



# HOUSATONIC COMMUNITY COLLEGE

**COURSE NAME:** ART HISTORY II

**COURSE NUMBER:** ART\* 102

**CREDITS:** 3

**CATALOG DESCRIPTION:** A survey of the visual arts from 14th century Florence through Paris in the first half of the 19<sup>th</sup> century. Beginning with the innovations of Renaissance humanism, the course will follow the succession of styles that ultimately led to the eclectic revivals of neoclassic art. A field trip to a major New York museum can be expected. No previous Art History courses are required.

**PREREQUISITE OR PARALLEL:** ENG\* 101

## **General Education Competencies Satisfied:**

**HCC General Education Requirement Designated Competency Attribute Code(s):**

AESX      **Appreciation of the Aesthetic Dimensions of Humankind**

**Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:**

HISX      **Historical Knowledge & Understanding**

**Embedded Competency(ies):**

ED      **Appreciation of the Ethical Dimensions of Humankind (Outcomes  1  2  3  4)**

WCIII      **Written Communication in English III (Outcomes  1  2  3  4  5)**

**Discipline-Specific Attribute Code(s):**

FINA      **Fine Arts elective**

## **Course objectives:**

### **General Education Goals and Outcomes:**

**Appreciation of the Aesthetic Dimensions of Humankind:** Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

**Historical Knowledge & Understanding (for CSCU Transfer Degree Programs):** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

**Embedded Appreciation of the Ethical Dimensions of Humankind:** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

1.  Respond critically to ethical issues.
2.  Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.
3.  Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
4.  Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

**Embedded Written Communication in English III:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

1.  Respond to Rhetorical Situations
2.  Use Sources
3.  Craft Logical Arguments
4.  Apply Language Conventions
5.  Formulate Effective Writing Strategies

## **COURSE OBJECTIVES:**

### **Course Specific Outcomes:**

1. Identify and define major art periods and styles from 14th century Florence through Paris in the first half of the 19<sup>th</sup> century.
2. Identify the style and/or artist when shown a representative slide.
3. Recognize the terminology that is applied to a variety of artwork, architecture and studio techniques.
4. Utilize iconographic techniques to uncover meaning in a work of art
5. Analyze images in terms of their aesthetic qualities by describing the artist's compositional choices and manipulation of line, color, and texture.
6. Demonstrate an understanding of the ways that the historical, social, political, cultural, ethical, and aesthetic setting can influence artists and their work, and how the work affects society.
7. Identify and differentiate types of historical art sources.
8. Demonstrate an understanding of text related to art from a wide range of sources, including but not limited to, textbooks, art magazines, newspapers, and letters, by identifying and explaining key points and themes, orally and in writing.
9. Compare and contrast different texts and methods used in the analysis of the social history of art.
10. Investigate and articulate ethical choices when communicating through the visual medium.
11. Explain how art reflects, and often times makes concrete, the social influences of economics, gender, race, religion, ethnicity, and politics across cultures by using specific works of art and artists.
12. Identify how social systems and attitudes inherent in art reoccur with each succeeding generation using recent historical events and/or current events.

## **COURSE CONTENT**

Renaissance to Romanticism

- A. Early Renaissance in Italy
- B. Late Gothic Painting, Sculpture, Prints
- C. High Renaissance in Italy
- D. Mannerism
- E. Renaissance in the North
- F. Baroque: Italy, Spain, Flanders, Holland, England, France
- G. Rococo

The Modern World

- A. Neoclassicism
- B. Romanticism