Course Description

Art Appreciation II includes a firm foundation and exploration of art through past and present art concepts, conventions, and functions in the expression of cultural, political, and personal views of the world around us.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe ways culture, ethnicity, language, and art affect the way people respond to ideas and visual information.
2. Evaluate cultural context of works of art and architecture created in respective historical periods.
3. Identify the production and use of major historical and contemporary media.
4. Investigate ethnic, racial, cultural, and gender issues within works of art.
5. Analyze works of art based on relevant terminology.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in Units II, III, and V. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in Units I-VI and VIII to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
8. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice questions and written-response questions.
9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

### Unit Assignments

#### Unit I Essay

James Hampton was a janitor by day and an artist by night. Unbeknownst to many people, he started creating *The Throne of the Third Heaven of the Nations Millennium General Assembly* sometime after World War II in a rented garage in preparation for the second coming of Jesus Christ. Hampton essentially used junk furniture, cardboard, plastics, and foil pieced together with glue, tape, and tacks to create tables, crowns, lecterns, altars, and bishop’s chairs. Hampton also kept a notebook filled with a cryptic writing that is yet to be deciphered.

To what extent does it matter that:

- Hampton was not trained?
- the artwork was created with junk?
- Hampton received no recognition for his work?
- the artwork, which was kept under wraps for over a decade as the artist worked on it, is now on display at the Smithsonian?
- the artwork was intended as a religious work?

Using the questions above, write a minimum one-page essay explaining James Hampton’s contributions as an artist and the relevancy of his work. Please answer all five questions in your response.

You may use your textbook or reliable Internet sources as references. There is no minimum of outside sources required, but all sources used must be cited and referenced according to APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

#### Unit II Assignment

**Art in Your Life Presentation: Deriving Meaning from Art**

Throughout this course, you will be working towards completing the Unit VIII Course Project, which is an *Art in Your Life Presentation*. This project will be a PowerPoint presentation that you will build upon throughout the course.

Please access an example of this presentation in the Course Resources tab in the course menu bar of Blackboard.

For your first assignment, you will explain the meanings behind three pieces of art. You may choose the artworks for your presentation. They can be from your textbook, the Internet, or your home/community. For example, there may be a sculpture in your town with historical or community significance that interests you.

Each of the explanations must include the following:

- A description of each of the artwork you selected (at least one slide per each artwork).
- A description of the meaning of the artwork. Please apply one of the following concepts to your explanation (at least one slide per artwork):
  - Historical contexts
  - Physical surroundings
  - Formal criticism
  - Ideological criticism
  - Psychoanalytic criticism
  - Structuralism
  - Post-structuralism
Deconstruction
Feminist criticism
Visual culture

A picture of the artwork, if you are able to include one. If the artwork is in your home or community, you should take a picture of the piece and paste the picture into your presentation.

Remember that you must cite your sources according to APA style. Use appropriate backgrounds, colors, and fonts in your slides.

Use the template labeled “Deriving Meaning from Art” located in Course Resources tab in the course menu bar of Blackboard. Be sure to add your own creative elements, including the background and graphics. You may add more than the required number of slides. Also, be sure to utilize the notes section to add additional detail and citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Essay**

**Write about Wright**

Frank Lloyd Wright designed hundreds of homes and buildings in the United States. Is there a Wright-designed building in your area? If so, consider making arrangements to visit and tour the facility to appreciate his architecture through first-hand experience. If not, you may use the Internet for your research.

Using your favorite Internet search engine, research where Wright buildings are located. Select five buildings that interest you or hold special appeal. Write a two-page essay addressing the design, location, and purpose of those buildings. You may include visuals in your essay if they help make your point. However, images will not count towards the required length. Images can be added by simply copying and pasting them into the same Word document as your essay.

All sources used, including the images and the textbook, must be cited and referenced according to APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Assignment**

**Art in Your Life Presentation: Religion and Art**

For this segment of the *Art in Your Life Presentation*, you will be adding an explanation of how art and religion are related.

Research the connection between art and religion and how religion is represented through art. For this segment, you will select three pieces of religious art and explain their meaning. You may choose the artworks for your presentation. They can be from your textbook, the Internet, or your home/community. For example, you may take a photograph of a church in your town or a religious artifact, such as a rosary, that has some meaning to you. Please do not use the same pieces you used in Unit II.

Include the following in this segment:

- A description of each of the three artworks you selected (one slide per artwork).
- An explanation of the religious significance (one slide per artwork).
- A picture of the artwork, if you are able to include one. If the artwork is in your home or community, you should take a picture of the piece and paste the picture into your presentation. Please include the images on separate slides from the text.

Remember that you must cite your sources according to APA standards. Use appropriate backgrounds, colors, and fonts for your presentation.

