

## **Art Appreciation: American Diversity and Global Arts**

**Course prefix + number + section:** ARH 2000 0680 (D)(H)

**Term:** FALL 2016

**Location + meeting times:** Hybrid section; 90% web-based; meet Fridays 10:40-11:30 AM in FAC 201

Please note: Due to UF official holidays, we will not meet: Friday 11/11 and Friday 11/25. There are no assignments due Thanksgiving weekend. See all due dates at the bottom of this page.

**Credit hours:** 3

**Prerequisites:** No prerequisites

**Course website:** <https://ufl.instructure.com> (Canvas)

IMPORTANT: YOU MUST HAVE ACCESS TO AN UP-TO-DATE, PROPERLY FUNCTIONING COMPUTER/COMPUTER SOFTWARE AND HIGH-SPEED INTERNET ACCESS IN ORDER TO SUCCESSFULLY COMPLETE THE COURSE REQUIREMENTS FOR THIS CLASS. COMPUTER TERMINALS ARE AVAILABLE TO STUDENTS THROUGHOUT THE UF CAMPUS, INCLUDING THE ARCHITECTURE & FINE ARTS LIBRARY LOCATED IN THE FINE ARTS COMPLEX (SECOND FLOOR OF FAC A). COMPUTER PROBLEMS WITH NOT BE ACCEPTED FOR LATE OR MISSED ASSIGNMENTS.

COMPUTERS FOR STUDENTS ON CAMPUS:

**SA+AH Computer Lab / FAC 306**

This lab is open to all SA+AH students.

Open hours are found here: <http://plaza.ufl.edu/mchristo/306-schedule.html>

Equipped with 20 iMacs

**For student computing requirements:** <http://www.it.ufl.edu/policies/student-computing-requirements/>

**Instructor:** Dr. Pamela Merrill Brekka

**Office hours:** 24/7 via Canvas message or Canvas conference tool by appointment; Dr. Brekka will typically reply immediately, but please allow 24 hours for response.

**Email:** [pbrekka@ufl.edu](mailto:pbrekka@ufl.edu)

**Teaching Assistant:** Laura Colkitt, MA

**Email:** [laura.colkitt@ufl.edu](mailto:laura.colkitt@ufl.edu)

**Contact:** Direct any lecture or course content questions to Dr. Brekka. I will typically respond immediately, but please allow 24 hours. For IT and Canvas problems contact UF Helpdesk as well for help ticket. You may communicate with instructor and TA via email or Canvas Inbox--icon upper right of this screen (Canvas messaging tool). Check your Canvas messages daily and set your Canvas preferences to receive daily updates and alerts. Dr. Brekka is available for 'office hours' via email or Canvas message 24/7, and by phone or Canvas conference tool by appointment. Please direct all IT, Canvas and computer questions to the UF Help Desk as well; go to Canvas tool Tech Support on course homepage.

**\*SCROLL TO VERY BOTTOM OF THIS PAGE FOR ALL ASSIGNMENT DUE DATES**

**\*FIND THE DETAILED INFORMATION YOU'RE LOOKING FOR IN THE CANVAS COURSE MODULES. THIS COURSE IS ORGANIZED INTO WEEKLY MODULES. FIND ALL INFORMATION AND DETAILS YOU NEED ON TEXTBOOK AND ALL ASSIGNMENTS IN THE WEEKLY MODULES. AFTER YOU'VE READ THIS SYLLABUS GO TO 'CLICK HERE TO START' AT THE COURSE HOMEPAGE.**

