

# ARH2000 Art Appreciation Syllabus

Fall Semester, 2025



## Contact Information

### **Instructor**

Carissa Nicholson, Ph.D.

### **Email**

Contact Professor Nicholson using Canvas Inbox (icon located in blue Canvas menu) or carissan@ufl.edu (only use your UF mail account when emailing instructors). This is the best method of communication.

### **Office Hours**

Dr. Nicholson works remotely and does not have any office space on campus.

Book appointments with the link below or by email

<https://calendar.app.google/65mHieH2Uir3HhM86>

The Office of the School of Art and Art History is located at

101 Fine Arts Building C

1307 Inner Road

Gainesville, FL 32611

### **Phone**

You can leave a message for Dr. Nicholson with the Office of the School of Art and Art History at 352-392-0201.

### **Teaching Assistants**

For further information about your instructor and Teaching Assistants (TAs), please see Canvas page About/Contact Your Instructor and TA. You can use Canvas Inbox to contact your group's TA.

## Course Information

### **Course Description**

In this course, students will develop an appreciation of and the ability to think critically about culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture, including works from the western canon and other cultural traditions.

Student Learning Outcomes:

- Students will identify and describe terms, concepts, and methods used in the discipline of art history.
- Students will apply terms, concepts, and methods used in the discipline of art history to works of visual art and material culture.

- Students will identify and describe works of visual art and material culture in the works' cultural context, including works from or inspired by the Western canon and other cultural traditions.
- Students will analyze works of visual art and material culture in the works' cultural context, including works from or inspired by the Western Canon and other cultural traditions.
- Students will generate an analytical response to works of visual art and material culture in the works' cultural context.

### **General Education Objectives and Outcomes**

This course fulfills the requirements for General Education in the Humanities (H). Please refer to the General Education Subject Area Objectives for more information [Subject Area Objectives - Undergraduate Affairs - University of Florida \(ufl.edu\)](https://www.ufl.edu/undergraduate/subject-area-objectives/). A minimum grade of C is required for general education credit.

This class introduces students to the visual arts from a global perspective to equip them with the knowledge and skills necessary to engage critically with the artistic and cultural landscape of the United States today (H). This course helps students master the skills necessary to analyze artworks according to the basic elements and principles of design (H). It also exposes students to canonical artworks from many of the world's artistic traditions, helping them appreciate how artists, both inside and outside of the United States, have engaged with art's global histories to make work that reflects the rich diversity of the American experience (H). The semester is organized thematically, with each module dedicated to a single theme or issue that resonates with art from around the globe and throughout time (H). These modules, when combined, offer a broad and deep look at the history of global arts and the role of art in American society.

### **Goals for the Class**

By the end of this course, you will be able to:

1. Identify and analyze a varied collection of artworks from across time and geographical regions.
2. Identify and explain key art historical terms and concepts (H).
3. Explain the various meanings of the term "appreciation," and apply those meanings to the appreciation of art (H).
4. Identify the elements and principles of art and apply these to the creation of an artwork of your own (H).
5. Identify and describe some of the major art historical methods (including formal analysis, stylistic analysis, iconographic analysis, contextual analysis) (H).
6. Carry out visual and contextual analyses of artworks using the elements and principles of art as well as multiple art historical methods (H).
7. Identify some of the perspectives/artworks that have shaped the discipline of art history, along with how those perspectives resonate or conflict with current values (H).
8. Identify artists whose biographies and/or artworks enrich our understanding of the historical processes and contemporary experiences characterizing social and cultural differences within the United States.

9. Analyze artworks that consider the complexity and nuances of important issues related to the history of art and the diversity within the United States.
10. Practice both oral and written communication as you engage with historical material and reflect on its relevance to your own life (H).

## Learning Outcomes

See the General Education Student Learning Outcomes page for more information. [Student Learning Outcomes - Undergraduate Affairs - University of Florida \(ufl.edu\)](https://ufl.edu/student-learning-outcomes/).