For this segment, use the slides in the template labeled “Religion and Art.” Please submit your full presentation thus far along with the addition for this unit.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit V Essay

Maya Lin’s Vietnam Veterans Memorial

For the Unit V Essay, you will research Maya Lin’s Vietnam Veterans Memorial, which is located in Washington D.C. Then, you will write an essay considering the power behind this monument.

To begin, please watch the video below (used with permission):


For additional research, you may use the Waldorf Online Library or your favorite Internet search engine.

Your essay must be at least one page in length and answer the following questions:

1. How does this monument differ from other monuments on the Mall in Washington D.C.?
2. How does the monument function as a “visible scar on the American landscape”?
3. What other memorials has Lin designed? Discuss the designs and themes.

Please follow APA guidelines for your essay. All sources used must be cited and referenced accordingly.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Assignment

Art in Your Life Presentation: Individuals and Society

For this segment of the Art in Your Life Presentation, you will be describing the individual and society in art.

Research how individuals and society are represented through art. You will select three pieces and explain their meaning. You may choose the artworks for your presentation. They can be from your textbook, the Internet, or your home/community. Please do not use the same pieces you used in previous units.

Include the following in this segment:

- A description of each of the three artworks you selected (one slide per artwork).
- An explanation of their significance to the representation of the individual or the society (one slide per artwork).
- A picture of the artwork, if you are able to include one. If the artwork is in your home or community, you should take a picture of the piece and paste the picture into your presentation.

Remember that you must cite your sources according to APA standards. Use appropriate backgrounds, colors, and fonts in your presentation.

For this segment, use the slides in the presentation template labeled “Individuals and Society.” Please submit your full presentation thus far along with the addition for this unit.

To access the presentation template and an example presentation, click on the “Course Resources” link in the course menu bar of Blackboard.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Assignment

Art in Your Life Presentation: Nature and Art

For this segment of the Art in Your Life Presentation, you will be describing the elements of nature in art.
Research how nature is represented through art. You will select three pieces and explain their meaning. You may choose the artworks for this presentation. They can be from your textbook, the Internet, or your home/community. Please do not use the same pieces you used in previous units.

Include the following in this segment:

- A description of each of the three artworks you selected (one slide per artwork).
- An explanation of their significance to nature (one slide per artwork).
- A picture of the artwork, if you are able to include one. If the artwork is in your home or community, you should take a picture of the piece and paste the picture into your presentation. Please include the images on separate slides from the text.

Remember that you must cite your sources according to APA standards. Use appropriate backgrounds, colors, and fonts in your presentation.

For this segment, use the slides in the presentation template labeled “Nature and Art.” Please submit your full presentation thus far along with the addition for this unit.

To access the presentation template and an example presentation, click on the “Course Resources” link in the course menu bar of Blackboard.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Course Project**

**Art in Your Life Presentation: Art of Choice**

For the last segment of your *Art in Your Life Presentation*, you will be explaining the art you see in your everyday life.

In your Unit VIII segment, you will select three pieces of art that you see in your daily life. Please do not repeat works used in earlier units. Be creative with your art selections, they can be from your textbook, your home, or your community. They can be formal or informal. For example, you may use a photograph of a family member, a child’s art project, or a sculpture in your town hall.

Include the following in this segment:

- A description of each of the three artworks you selected (one slide per artwork).
- A description of the significance of the artwork to you (one slide per artwork).
- A picture of the artwork, if you are able to include one. If the artwork is in your home or community, you should take a picture of the piece and paste the picture into your presentation. Please include the images on separate slides from the text.

Citations and references are not a requirement for this section, but if you choose to use outside sources, they must be cited and referenced accordingly. Use appropriate backgrounds, colors, and fonts in your presentation.

For this segment, use the slides in the presentation template labeled “Art of Choice.” Please submit your full presentation thus far along with the addition for this unit.

To access the presentation template and an example presentation, click on the “Course Resources” link in the course menu bar of Blackboard.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-
public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 2%) = 16%
- Unit Assessments (8 @ 4%) = 32%
- Assignments (4 @ 6%) = 24%
- Essays (3 @ 6%) = 18%
- Unit VIII Course Project = 10%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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<tr>
<th>Unit I</th>
<th>Art, Art Making, the Language of Art, and Architecture</th>
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<td>Review:</td>
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<td>Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td>Read:</td>
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# Course Schedule

## Unit V  Politics

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 9: Power, Politics, and Glory
- Chapter 10: Social Protest/Affirmation
- **Suggested Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

## Unit VI  Individuals and Society

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 11: Mind and Body
- Chapter 12: Race, Gender, Clan, and Class
- **Suggested Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- **Assignment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
### Unit VII: Nature and Architecture

**Review:**
- Chapter 13: Nature, Knowledge, and Technology
- Chapter 14: Entertainment and Visual Culture
- Suggested Reading: See Study Guide

**Read:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Assignment by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII: Art in Your Life

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 15: Art in Your Life
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

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- Course Project by Tuesday, 11:59 p.m. (Central Time)