**Course Description:** This course is an introduction to the visual arts from a global perspective with an emphasis on diversity in the United States. Students will be challenged to analyze visual cultures and built environments from multiple perspectives, using key themes, principles and terminology in the discipline of art history. Traditional differences among world cultures will be applied to current populations in order to recognize how social roles and status affect diverse groups in the United States. To this end, we will analyze art objects and monuments from around the world (75,000 BCE to the present) within their historical, social, economic and religious contexts and apply this understanding to diverse living groups in the US. To facilitate this process, we will assimilate and use discipline appropriate terms, approaches and theories, applied across the 'life' of the object's audience to the present day. We will use this knowledge to problematize a range of both traditional and current interpretive

theories and methodologies, in order to better understand the origins of audience and discipline bias in relation to gender, cultural differences and sexual orientation. Required weekly presentations and writing assignments, which address key questions relevant to art and diversity, will highlight students' own cultural norms and values in relation to those of other cultural groups. Enhanced by UF's diverse student body, these presentations will help students distinguish the opportunities and constraints faced by different persons and cultural groups. All course content will be presented via the UF Canvas platform which will incorporate the course e textbook. In order to systematize and clarify course content and assessments in relation to Student Learning Outcomes, the weekly modules have been organized into four primary categories: ASSIMILATE, ENGAGE, ASSESS, APPLY. At ASSIMILATE, students will complete the required reading for the week and learn the objects/terms list. At ENGAGE, students will watch the instructor lectures, take notes, and interact with the high-resolution images. At ASSESS, students will take the quiz. At APPLY, students will apply the content they have assimilated by formulating critical responses (both written essay presentations and peer responses) to important diversity questions, which reflect the student's knowledge, thoughts, and reasoning. Given the limitations of our virtual environment, students will attend at least one 'live' art history lecture and/or art museum exhibit talk/tour, in order to examine original art works, interact with experts in the field, and learn about the most current methodologies in the discipline of art history. As an end-of-term research project, students will also engage diversity in their community in order to critically apply what they have learned in class to their own real-life environments, in order to evaluate their own cultural norms and values in relation to those of other groups.

**General Education Requirement:** Credits earned in this course meet the requirements for General Education in Humanities (H) and Diversity (D) categories. These general education categories are meant to offer instruction in the following areas:

- **Humanities (H):** Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
- **Diversity (D):** Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups in the United States. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

**General Education Objectives for Humanities (H) and Diversity (D):**

- (H) To introduce key themes, principles and terms in the discipline of art history
- (H) To present the historical context of key art objects and monuments from around the world, from prehistory to present
- (H) To describe and explain art historical theory and methodologies in order to identify the biases and influences that shape interpretations of art works
- (H + D) To present interpretations of visual culture using multiple perspectives in order to recognize how social roles and status affect different groups in the United States, as well as their opportunities and constraints
- (D) To identify, describe and explain values, attitudes and norms of culturally diverse groups in the United States, as reflected in the visual culture of those groups, and to identify how these may vary among students in the class

**General Education Student Learning Outcomes:**

- (H) Content: Students will be able to identify, describe and interpret key art works from around the world within their cultural and historical contexts, employing multiple methods, while defining key terms in the visual arts
- (D) Content: Students will be able to identify the roles of social structure and status of different groups within the United States, as reflected in the artwork of these groups
- (D) Critical Thinking: Students will analyze and evaluate their own cultural norms and values in relation to those of other cultures and diverse groups in the United States, including, but not limited to: the LGBT community; female American leaders; African-Americans; American Indians; Mexican-Americans; American Buddhists; American Muslims; Japanese-Americans, Chinese-Americans, and Korean-Americans
- (D) Critical Thinking: Students will analyze and compare their own social status, opportunities, and constraints with those of other persons and groups, as reflected by the artwork of these groups and the ways in which they value/define art
- (H) Critical Thinking: Students will identify and analyze key elements, biases and influences that shape thought in the discipline of art history, and approach issues and problems within the discipline of art history from multiple perspectives
- (H) Communication: Students will communicate knowledge, thoughts, and reasoning, and formulate critical responses, orally and in writing, in forms appropriate to the discipline of art history. These communications will be both oral, in the

form of instructor-moderated round-table video responses, and written, in the form of exam essay responses, focus task research presentations, live event response papers, and end-of-term diversity research project presentations