Category	ARH2000
Content	<p>Lecture Comprehension activities assess content in every lecture video.</p> <p>InQuizitives assess the content of the textbook readings.</p>
Critical Thinking	<p>Application Assignments throughout the semester develop critical thinking skills by expanding on core concepts with real world examples.</p> <p>The Museum Essay and Presentation Project assess application of themes, terminology, and concepts to a chosen subject.</p>
Communication	<p>Application Assignments throughout the semester develop communication skills with an original post and a reply post to a group peer.</p> <p>The Museum Essay cultivates communication of the terms and concepts in the modules of the first half of the class.</p> <p>The Presentation Project develops oral presentation skills while applying appropriate terminology and concepts from the whole course to a chosen subject.</p>

## Course Requirements

### Required textbook (E-Book)

Debra J. DeWitte, Ralph M. Larmann, and M. Kathryn Shields, Gateways to Art:

Understanding the Visual Arts, 4th edition (New York: Thames and Hudson, 2023).

Note that you MUST acquire the digital access code for Gateways to Art to have access to the full suite of resources. This book can best be acquired using UF ALL ACCESS. For more information on how to acquire and access the textbook see Textbook Information.

## **Prerequisites**

There are no prerequisites for this course.

## **Minimum technology requirements**

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program. You will also need a camera capable of taking high-resolution photographs. For our purposes, high-resolution is at least 300 dpi and at least 1000 x 750 pixels.

## **Minimum technical skills**

To complete course tasks, you will need a basic understanding of how to operate a computer and how to use word processing software.

## **Materials/Supply Fees**

There is no supply fee for this course.

# **Grading Policy**

A minimum grade of C is required for a general education credit.

## **Course Grading Policy**

Assignment	Points
Lecture + Comprehension Assignments	15%
InQuizitive Assignments	20%
Application Assignments	20%
Museum Analysis Essay	20%
Final Project Proposal	5%
Final Project Presentation	20%

## Grading Scale

Percent	Grade	Grade Points
100 to 94	A	4.00
< 94 to 90	A-	3.67
< 90 to 87	B+	3.33
< 87 to 84	B	3.00
< 84 to 80	B-	2.67
< 80 to 77	C+	2.33
< 77 to 74	C	2.00
< 74 to 70	C-	1.67
< 70 to 67	D+	1.33
< 67 to 64	D	1.00
< 64 to 60	D-	0.67
< 60 to 0	E	0.00

See the current UF policies on grading for more details.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Course Policies

### Late-Work and Make-Up Policies

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning. Do not wait until the last minute to submit an assignment; technical problems will not excuse late work.

Late submissions of InQuizitive activities and Application Assignments will NOT be accepted. Instead, your lowest InQuizitive score, and your lowest Application Assignment scores will be automatically dropped by Canvas gradebook, meaning that they will not be factored into your final grade. So, if you miss a deadline for any reason, whether it be because of technical issues or for personal reasons, you can rest assured that you have a cushion and you can simply proceed without concern that those missed assignments will impact your grade.

For the larger projects, the Museum Paper and the Final Project, late submissions will be accepted but will incur a 10% grade penalty per day late.

If you are unable to complete class work due to an illness, family emergency, or other serious issues, please contact your instructor immediately and refer to the Dean of Students Office for assistance.

# UF Policies

## **University Policy on Accommodating Students with Disabilities:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **Class Attendance**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **University Policy on Academic Conduct:**

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

## **Netiquette and Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

<https://lor.instructure.com/resources/f0915f09ab0340dabcc1ae3dee1595d3?shared>

## **In Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field

trips, private 3 Revised: September 2024 conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Getting Help

### Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

<http://helpdesk.ufl.edu>

(352) 392-HELP (4357)

Walk-in: HUB 132

### Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter We Care - U MATTER, WE CARE \(ufl.edu\)](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](#)
- **University Police Department:** Visit [UF Police Department \(ufl.edu\)](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [UF Health Shands Emergency Room / Trauma Center - UF Health](#)

### Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [Career Connections Center Main - Career Connections Center \(ufl.edu\)](#)

- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources [Using the Libraries » George A. Smathers Libraries » UF Libraries » University of Florida](#)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [Academic Resources – College of Liberal Arts & Sciences \(ufl.edu\)](#)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [Writing Studio - University Writing Program \(ufl.edu\)](#)

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

## Tips for Success

- Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:
- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

## Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

Instructure (Canvas)	<a href="#">Product Privacy   Policy (instructure.com)</a>
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	<a href="#">Canvas Voluntary Product Accessibility Template (VPAT)   Instructure</a>
Sonic Foundry (Mediasite Streaming Video Player)	<a href="#">Privacy Policy   Sonic Foundry</a> <a href="#">Mediasite Content Accessibility</a>
PlayPosit	<a href="#">PlayPosit Privacy Policy</a> <a href="#">Accessibility — PlayPosit by WeVideo</a>
Zoom	<a href="#">Zoom Privacy Statement   Zoom</a> <a href="#">Accessibility   Zoom</a>
YouTube (Google)	<a href="#">Privacy Policy – Privacy &amp; Terms – Google</a> <a href="#">Use YouTube with a screen reader - YouTube Help (google.com)</a>
Microsoft	<a href="#">Microsoft Privacy Statement – Microsoft privacy</a> <a href="#">Accessibility tools for Microsoft 365 - Microsoft Support</a>
Adobe	<a href="#">Adobe Privacy Center</a> <a href="#">Accessibility At Adobe</a>

## Course Assignments

### Graded Assignments

There are no exams, midterms, or finals in this course. Assignments are open at least one week before their due date and can be completed anytime between opening and the due date.

See the end of the syllabus for examples of rubrics.

### Lecture + Comprehension Assignments

These quiz-type interactions that accompany the lecture videos are designed to ensure that you are following along and understanding the basics. All you will need to do is answer the questions that appear during the video. You must answer each question to continue watching the video. If you get a question wrong, you can rewind and retry the question. You must answer all questions correctly to receive a grade for this assignment and to unlock the next course module. If your PlayPosit application is not working, try using different browsers and contacting UF Technical Help.

### InQuizitive Assignments

In each module with an assigned reading from our textbook *Gateways to Art*, you will have an InQuizitive assignment. These are designed to ensure that you can engage with and understand the material in the reading. These interactive assignments blend the traditional quiz format with game theory to create a more dynamic, personal method of helping you review the material from the text. You will also complete the InQuizitive assignments listed in the module Visual Analysis of Art to help you build your vocabulary of the principles and elements of art. InQuizitives are gamified, interactive quizzes with multiple types of question formats. You can keep working on or “playing” the InQuizitive until you achieve full points. As long as the assignment is still open, you can return to the InQuizitive to keep trying for full points. There are no limits on how many times you can try it. If your InQuizitive does not operate correctly or does not transfer your grade into Canvas Gradebook, please contact Norton Technical Support (see the Textbook Information page for contact info and more).

### Application Assignments

Most modules will have an assignment designed to *apply* your knowledge to the visual world around you. The exact nature of these assignments will differ based upon the material, but *all* of them will require you to extend beyond recollection to apply what we learn in class to something outside of class. More details regarding these assignments can be found in the individual modules. Please contact your Teaching Assistant if you have questions about the instructions, grading, or about feedback you have received.

### Museum Analysis Essay

This assignment is designed to help us reflect on how museums shape our experience with artworks. The goal is for you to identify and visit a museum in your area, and during that visit: select a single artwork to analyze within the museum context, and carefully consider how the museum scripts your viewing experience of that artwork. After our visit, you will compose a brief essay that describes your artwork and analyzes the ways that its context shapes its meaning. This assignment will give you a chance showcase your understanding of the concepts in the Museum modules in the course, your mastery of the terms of formal analysis of art, and your skills in critical analysis of how context effects artistic content. Please contact your Teaching Assistant if you have questions about the instructions, grading, or about feedback you have received.

### Final Project and the American Experience

For your final project, you will pick a single artwork that reflects an aspect of the theme of American diversity and carry out basic art historical research into that artwork. You will then write a proposal that explains why you chose this artwork. Your research will culminate in a brief video presentation on your artwork at the end of the term, wherein you will analyze the artwork's formal qualities and explain its connection to the American experience. The goal of this assignment is first to find an artwork of your choice that represents an aspect of the American Experience within a diverse cultural and artistic landscape. Then, you will practice your research skills about the context of the artwork as well as the piece itself. Finally, you will write and present a formal analysis on the visual qualities of the work: demonstrating your application of terms and concepts of art analysis; and analyze how the piece represents a historical moment, cultural aspect, social identity, or social issue within a broader, diverse American experience. Please contact your Teaching Assistant if you have questions about the instructions, grading, or about feedback you have received.

