



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

**Course Number**  
ART 122

**Course Title**  
Art History II

**Credits**  
3

**Hours:**  
**Lecture/Lab/Other**  
3 Lecture

**Co- or Pre-requisite**

**Implementation**  
**Semester & Year**  
Fall 2022

**Catalog description:**

Focuses on the aesthetic and historical evaluation of artists, styles, and cultures from the Renaissance through mid-19<sup>th</sup> Century European and American Art. Introduces students to major art works, discusses major artistic styles and demonstrates how these artworks (and history) reflect the artists/cultures who created them.

**General Education Category:**  
**Goal 6: Humanities**

**Course coordinator:**

Michael Welliver, [wellivem@mccc.edu](mailto:wellivem@mccc.edu) x3522

**Required texts & Other materials:**

Kleiner, Fred. *Gardner's Art Through the Ages: A Global History (Vol. II)*. 15th ed. Wadsworth Publishing, 2016. (Available in print, eBook and by eChapter; rental and used texts are also acceptable) ISBN# 9781285839394/ 9780357698273

**Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Identify and analyze artists, trends, and movements in a global context. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3 ]
2. Contextualize the art within the societies that create it, including cultural and technological influences. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3 ]
3. Gain familiar with a number of strategies for interpreting art through applied criticism in-group discussion. [Supports ILG #1,6,7,8,9,10,11 ; PLO # 2,3 ]
4. Research, critique, and decode artwork through written and oral presentations, while developing a personal voice as an interpreter. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3 ]
5. Understands the complex motivations behind art being made, including personal, political, and economic incentives. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3 ]

6. Experience the impact of seeing art in person within a contemporary gallery/museum setting.  
[Supports ILG #6,7,8,9,10,11 ; PLO #1,2,3 ]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Visual Arts (PLO)**

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit I Introduction to Art History II [Supports Course SLO #1,2,3,4,5 ]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Develop an understanding of what art history is and the questions art historians ask.
- Explore the visual design principles and techniques that are associated with art.
- Analyze and discuss the aesthetics and styles throughout art history.

#### **Unit II The Birth of the Renaissance [Supports Course SLOs #1,2,3,4,5 ]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Analyze how the style of art was heavily influenced by the ruling body at the time.
- Explore the works of Flemish painters and how they popularized the use of oil paints on wood panels which influenced the triptych as an altarpiece.
- Understand the importance of technological advances of the time, such as the printing press and how publishers were able to produce books with woodcut illustrations.
- Develop an understanding of The Renaissance interest in classical culture also led to the revival of Greco-Roman mythological themes in art.

#### **Unit III Renaissance and Mannerism in Cinquecento Italy [Supports Course SLOs #1,2,3,4,5 ]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Develop an understanding of the High and Late Renaissance developed an interest in perspective, proportion, and human anatomy that characterized Quattrocento Italian Art.

- Explore the works of Leonardo da Vinci, Raphael, and Michelangelo and how their styles influenced the art and culture at the time.
- Analyze the works of Mannerist artists and how their work was more ambiguous and relied on unusual presentations of traditional themes.

**Unit IV**      **High Renaissance and Mannerism in Northern Europe and Spain** [Supports Course SLOs #1,2,3,4,5 ]

**Learning Objectives**

***The student will be able to:***

- Explore how the Protestant Reformation in Germany influenced the religious imagery associated with Printmaking at the time, while other artists explored death, witchcraft, and eroticism.
- Analyze landscape paintings in the Netherlands at the time.
- Identify the first female artist in the Netherlands who painted the earliest self-portrait of a woman.
- Explore how King Francis I art collection formed the core of the Musee du Louvre.
- Analyze the 16<sup>th</sup> Century Spanish Plateresque style of architecture throughout Spain.

**Unit V**      **The Baroque in Italy and Spain** [Supports Course SLOs #1,2,3,4,5 ]

**Learning Objectives**

***The student will be able to:***

- Explore Baroque art and how dynamic and theatrical style was a vivid contrast to the precision and rationality of Renaissance classicism.
- Identify the works of Caravaggio and his use of drama and realism that attracted followers.
- Analyze the paintings, sculptures and buildings of 17<sup>th</sup> Century Spain and how it influenced the art and architecture of Spanish colonies in the Western Hemisphere.

