cadgemoorecatie@fhda.edu](mailto:cadgemoorecatie@fhda.edu)

Office Hours: I will have no regularly scheduled online office hours this summer. If you would like additional help, email me to arrange a time when we can have a conversation by phone or Zoom.

\*\*\*Please feel free to email anytime for assistance. I will try to reply within 24 hours.

Instructor's web site:

<http://www.deanza.edu/faculty/cadgemoorecatie/>

De Anza College – Online Education Center: <http://www.deanza.edu/online-ed/>

De Anza College library: <http://www.deanza.edu/library/>

**FINAL EXAM: Available between 8:00 AM, Monday, August 3<sup>rd</sup> and 11:55 PM, Wednesday, August 5<sup>th</sup>.**

**\*\*\*\*IF you use Canvas App on your phone to access the class, PLEASE make sure to scroll up to the class name and click the link to access the list of modules. \*\*\*\*\*YOU MUST FIND THE LIST OF MODULES IN ORDER TO ACCESS THE CLASS PROPERLY. Please ask for assistance if needed.**

**Course Description:** This class is an introduction to multicultural arts in the U.S. based upon a cross-cultural history of American art. Students should expect to spend several hours per week writing short essays and online exercises and participating in class discussions in addition to reading textbook chapters and other assigned readings. This is not a writing class, but as it is conducted online, most of your grade will be based on short answers, essays, and participation that you write in response to class discussion questions. We will study multicultural art history from two perspectives:

1. A survey providing a basic understanding of African-American, Latinx (including Mexican-American/Chicano/a), Native American and Asian-American art history.
2. A thematic approach to the diverse art forms created by artists of color including discussions addressing race and discrimination, bicultural identity, gender, social class, cultural traditions and values, and contemporary social/political awareness. We will apply an interdisciplinary approach to art history including methods of analysis from intercultural studies, anthropology, history and cultural studies. Students will also learn basic skills in stylistic analysis and how to describe a work of art.

We are at such an exciting time of activism and change in our country's history - such a great time to be studying the history of racism, activism and multicultural arts! We will have lots of opportunities to connect to what is happening NOW in our class discussions.

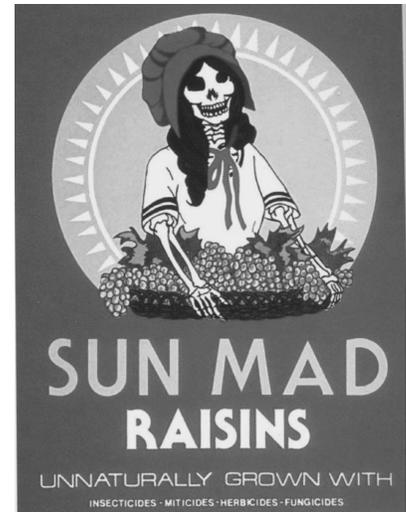
**Student Learning Outcomes (SLO):**

Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.

Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.

Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.

Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.



Students will demonstrate critical thinking and visual literacy skills through oral /written communication.

Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

**Required Readings:** I have written an online textbook for this class. You may read it on your computer after downloading for free. Chapters are provided as Pdf (files) under course modules at the top before Week One on Canvas. The chapters are also posted at: <http://www.deanza.edu/faculty/cadgemoorecatie/> The chapters are password protected. See the weekly class schedule on Canvas for passwords.

NOTE: Online chapters cannot be printed. \*\*\*If you have difficulty accessing the reading FOR ANY reason, contact me immediately via email: [cadgemoorecatie@fhda.edu](mailto:cadgemoorecatie@fhda.edu). \*\*\*YOU MUST READ ONLINE CHAPTERS IN ORDER TO PASS THE EXAMS. Instructor will provide any assistance needed to provide access to the reading.

\*\*\*All reading assignments for each week are listed in the course schedule below.

### In this distance learning class, I will expect students to:

1. Contribute to a positive, collaborative learning environment online by being open and receptive to the ideas and opinions of others. It is ok to disagree with a concept, but please be respectful of the ideas of others. Students must take an active part in online class discussions in order to pass the class.
2. If you do not submit class assignments by the end of Week One, I have the option of dropping you from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so.
3. **Anyone found cheating on an exam or plagiarizing** discussion posts or assignments (copying material without reference or credit) will be given an “F” on that exam or assignment and may fail the course. Each student MUST write his/her own paper and assignments, even if research was conducted with others. If two students hand in the same paper, each will receive half the points earned (equivalent to an “F”).
4. Finish paper, class and reading assignments on time. Readings complement the material we cover in class. Completing the reading assignments will help your ability to participate in class discussions and assignments.

### Grading

The class grading will be weighted as

2 Exams - midterm and final, 150 points each	300 points
Weekly class discussion participation 20 pts each week	100 points
Ten short written assignments, 10 points each	100 points
Paper assignment	100 points
<b>Total Points</b>	<b>600 points</b>

\*\*\*\*Active Participation in Discussions is MANDATORY - students will fail the class if they do not post at least once a week in a class discussion.