## Weekly Schedule

This schedule may be subject to minor changes throughout the semester to accommodate the university's schedule or unforeseen circumstances.

Unless otherwise indicated, all assignments are due by the end of Friday of each week by 11:59 PM EST. See the late policy for more details.

### **❖ Week 1 & 2 - Modules 1 & 2 - Orientation and The Value of Art – Aug. 21-29**

This week, students familiarize themselves with the types of assignments they will encounter throughout the semester, introduce them to foundational terms and concepts, and respond

with an Application Assignment: Personal Keystone Artwork, which provides a chance to explore and explain their personal connection to art at the start of the class.

In the module The Value of Art, we will get to the very heart of the issue and address two big questions that drive the rest of the course forward: what is art, and what does it mean to appreciate it? We will look at some familiar and some unfamiliar artworks to help answer those questions and pave the way for a future rich in powerful interactions with art.

- InQuizitive Assignment: How to Use InQuizitive
- InQuizitive Assignment: Introduction
- Lecture + Comprehension Assignment: Course Introduction 8:33 minutes
- Lecture + Comprehension Assignment: What is the Value of Art? 42:18 minutes
- Application Assignment: Personal Keystone Artwork
- Gateways to Art Textbook pages 50-62

### ❖ Week 3 - Module 3 & 4 - Visual Analysis of Art and Analyzing Art – Sept. 1-12

This module will help us learn to carry out basic visual analysis. While most of us are familiar with concepts such as “color” or “line,” this module’s goal is to develop a mastery of the complete set of design elements and principles required to effectively describe and analyze art and visual culture. We will also practice using visual analysis as a starting point for the types of contextual analysis that we commonly associate with art history.

- InQuizitive Assignment 1.1: Line, Shape, and the Principle of Contrast
- InQuizitive Assignment 1.2: Form, Volume, Mass, and Texture
- InQuizitive Assignment 1.10: Engaging with Form and Content
- Lecture + Comprehension Assignment: Analysis of Form and Content 36:27 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: Las Meninas 25:28 minutes
- Gateways to Art Textbook pages 16-32; 34-48; 157-166; 171-175

### ❖ Week 4 - Module 5 - Museum History – Sept. 15-19

In this module, we will think about the history of the art museum and how its legacy can continue to be felt today. We will trace the origins of the modern art museum and consider how it has evolved in our rapidly changing world.

- InQuizitive Assignment 1.3: Implied Depth: Value and Space
- InQuizitive Assignment 1.4: Color
- Lecture + Comprehension Assignment: The Art Museum 34:15 minutes
- Application Assignment: Reflections on the Museum
- Gateways to Art Textbook pages 66-82; 84-98

### ❖ Week 5 - Module 6 - Museum Visit – Sept. 22-26

In this module, we turn our attention from the history of art museums to their present. First, we will learn about how technology is reshaping museum practices, including innovative

ideas for using technology within museums and technology that can bring the museum to you. Second, we will prepare ourselves for our own museum visit and the completion of our Museum Analysis Essay.

- InQuizitive Assignment 1.5: Motion and Time
- InQuizitive Assignment 1.6: Unity, Variety, and Balance
- InQuizitive Assignment 1.7: Scale and Proportion
- Application Assignment: Analyzing an Exhibition
- Gateways to Art Textbook pages 104-113; 116-126; 130-134

### ❖ **Week 6 - Module 7 - Community and Public Art – Sept. 29 – Oct. 3**

In the module Community and Public Art, we widen our gaze, turning to artworks and architectural monuments that were created to be viewed and used by a broader public. These artworks include gathering spaces, monumental structures, and public murals and sculptures. By looking at the connections between art and community, we hope to think about how art can bring people together, forge collective experience, and sometimes create controversy.

