Text
The required textbook for this course is:


Contacting the Instructor
Please e-mail me through D2L. My address is cegeu@d2l.sdbor.edu I will have “Virtual Office Hours” on Mondays and Wednesdays from 9:00 a.m. to 10:00 a.m. I understand that you will have questions at times other than these but in order to keep my professional life in order I must have a designated time to concentrate on answering your questions. I will not be checking into the D2L course and responding to you on a daily basis. That may seem difficult to you because the immediacy of the Internet makes all of us expect immediate turn-around times. All emails will be responded to within 48 hours Monday through Friday.

Getting Started
To get started in the course, you need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, [http://my.usd.edu](http://my.usd.edu) or directly via [https://d2l.sdbor.edu](https://d2l.sdbor.edu) The course should be listed under “My Courses.” Note: You will be able to access the course one month before its official start date. The Course Homepage will coordinate your work in this course. You should immediately read the Syllabus, Course Description, and Course Introduction. When you finish reading these documents you will have a clear picture of how to operate in the course. You may want to print these documents and keep them handy.

You should familiarize yourself with the various tools that will be used during the course:
Content: where course materials are located
Assessments: where you will access your Grades and Quizzes (exams).
Communications: where you access the weekly Discussions
Resources: where you will find the Classlist (which you can use to contact me via D2L email)
Course Mail: located at the very top right side of the course page in the gray bar. Course Mail will be used by me for all official course correspondence. When you have unread Course Mail, a red badge will appear on the email icon.

For information about the university’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx
This document also contains important information pertaining to minimum technology requirements, registration information, and other university services and policies.

Technical Standards
You will find information on technology requirements and support in the Online Student Handbook found at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.677.5028, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.

Course Prerequisites
There are no prerequisites for this course.

Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Statement of Compliance with the Americans with Disabilities Act
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Course Description
An investigation of the role of the visual arts in the historical and cultural development of world civilizations spanning the Renaissance to Modern Era.

Course Objectives
Objective One: The student will be able to use the tools and techniques of art history to find, formulate, and communicate information and ideas about art.

Implementation:
1. The student will be given a basic art vocabulary in the textbook and course lessons and is expected to use this vocabulary in tests and written assignments. Students will use library and online resources to supplement course and text materials when preparing their written assignments.

Objective Two: The student will be able to identify representative works of art from the Renaissance to the Modern Era according to historical period, approximate date, and artist (when appropriate). The student will be able to discuss such works of art with an appreciation for their context, purpose, and significance.

Implementation:
1. The textbook and course lessons are organized chronologically and emphasize stylistic analysis of representative works of art in slide form.
2. Each of the four required exams will have a slide identification portion that will be used to assess the student’s knowledge of the course material. The student is required to identify works of art by title, period, date, and, if appropriate, artist or location. Students will be provided with a list of slides to learn for each exam.

Objective Three: The student will have an appreciation of the continuity of art as human expression. The student will be able to apply art history to personal artistic goals.

Implementation:
1. The student is encouraged to present personal reactions and aesthetic judgments in written assignments.
2. Course lessons, tests, and written assignments will place an emphasis upon the study of style, criticism, and the genesis of the creative idea.