**No late exams will be given.** The multiple choice/matching exam has a 100-minute time limit. **\*\*\*Please plan to set aside time in your schedule for taking the exams as scheduled.** The six-week schedule of this session does not allow us much flexibility in arranging exam times. **If you miss one exam, you can replace part of the score by completing EXTRA CREDIT assignments.**

**MAKE SURE to start the exam with enough time to finish BEFORE the cut-off time displayed. You MUST hit ‘submit’ to post your answers. I will provide tips for taking the exams on Canvas.**

Extra Credit: There will be opportunities to receive up to 60 points in extra credit.

Specific assignments will be discussed online.

A+: above 600	A: 600 - 560	A-: 559 - 540
B+: 539 - 520	B: 519 - 500	B-: 499 - 480
C+: 479 - 460	C: 459 - 420	D : 419 - 360
F: below 360 points		

**\*\*\*Discussion posts MUST be made during the week the discussion is posted (Sunday midnight is the deadline).** I will only grade posts made on or before the Sunday prior to the next week.

(All times listed are Pacific Daylight Time. If you will be in another time zone, please plan accordingly)

**Summer Quarter Schedule:**

**Week 1     06/29 - 07/05    July 4<sup>th</sup>: HOLIDAY!**

**\*\*\*Each week - read and post in discussions (see Modules). Check module introduction and read any directions posted for the week. Complete short essay or questions posted as writing assignments (E links).**

Reading:     Chapter 1: pages 1 - 22    SEE CANVAS for passwords  
                   Chapter 2: pages 23 - 69

**\*\*\*** I will grade your discussion posts based upon the quality of your answer, such as originality and extent of critical thinking demonstrated. I will also increase your discussion grade by considering your responses to other students' posts. **Higher scores are given to students who post in more than one discussion a week and reply occasionally to other students' posts.**

**\*\*\***Short written assignments are REQUIRED and due each week - see Canvas for assignments and discussions under MODULES.

**Remember:** You MUST post in class discussions EACH WEEK.

**Week 2     07/06 - 07/12**

Reading:     Chapter 3: pages 70 - 144

**Week 3     07/13 - 07/19**

Readings:    Chapter 4.1: pages 145 - 190

MIDTERM EXAM: Available between 6:00 AM, Monday, 07/13 and 11:55 PM, Wednesday, 07/15

**Week 4     07/20 - 07/26**

Readings:    Chapter 4.2: pages 191 - 231

Finish work on your **Final Artist Research Paper: due Monday, 07/27**

**Week 5     07/27 - 08/02**

Readings:    Chapter 5: pages 232 - 296

**Research Paper DUE Monday, 07/27**

**Extra Credit assignments DUE Monday, 08/03, by midnight.**

**Week 6     08/03 - 08/07** No extra readings, discussions or writing assignments. Focus upon your Final Exam studies. FINAL EXAM: Available between 6:00 AM, Monday, 08/03 and 11:55 PM, Wednesday, 08/05.

**\*\*\*Friday, 08/07: Last day of Summer Quarter. No later work will be accepted after posted due dates.**

## History of Art

### Cadge-Moore

#### Outline for Describing a Work of Art

#### **When studying or writing about the art in this class, make note of the following:**

- WHO? For whom was the object made? Specific artist known?  
 Patron known? (Who commissioned or paid for an artwork?)
- WHAT? What is it? What is its title or subject?
- WHERE? Where was it made? What site and is this an important factor?
- WHY? Why was this object made? For what purpose? What does it tell us about the culture who made and used it?
- HOW? How was it made? What are the materials and techniques used?

#### **Does the artwork reveal anything about the following contexts?**

- Historical
- Cultural
- Social
- Political
- Religious or ceremonial
- Economic

**What is the subject matter?** What motifs or symbols are used and what is their significance? Art historians call this *iconography*.

#### **When describing the style of an artwork (stylistic analysis), consider the following:**

- Scale: What is the size and why is this important?
- Composition: What is the overall arrangement of the elements of the piece?  
 Is the design balanced or symmetrical? Asymmetrical?  
 Do the motifs fill the entire design surface? How is space used?  
 What are the relationships of the designs to one another?
- Overall approach: Is it naturalistic? Based on natural forms, but stylized?  
 Geometric? Abstract (not naturalistic)?
- Shape: What is the basic shape or contour of the piece?  
 What shapes does the artist use? Square, circle, triangle?
- Line: What is the character of the painted, sculpted, beaded, embroidered, woven line? Are forms strongly outlined? Is the line curvilinear?  
 Straight-edged? Dynamic, meandering, fluid? Do forms suggest movement?
- Color: What are the colors used? How do they affect the work? Are they bright?  
 Subtle in effect? How is black and white used? Are shadows obvious?
- Texture: Is texture indicated? How does this affect the work?

How have all the elements above contributed to the way the piece looks?

What is the emotional impact on you, the viewer?

Do these aspects of style suggest anything about the contexts given above?

About the artist and his or her culture?