- InQuizitive Assignment 1.8: Focal Point and Emphasis
- InQuizitive Assignment 1.9: Pattern and Rhythm
- InQuizitive Assignment 4.1: Art and the Community
- Lecture + Comprehension Assignment: Art and the Community 33:01 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: The Great Wall of Los Angeles 20:25 minutes
- Gateways to Art Textbook pages 140-146; 148-156; 540-553

### ❖ **Week 7 - Module 8 - Art and Spirituality – Oct. 6-10**

In this module, we turn to one of the most important themes within art history from across the globe: spirituality. We will examine artworks from distinct cultural contexts to appreciate the many ways that people have used art and architecture to forge a connection with something outside of themselves. Our survey will include artworks that depict and make connections with deities and ancestors, as well as sacred spaces designed to facilitate spiritual practice (both personal and collective).

- InQuizitive Assignment 4.2: Art and Spirituality
- Lecture + Comprehension Assignment: Art and Spirituality 38:33 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: Yaxchilán Lintels 20:20 minutes
- Gateways to Art Textbook pages 554-567

▲ Museum Analysis Essay Due Monday, 10/6/2025 by 11:59 PM EST

### ❖ **Week 8 - Module 9 - Art and Cycle of Life – Oct. 13-17**

In this module, we examine artworks that engage with life's beginnings and endings. We also look at artworks and monuments that address the passage of time, including ideas of what might await us after death. These artworks, which address fundamental

concerns about human experience, showcase distinct worldviews from cultures around the globe.

- InQuizitive Assignment 4.3: The Cycle of Life: Nature and Time
- Lecture + Comprehension Assignment: Art and the Cycle of Life 36:28 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: The Taj Mahal 18:14 minutes
- Gateways to Art Textbook pages 568-579; 126-127; 256-257

### ❖ **Week 9 - Module 10 - Final Project Part 1 – Oct. 20-24**

This module is designed to help prepare you to pick an artwork for your final project and to successfully carry out research into that artwork. For some of you, the resources and suggestions found below might be familiar; for others, they might be brand new. Either way, this module will help you build critical research skills that can help you in this class and beyond.

### ❖ **Week 10 - Module 11 - Art and Nature – Oct. 27-31**

We can all likely call to mind the image of bulls painted on the walls of a poorly lit cave and appreciate the foundational role that art has played in mediating the human relationship with the natural world. Humans have used art and architecture to mediate their relationship to their environment for thousands of years. In this module, we will look at artworks that establish connections and kinship with the land, artworks that establish dominion over it, and artworks that are explicitly aimed at addressing the crises of the Anthropocene period.

- Lecture + Comprehension Assignment: Art and the Environment 49:29 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: The Great Wave 27:04 minutes
- Gateways to Art Textbook pages 124; 35; 239; 118; 122; 216; 405; 492

▲ Final Project Proposal Due Friday, 10/31/2025 by 11:59 PM EST

### ❖ **Week 11 - Module 12 - Art and the Human Body – Nov. 3-7**

The human body has long been a common motif in the arts. The human figure plays a central role in several genres of artworks, including classical sculpture, erotic paintings of the female nude, and performance art (where the artist's body is their medium). In this module, we will consider some of the ways in which the body has been represented by cultures from across the globe. We will think about archetypal, idealized and eroticized bodies, as well as the way in which representations of the human form can intersect with larger social and cultural dynamics.

- InQuizitive Assignment 4.8: The Body in Art
- Lecture + Comprehension Assignment: The Human Body in Art 42:33 minutes

- Lecture + Comprehension Assignment: Keystone Artwork: The Two Fridas 17:17 minutes
- Application Assignment: Body as Subject or Medium
- Gateways to Art Textbook pages 629-646; 44; 191; 644

### ❖ **Week 12 - Module 13 - Art and Political Leaders and Rulers — Nov. 10-14**

Rulers have long recognized the power of a good portrait. Whether they are bronze statues of equestrian leaders, profile portraits on coins, or silk-screened posters hung in people's homes, the images of the powerful can help to generate political authority. In this module, we will look at several types of iconic portraits of political leaders and examples of artworks employed to regulate society.

- InQuizitive Assignment 4.9: Art and Political Leaders and Rulers
- Lecture + Comprehension Assignment: Art and Political Leaders and Rulers 37:20 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: Kehinde Wiley's Political Portraits 28:52 minutes
- Gateways to Art Textbook pages 592-603

### ❖ **Week 13 - Module 14 - Art, War, and Healing — Nov. 17-21**

Art can help us make sense of the most profound and ineffable aspects of our human existence. Images of war and its aftermath, for example, can sometimes capture moments of pain and suffering in ways that words cannot. In this module, we examine artworks that depict warfare from a variety of perspectives, including works that celebrate heroic victories and those that lament the tragic cost of conflict.