Goals of the South Dakota System General Education Requirements
This class fulfills the following Goals of the South Dakota System General Education Requirements:
GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied</td>
<td>a. Students will write essays to demonstrate their knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.</td>
</tr>
<tr>
<td>in the human experience</td>
<td></td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the</td>
<td>a. Students will demonstrate their knowledge of the basic concepts of the</td>
</tr>
<tr>
<td>arts and humanities</td>
<td>selected disciplines within the arts and humanities through written</td>
</tr>
<tr>
<td></td>
<td>assignments and exams.</td>
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</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Identify and explain the contributions of other cultures from the perspective</td>
<td>a. Students will write essays to identify and explain the contributions of</td>
</tr>
<tr>
<td>of the selected disciplines within the arts and humanities</td>
<td>other cultures from the perspective of the selected disciplines within the</td>
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<tr>
<td></td>
<td>arts and humanities.</td>
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<tr>
<td>4. Demonstrate creative and aesthetic understanding</td>
<td></td>
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<tr>
<td>5. Explain and interpret formal and stylistic elements of the literary or fine</td>
<td>a. Students will write essays and take examinations to demonstrate their</td>
</tr>
<tr>
<td>arts</td>
<td>ability to explain and interpret formal and stylistic elements of the</td>
</tr>
<tr>
<td></td>
<td>literary or fine arts.</td>
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<tr>
<td>6. Demonstrate foundational competency in reading, writing, and speaking a non-</td>
<td></td>
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<tr>
<td>English language</td>
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</tbody>
</table>

Each course meeting this goal includes the following student learning outcomes:
Required: #1 and #2. At least one of the following: #3, #4, #5, or #6. Credit Hours: 6 hours (in 2 disciplines or a sequence of foreign language courses).

Course Guidelines
The course is divided into ten lessons. For each lesson you should read both the textbook chapter assigned and the information provided for you online. Each week there is an online discussion question. Before attempting the discussion question, read all of the material provided.
You should complete the lessons in the order shown below. Discussion Questions and exams will be available online during the scheduled dates.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Reading Assignment</th>
<th>Discussion</th>
<th>Scheduled Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Fourteenth-Century Art in Europe, Fifteenth-Century Art in Northern Europe, and Renaissance Art in Fifteenth-Century Italy</td>
<td>Chapters 18, 19, and 20</td>
<td>Discussion Question 1</td>
<td>June 12-18</td>
</tr>
<tr>
<td>2 – Sixteenth-Century Art in Italy and Sixteenth-Century Art in Northern Europe and the Iberian Peninsula</td>
<td>Chapters 21, 22, and 23</td>
<td>Discussion Question 2</td>
<td></td>
</tr>
<tr>
<td>3 – Seventeenth-Century Art in Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam One</strong></td>
<td><strong>Covers Chapters 18-23</strong></td>
<td></td>
<td><strong>June 17-25</strong></td>
</tr>
<tr>
<td>4 – Art of South and Southeast Asia After 1200 &amp; Chinese and Korean Art after 1279</td>
<td>Chapters 24 and 25</td>
<td>Discussion Question 3</td>
<td>June 24-July 2</td>
</tr>
<tr>
<td>5 – Japanese Art after 1333 &amp; Art of the Americas after 1300</td>
<td>Chapters 26 and 27</td>
<td>Discussion Question 4</td>
<td></td>
</tr>
<tr>
<td><strong>Exam Two</strong></td>
<td><strong>Covers Chapters 24-27</strong></td>
<td></td>
<td><strong>July 1-9</strong></td>
</tr>
<tr>
<td>6 – Art of the Pacific Cultures &amp; Art of Africa in the Modern Era</td>
<td>Chapters 28 and 29</td>
<td>Discussion Question 5</td>
<td>July 8-16</td>
</tr>
<tr>
<td>7 – Eighteenth- and Early Nineteenth-Century Art in Europe and North America</td>
<td>Chapters 30 and 31</td>
<td>Discussion Question 6</td>
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</tr>
<tr>
<td>8 – Mid- to Late Nineteenth-Century Art</td>
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<td></td>
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</tbody>
</table>
Online Discussion Question Guidelines

There are 8 online discussion questions for this course worth five points each for a total of 40 points. “Attendance” and presence are required for this class thus participation in the Online Discussions is mandatory for this class. Students are expected to post three relevant and substantive contributions to each discussion. The first post must be 7-8 sentences long, have a clear topic sentence, make a strong, but brief explanation of the student’s opinion, and be well-edited and clear, with no grammatical or spelling trouble. Because this is a university course, you are expected to carefully proofread your postings. This includes using full sentences, proper grammar and punctuation, and correct spelling. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the discussion when logging on. You will be awarded one point each for your first three postings to each question. The other two points will be awarded based on the relevance and substance of your postings and are only available once you have completed the minimum of three postings to a question. An effective posting will contain terms and concepts from the lessons that relate to the question being discussed. **You cannot pass this class without participation in the online discussion.**

