

Arts 2F/ CETH 13 History of Art • Online and Hybrid Class
Multicultural Arts in the United States • Fall 2024
De Anza College Distance Learning Class

Instructor: Dr. Catie Cadge-Moore

E-mail: cadgemoorecatie@fhda.edu

Office Hours: Monday, Wednesday 3:00 to 5:00 pm online via email, Zoom or Canvas weekly review discussion, or in-person by appointment on Tuesdays - ***Please feel free to email anytime for assistance. I will try to reply within 24 hours.

Hybrid Class: VPAC 132 on Tuesdays, 12:30-2:20 pm

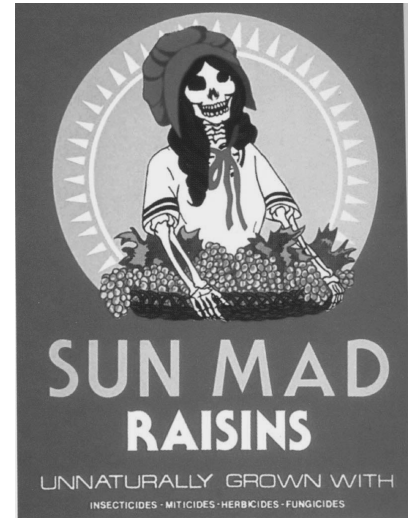
Hybrid Final Exam Time: Tuesday, December 10th, 11:30-1:30 pm

Instructor's web site:

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

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

If you require special accommodations, please contact <https://www.deanza.edu/dsps/dss/>



Course Description: This class is an introduction to multicultural arts in the U.S. based upon a cross-cultural history of American art. We will engage the material primarily through weekly class discussions. A midterm and final project will be based upon a choice of creative art projects or written assignments based upon optional class readings. 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.

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.

Reading: I have written a FREE online textbook for use in this class. You may read it on your computer after downloading it. Chapters are provided as Pdf (files) under course modules at the top before Week One on Canvas. The chapters are password protected. See the weekly class schedule on Canvas for passwords. I will also send them out in a class email.

Reading the textbook will help you participate in class discussions. You will apply the information and concepts from the reading in your assignments.

NOTE: Online chapters cannot be printed. ***If you have difficulty accessing the reading FOR ANY reason, contact me immediately via email: cadgemoorecatie@fhda.edu. Instructor will provide any assistance needed to provide access to the reading.

***Suggested 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 post in class discussions by the end of Week Two, 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. Students may be dropped for inactivity after census if weekly posting is not submitted in class discussions.
3. **Anyone found cheating on a project or plagiarizing** discussion posts or assignments (copying material, including AI-generated answers, without reference or credit) will be given an “F” on that assignment and may fail the course. Each student **MUST** complete their own project, even if research or work was conducted with others. If two students hand in the same project, each will receive half the points earned (equivalent to an “F”).

Grading

The class grading will be weighted as

Two Creative Projects	100 pts each	200 points
Discussion participation	20 pts each two week period	100 points

Total Points 300 points

***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. ***Hybrid class students may participate in one class discussion in person, in class, each week. Hybrid class policies will be discussed in class.

Extra Credit: There will be opportunities to receive up to 20 points in extra credit. Specific assignments will be discussed online.

A+: above 300	A: 300 - 279	A-: 278 - 270
B+: 269 - 260	B: 259 - 250	B-: 249 - 240
C+: 239 - 230	C: 229 - 210	D : 209 - 200
F: below 200 points		

Class Schedule:

***Please Note: Discussion posts **MUST** be made during the week the discussion is posted (Sunday midnight is the deadline). Try to take an active interest in class discussion and reply to other students' posts. I will only grade posts made on or before the Sunday prior to the next week. ***Look for the class link 'modules' for easy access to class discussions.

Week 1 ***Each week - read and post in discussions (see Modules). Check module introduction and read any directions posted for the week.

If you use the Canvas phone app, you must click on the course name near the top to access the module list

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. Responding to class reading will also help you write thoughtful and insightful discussion posts.**

Week 2 Reading: Continue with Chapters 1 & 2

Week 3 Chapter 3: pages 70 – 144

Happy Indigenous Peoples' Day! Monday, Oct 14th.

Week 4 Reading: Continue with Chapter 3

Project 1 due: Tuesday, October 22nd , by 11:55 PM – see posted directions on Canvas

Week 5 Reading: Chapter 4, part 1: pages 145 - 190

Week 6 Reading: Continue with Chapter 4, part 1

HAPPY EL DIA DE LOS MUERTOS! Happy Halloween!

Week 7 Reading: Chapter 4, part 2: pages 191 – 231

Nov 5th: VOTE

HOLIDAY: Veterans Day, Nov 11th – Please honor those who have served our country!

Week 8 Reading: Continue with Chapter 4, part 2

Week 9 Reading: Chapter 5: pages 232 – 296

HOLIDAY: Thanksgiving, Nov. 28-29th. Happy holidays! Please remember indigenous peoples this day when giving thanks for all we have!

Week 10-11 Reading: Continue with Chapter 5.

Extra Credit: There will be opportunities to receive up to 20 points in extra credit. Specific assignments will be discussed online. * Extra Credit Assignments DUE Tuesday, 12/03.**

Sunday 12/08 is the last day to post in class discussions.

Final Project 2 due: Tuesday, December 3rd, by 11:55 PM – see posted directions on Canvas

Absolutely no work will be accepted after posted due dates.

Happy Holidays!



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?