- InQuizitive Assignment 4.6: Art, War, and Healing
- Lecture + Comprehension Assignment: Art, War, and Healing 31:44 minutes
- Lecture + Comprehension Assignment: Keystone Artwork: Wo-Haw Between Two Worlds 33:16 minutes
- Application Assignment: Art and Truth
- Gateways to Art Textbook pages 604-617; 424

### ❖ **Week 14 - Fall Break - No Assignments — Nov. 24-28**

### ❖ **Week 15 - Module 15 - Final Project Part 2 — Dec. 1-5**

In this module, we will conclude our class with presentations of the research you have all conducted over the past few weeks. You will upload your presentations and have a chance to watch and learn from each other's work.

▲ Final Project Presentation and Transcript Due Wednesday, 12/3/2025 11:59 PM EST

### ❖ **Week 16 - Finals Week — Dec. 8-12**

NO FINAL EXAM

# Example Rubrics

## Example of an Application Assignment rubric

\*All Application rubrics follow a similar format and criteria but may be adjusted appropriately for that specific assignment in language and/or points distribution.



Analysis of an Art Exhibition					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Thesis	2 pts Clearly identifies in bold font a single thesis statement that answers the question	1 pts Includes an unclear thesis statement to answer the question, or articulates a statement but not in bold font; OR posted late	0 pts Fails to write a thesis statement that answers the question and not in bold; and posted late		2 pts
Comment	1 pts Includes a comment within the 200-300 word count	0.5 pts Includes a comment outside of required word count; OR posted late	0 pts Does not include a comment		1 pts
Analysis	3 pts Includes substantial, relevant evidence to support their thesis, including key terms and information from the modules and visual analysis	1.5 pts Includes limited or irrelevant evidence to support their thesis, and lacked key terms and information from the modules or the use of visual analysis; OR posted late	0 pts Does not include evidence to support their thesis, including key terms and information from the modules and visual analysis; and posted late		3 pts
Identifies Image	1 pts Clearly identifies the image that they have chosen by #	0 pts Does not clearly identify the image that they have chosen by #			1 pts
Reply	3 pts Reply thoughtfully engages with classmate's opinion	1.5 pts Reply ignores or mostly repeats the previous posts	0 pts Inappropriate reply (or posted late)		3 pts
Total Points: 10					