The compressed nature of this course may require you to post to more than one discussion each day, but you still need to make the required three postings to each individual discussion. This chart illustrates an example of how a student can post to the discussion:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Question 1</td>
<td>Question 1</td>
<td>Question 1</td>
<td>Question 2</td>
<td>Question 2</td>
<td>Question 2</td>
</tr>
</tbody>
</table>

Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. Please contact the instructor through private email at any time...
during the semester for an update on your discussion question points. The instructor will contact students individually if they are not meeting the posting requirements.

During Online Discussions you are expected to use good “netiquette” such as:
1. Check the discussion frequently and respond appropriately and on subject.
2. Focus on one subject per message and use pertinent subject titles.
3. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional and careful with your online interaction.
5. Cite all quotes, references, and sources.
6. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
7. It is considered extremely rude to forward someone else’s messages without his or her permission.
8. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you are being humorous.
9. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.
10. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]

Self-Test/Study Questions and Study Guides
Students will find Self-Test/Study Questions at the end of each online lesson and Study Guides for the exams under Content. Exams questions will have content similar to that found in these two resources so it is highly recommended that students use these assessments to check their understanding of course material. Students will find a topic heading under Discussions where they can post questions that they need help with and to check their answers to the questions. The instructor will answer all questions before the students take the exams.

Examination Guidelines
There are four required exams for this course. All four exams are closed book. Students are not permitted to use books, notes, or other materials for these exams. Study guides are provided for each exam. Forty of the terms from the study guide will be on the exam. The exams will be worth 100 points each and consist of five (5) slide identification questions (4 points each) and 40 multiple choice questions (2 points each). To take the exams, you will go to your proctor’s office during the time you have scheduled to take the exam and access D2L. Once you are at the course homepage you will click on Quizzes in the course menu. This will take you to the quiz/exam page. Click on the exam you need to take. Your proctor will give you the password, which will give you
access to the exam. Each exam will be available online and must be taken during the scheduled week.

**Slide Identification:** A list of ten slides for identification is included with each study guide. Five of these slides will be on the exam for identification. The student must identify the work of art by title, period, date, and artist (if appropriate) or location (for architecture only). You must have all of the information for the slide correct to receive full points for that slide. No partial points will be awarded for the slide identification portion of the exam.

You will not be permitted to use books, notes, or other materials for these examinations. Exams must be taken in the presence of an approved proctor.

Students living in Vermillion:
- Must test at the Vermillion Testing Center
- **Do not need to turn in a proctor form**
- Must make an appointment at least one business day in advance

Students testing at the Pierre, Rapid City, or Sioux Falls Testing Centers:
- **Do not need to turn in a proctor form** but must email us to let us know where they are testing

Students testing anywhere else
- Must turn in a proctor form at least one week before the exam opens

Students are encouraged to list multiple classes on one proctor form. If a student has multiple proctors, they must fill out one form for each proctor. Proctors can be a professional testing center, librarian, full time instructor at a university or college, high school principal or superintendent, full time high school teacher, high school guidance counselors, or full time member of the clergy. For students in the armed forces, education officers or an officer of a higher rank are also permissible. We cannot approve HR representatives or secretaries.

Students must contact the site nearest you to schedule your exams 24 hours in advance. Each site offers a professionally managed testing environment and each site (except the Capital University Center) offers extended hours.

Pierre Area: Capital University Center 605-773-2160
Rapid City Area: University Center 605-718-4193
Sioux Falls Area: University Center 866-220-7085 or 605-367-5989
Vermillion Area: Continuing Education at USD 800-233-7937 or 605-677-6240

The proctor form can be found on the left side of the course home page or under Content in D2L. Fill out this form and send it to Continuing Education at the address provided. Students are required to submit their proctor form by **Friday, June 16, 2017**. New proctor forms must be submitted each semester. If the proctor form is not returned by **Friday, June 16, 2017** the student will not be able to take the required exams.