**Unit VI**      **Artist Outline and Research Paper** [Supports Course SLOs #1,2,3,4,5,6 ]

**Learning Objectives**

***The student will be able to:***

- Identify the use of materials and practices as content throughout art history,
- Utilize vocabulary to analyze the work of Renaissance to mid-19<sup>th</sup> Century European and American artists.
- Explain relevance of signifiers, materials, concepts, and processes relating to visual culture at the time.
- Explore art in a gallery or museum setting for research.

**Unit VII**      **The Baroque in Northern Europe** [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Identify the works of Peter Paul Rubens and his use of robust and foreshortened figures in swirling motion.
- Analyze the paintings of Jan Vermeer and how his employment of the camera obscura changed the way in which people viewed interior spaces in paintings at the time.
- Examine 17<sup>th</sup>-century English architecture and the two architects (Inigo Jones and Christopher Wren) who achieved international fame for their Baroque and French classical styles.

**Unit VIII** Rococo to Neoclassicism: The 18<sup>th</sup> Century in Europe & America [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Explore how the early 18<sup>th</sup> century was heavily influenced by the Rococo style- light colors and elegant figures in ornate costumes moving gracefully through lush landscapes.
- Develop an understanding of how the Enlightenment brought about a new way of thinking critically about the world independent of religion and tradition.
- Make correlations with how the Enlightenment's revival of interest in Greece and Rome spurred the Neoclassicism movement, which incorporated the subjects and styles of ancient art.

**Unit IX** Romanticism, Realism, Photography: Europe & America 1800 to 1870 [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Identify the works of Romantic painters and their exploration of the exotic, erotic, and fantastic in their art.
- Understand how the development of Realism in mid-19<sup>th</sup>-century France influenced American painters such as Winslow Homer, Thomas Eakins, and John Singer Sargent.
- Explore the first practical photographic processes discovered by Daguerre and Talbot in 1839.
- Develop an awareness of how the documentary nature of photography became a powerful resource for the new medium.

**Unit X** Impressionism, Post-Impressionism, Symbolism: Europe & America 1870 to 1900 [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Examine the works of Impressionist painters and study how their varied compositions and techniques still shared similar subject matter by using sharp angles and cropping around the frame.
- Explore popular Post-Impressionist artists and their use and approach to color.
- Develop an understanding of how French Symbolists distained Realism and sought to depict a reality beyond that of the everyday world.

**Unit XI** Modernism in Europe, The United States & Mexico 1900 to 1945: Part 1 [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Develop an understanding of the avant-garde artists and movements in the early 1900's such as the Fauves, German Expressionists, Cubists, and Futurists.
- Examine how the Harlem Renaissance brought African American artists to the forefront.
- Understand how photography emerged as an important American art form in the work of Alfred Stieglitz and Edward Weston, who emphasized the careful arrangement of forms and patterns of light and dark.

**Unit XII** Modernism in Europe, The United States & Mexico 1900 to 1945: Part 2 [Supports Course SLOs #1,2,3,4,5]

**Learning Objectives**

***The student will be able to:***

- Develop an understanding of how the Surrealists investigated ways to express in art, the world of dreams and the unconscious.
- Explore how European modernists pursued utopian ideals, how Suprematists used abstraction to express pure feeling, and how the Constructivists used non-objective forms to suggest the nature of space.
- Study the works of Mexican artists Orozco and Rivera as well as Khalo's powerful autobiographical paintings, which explored the human psyche.

**Evaluation of student learning:**

60%	Online Surveys & Blackboard Activities
20%	Artists Project (Outline & Research Paper, Chapters 33-38)
10%	Art Before the Renaissance
10%	Attendance & Participation

*All students must have access to their MCCC email accounts and Blackboard; assignments and class correspondence will be sent to both throughout the semester.*