# Rubric for the Museum Analysis Essay

Museum Analysis Essay (1)							
Criteria	Ratings						Pts
ID Museum and Artwork <a href="#">view longer description</a>	10 pts All parts present and in good format	9 pts Very Close to Standards All parts present but in slightly incorrect format Or, missing an element and information in correct format	8 pts Near Standards Not all parts are present and/or not in correct format	7 pts Below Standards	6 pts Far Below Standards	0 pts Fails to Meet Standards	<input type="text"/> / 10 pts
Thesis and Argument <a href="#">view longer description</a>	10 pts Excellent Thesis answers question with depth and insight and in bold font	9 pts Good Answers prompt question directly and clearly; may be missing some relationship critically or not in bold.	8 pts Near Standards Answers question but without a clear relationship between the context and visual analysis. Or may not be in bold	7 pts Below Standards Answer to question is indirect and unclear	6 pts Far Below Standards Does not answer question in prompt	0 pts Fails to Meet Standards Missing a thesis	<input type="text"/> / 10 pts
Formal Analysis <a href="#">view longer description</a>	30 pts Excellent The formal analysis uses	27 pts Good The formal analysis uses	24 pts Near Standards The formal analysis does	21 pts Below Standards	18 pts Far Below Standards	0 pts Fails to Meet Standards	<input type="text"/> / 30 pts
	key vocabulary to analyze and not merely describe the artwork. The analysis ties back into the thesis statement and dovetails with the contextual analysis. The analysis is clearly organized and thorough. The analysis contains keen insight into the artwork.	vocabulary to visually describe the piece rather than analyze it. The analysis may not tie back to the thesis statement or dovetail with the contextual analysis. The organization may be a little confusing or without structure. The analysis may be more surface level or too short.	not effectively use visual vocabulary and is mainly description rather than analysis. The description does not tie back to the thesis and does not connect to the contextual analysis. The organization is a little confusing or too short.				
Contextual Analysis <a href="#">view longer description</a>	30 pts Excellent The analysis uses key vocabulary from the course. It ties back to the thesis statement and formal analysis. It is well organized. The insight into how the exhibit was put together and key curatorial choices.	27 pts Good The analysis uses some terms and concepts from the course but may not touch on all the relevant ones or discuss them thoroughly. The analysis may not short. The tie back to the thesis or visual analysis, or uses the thesis and descriptive rather than analysis. The section is a little unorganized or too short.	24 pts Near Standards The analysis does not identify key curatorial choices made in the exhibit and uses limited vocabulary. The organization is confusing or too short. The analysis does not connect with the thesis and formal analysis. The analysis may lack little unorganized criticality or remain surface level.	21 pts Below Standards	18 pts Far Below Standards	0 pts Fails to Meet Standards	<input type="text"/> / 30 pts
Mechanics, Style and Organization <a href="#">view longer description</a>	20 pts Excellent The paper is mostly free of spelling, grammar, and punctuation errors. The organization flows effectively.	18 pts Good The paper contains a few spelling, grammar, and punctuation errors. The organization is a little choppy or confusing in places. The style and wording may be awkward or wordy.	16 pts Near Standards The paper contains spelling, grammar, and punctuation errors. The organization is a choppy and confusing, or the sections are not connected. The wording is awkward or confusing.	14 pts Below Standards The spelling, grammar, and punctuation errors distract from the content of the paper. The organization does not flow and sections are disconnected. The paper is in moderate need of editing.	12 pts Far Below Standards The paper is in serious need of editing. The errors distract from the content and do not communicate ideas clearly.	8 pts Fails to Meet Standards The paper is critically in need of editing and revising. The content is obscured by the writing and does not communicate the ideas.	<input type="text"/> / 20 pts
Formal Requirements <a href="#">view longer description</a>	0 pts Fails to Meet Standards 1 to 20 point deduction depending on level of formal requirements missed. 2 point deduction for slightly over or under word count (less than 100 words). 1 point deduction for missing Word Count. Up to 5 point deduction for going far over or under word count (100+ words). 3 point deduction for missing image in appendix or image is not legible. 1 point deduction for missing information in image label in appendix. 3 point deduction form missing appendix		0 pts Full Marks No format errors and includes all parts of the prompt				<input type="text"/> / 0 pts
	entirely. 5 point deduction for missing works cited page and in text citations ONLY IF citations were necessary. 1 to 3 point deduction for missing/incorrect heading, pagination, margins, spacing, and font.						
Following Prompt <a href="#">view longer description</a>	0 pts Does Not Follow Prompt -5, -10, or -15 points for not following the prompt		0 pts Follows Prompt				<input type="text"/> / 0 pts
Essay Turned in on Time <a href="#">view longer description</a>	0 pts Essay Turned in Late After the deadline at 11:59 PM, 10 point deduction for every 24 hour period		0 pts Essay Turned in On Time				<input type="text"/> / 0 pts
Total Points: 0 out of 100							