Continuing Education
Your exam will not be returned to you but will be kept on file online in D2L. You will be notified online of your grade.

**Course Policies**

**Grading Policy**

Below you will find the point values and percentage of the final grade assigned to each component of the course. Discussion question grades are posted after the third week of class, at midterm, and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points. The grade you see when you finish your exam will not be your actual grade for the exam. The instructor must go in after you complete the exam and grade the slide ID questions (20 points that are not included in your preliminary grade). Your grade will go up as a result of this review, it will never go down! You can view the adjusted grades by clicking on Grades on the course homepage no later than one week after the end of the exam period.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Online Discussion Questions</td>
<td>40 points</td>
<td>9%</td>
</tr>
<tr>
<td>Exam One</td>
<td>100 points</td>
<td>23%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>100 points</td>
<td>23%</td>
</tr>
<tr>
<td>Exam Three</td>
<td>100 points</td>
<td>23%</td>
</tr>
<tr>
<td>Exam Four</td>
<td>100 points</td>
<td>22%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>440 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** You must pass the final exam to pass the course.

The Online Discussion Questions are worth 5 points each and are graded according to your ability to effectively contribute to the discussion. An effective posting will contain terms and concepts from the course that relate to the discussion. This is your opportunity to show me you understand and are able to apply the new information you are learning. The four exams will be graded on a point basis.

Final grades will be computed using the following grading scale based on total points awarded for the 12 Online Discussion Questions and four exams:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>396-440 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>352-395 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>308-351 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>307-264 points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
<td>less than 264 points</td>
</tr>
</tbody>
</table>

**Posting of Grades**
All grades, including the course grade, will be posted on D2L and available to students to view by using the Grades link. You can view the adjusted grades on exams by clicking on Grades on the course homepage no later than one week after the end of the exam period. Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. The instructor will provide feedback to students on exams and discussion when grades are posted and at any other time during the course per student request.

**Early Alert and Deficiency Grades**
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings, quizzes, and/or received a grade of D or less on the midterm exam.

**Extra Credit**
Extra credit is not offered in this course.

**Make-up Policy**
The exams and quizzes must be taken on the scheduled dates. Make-up exams and quizzes will be given, at the instructor’s discretion, only to those who make prior arrangements or whose circumstances warrant this allowance.

**Instructor Initiated Drop**
The Instructor Initiated Drop will be used if the student has not participated in the course discussion by Friday, June 16, 2017 at 5:00 p.m. and/or has not taken the required exams by midterm. A student may also be dropped by the instructor for plagiarism or cheating as per College of Fine Arts policy.

**Incomplete**
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

**Other Course Policies**
Policies and procedures covering this course are detailed in the *Online Student Handbook*.

**Course Evaluation**
Students may be asked to evaluate the course using the institutional form as per the directives of the University.
Academic Dishonesty

University’s Academic Dishonesty Statement

University Statement on Dishonest Assignments:
No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Course Policy on Dishonest Assignments: This class follows the official definitions of academic dishonesty as stated in the Student Handbook. The relevant passage is reproduced below. Any student violating this code of conduct will suffer the following consequences: A grade of zero will be recorded for the exam or research paper on which cheating or plagiarism takes place and a letter will be sent to the Vice President of Academic Affairs and the Dean of the student’s program notifying them of the offense. If a second offense should occur the student will receive a grade of “F” for the semester and a second letter will be sent to the VPAA and Dean.

A. Academic Dishonesty: Acts of dishonesty, including, but not limited to the following:

1. Cheating, which is defined as, but not limited to the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.
7. *Claiming to represent or act in behalf of the institution when not authorized to represent or to act.*

**Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.