# Rubric for the Final Project Presentation

Final Project Presentation Rubric (1)							 
Criteria	Ratings						Pts
Clarity and Performance	10 pts <b>Exceeds Standards</b> Presentation shows exemplary organization, including smooth start and transition, and is free from errors	9 pts <b>Meets Standards</b> Presentation is well organized, including smooth start and transition, and is relatively free from errors	8 pts <b>Approaching Standards</b> Presentation is organized, but includes some awkward transitions or errors	7 pts <b>Below Standards</b> Presentation is poorly organized and contains distracting errors	6 pts <b>Far Below Standards</b> Presentation is highly disorganized and contains major problems in organization or performance	0 pts <b>Fails to Meet Standards</b> Fails to meet standards of clarity and performance	10 pts
Presentation Design	5 pts <b>Full Marks</b> Presentation is well designed, does not over use text on slides, all images are clear, slides do not distract from the images discussed.	3 pts <b>Below Standards</b> Overall, presentation meets standards but the design distracts from images, text not used effectively or over used, or slides or images unclear.	0 pts <b>No Marks</b> Presentation design distracts from images discussed, overuses text on slides, image or other graphics are not clear				5 pts
Formal Analysis	30 pts <b>Exceeds Standards</b> Makes excellent use of key terms and vocabulary to produce outstanding and insightful analysis of the artwork's formal qualities	27 pts <b>Meets Standards</b> Makes good use of key terms and vocabulary to produce substantial analysis of the artwork's formal qualities	24 pts <b>Approaching Standards</b> Used limited key terms and vocabulary to produce basic analysis of the artwork's formal qualities	21 pts <b>Below Standards</b> Uses limited key terms and vocabulary to produce inadequate or insubstantial analysis of the artwork's formal qualities	18 pts <b>Far Below Standards</b> Uses limited very few terms and vocabulary to produce scant or incorrect analysis of the artwork's formal qualities	0 pts <b>Fails to Meet Standards</b> Does not use key terms nor vocabulary to analyze the artwork's formal qualities	30 pts
American Experience Analysis	40 pts <b>Exceeds Standards</b> Provides outstanding social and historical context for their artwork and convincingly uses a broad array of scholarly evidence from their research to critically analyze and explain the artwork's significance	36 pts <b>Meets Standards</b> Provides good social and historical context for their artwork and uses sufficient scholarly evidence from their research to critically analyze and explain the artwork's significance	32 pts <b>Approaching Standards</b> Provides some social and historical context for their artwork and uses a limited array of scholarly evidence from their research to analyze and explain the artwork's significance. Displays a slight lack of criticality toward their artwork	28 pts <b>Below Standards</b> Provides limited social and historical context for their artwork and uses insufficient scholarly evidence from their research to critically analyze and explain the artwork's significance. Shows a lack of criticality toward their artwork.	24 pts <b>Far Below Standards</b> Provides insufficient social and historical context for their artwork and uses insufficient scholarly evidence from their research to analyze and explain the artwork's significance. Critical analysis is largely absent.	0 pts <b>Fails to Meet Standards</b> Fails to provide social and historical context for their artwork and does not use scholarly evidence from their research to analyze and explain the artwork's significance. Does not complete critical analysis of their artwork.	40 pts
Bibliography	15 pts <b>Exceeds Standards</b> Excellent bibliography 3 or more scholarly sources; thoroughly researched	13.5 pts <b>Meets Standards</b> 3 scholarly sources, but may not be thorough	11 pts <b>Below Standards</b> Mix of scholarly and non-scholarly sources. Not thoroughly researched.	9 pts <b>Far Below Standards</b> Does not use scholarly sources or does meet minimum requirement of 3 sources	0 pts <b>Fails to Meet Standards</b>		15 pts
Format	0 pts <b>Improper Format (3-18 point deduction)</b> Presentation not between 5-7 minutes: 3-10 point deduction; Missing introduction slide: 3 point deduction; Does not include video of presenter: 5 point deduction;			0 pts <b>Proper Format</b> Presentation between 5-7 minutes; includes introduction slide; includes video of presenter			0 pts
Image Approved	0 pts <b>Approved Image</b> Image appropriate to the assignment, not a duplicate of another student, not from not-approved image list, and approved by TA in the proposal (or changed appropriately).			0 pts <b>Not approved Image (TWO letter grade deduction/20 point deduction)</b> Image was duplicate of group member, included on the list of not-approved image, or disallowed for another reason by TA or Professor.			0 pts
Image Slide	0 pts <b>Good Image Slide</b> High quality image with clear caption that contains all required information: Artist Full Name, Title (italicized), date, dimensions, collection, and location. Well-designed slide.			0 pts <b>Improper Image Slide (1-13 point deduction)</b> Does not include high quality image: 5 point deduction; Incomplete caption: 1-5 point deduction; Slide distractingly designed: 1-3 point deduction			0 pts
Late Submission	0 pts <b>Full Marks</b>		0 pts <b>No Marks</b> -10 points for each day after due date				0 pts
Total Points: 100							