- (D) Communication: Students will discuss (in the form of videoed responses and in writing) social/cultural problems related to art and diversity in the US. These communications will include diversity focus task research presentations, instructor-moderated round-table video responses, and end-of-term diversity research project presentations

**Required reading:** Patrick Frank, *Prebles' Artforms*, 11<sup>th</sup> edition (2013) available as an eTextbook at the course website

**Statement regarding late work:** All assignments for this course (including quizzes) are available from the first day of semester start. Students are welcome to work ahead at their own pace. There are 13 modules for this course. You should plan to complete approximately one module per week. Most assignments are due Sunday EST 11:59 PM (there are exceptions, so note due dates at bottom of syllabus page, tab to left of this screen. Any assignments submitted late (without proper documentation for an excused absence) will receive an automatic one point deduction. This applies even if submission is ONE MINUTE past deadline. No exceptions. Any assignments submitted 24 hours after deadline will receive a '0' grade.

**Make-up work and attendance policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the University of Florida online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

**Online course evaluation process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> (Links to an external site.). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results> (Links to an external site.).

**Important dates:** The course is organized into 13 modules. Modules must be completed in order. All module requirements must be completed by dates as given at the course website. Students will be given approximately one week to complete the assignments for each module. The final diversity research project + reading response assignments must be completed by dates given at the course website. Students are responsible for meeting their own assignment deadlines. Standard deadline for required weekly submissions of all material and assignments is Sunday 11:59 PM EST (US). Please note exceptions given for abbreviated summer sessions.

**Evaluation:**

2 points Syllabus + plagiarism survey

52 points Module quizzes

30 points Module discussion tasks

6 points Reading response paper

10 points Harn diversity project: Art + diversity in your community

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100 points = possible outcome 100% = 'A' final grade

Extra credit: Students will have several extra credit opportunities. Information will be provided in weekly modules and/or explained by your instructor/TA.

\*Please note: All graded elements of this course will be supervised and assigned a final course grade by the Instructor. Graduate teaching assistants (TAs) will assist instructor with evaluation of weekly focus task presentations, which will be supervised and reviewed by the instructor. Instructor and TAs will meet weekly to discuss individual student progress and assessments. Instructor will supervise all grading for higher assessment-valued critical thinking projects, including response papers and end-of-term research projects, and provide feedback to the students. Instructor only will assign final course grade to each enrolled student.

**DETAILED INSTRUCTIONS FOR ALL ASSIGNMENTS/QUIZZES ARE GIVEN IN THE CANVAS COURSE MODULES. FOLLOW LINKS IN MODULES FOR COMPLETE INSTRUCTIONS.**

**Module quizzes:** Each module will include a multiple-choice/true-false styled quiz. Questions will be taken from the required reading, lectures, and the objects/monuments/terms list for that module. For the multiple-choice/true-false styled questions, students should be prepared to identify the following **outcomes for content:** relevant global trends; significance of works of art; techniques and media used; terms, and key cultural and historical contexts. Quizzes are timed. Students will have only one opportunity to complete the quiz. Quiz instructions are provided in detail at the website. All quizzes must be completed with NO outside help, which would constitute cheating.

*\*The multiple-choice quizzes assess the General Education SLOs for content.*

**Module diversity research presentation/discussion tasks:** Most modules contain a diversity focus topic with questions designed to promote critical thinking and peer-group discussions. These topics will address artists and artistic trends relevant to US diversity, focusing on an individual cultural group. Topics for each module discussion address specific questions related to the course content for that week, and constitute mini-research assignments. Possible topics include questions such as the following: “Do African American artists today identify with their cultural past? Are there echoes of African art in the shared cultural memory of African American artists today?” Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking:** (1) write a minimum 10-sentence essay that addresses the questions in detail, using discipline appropriate language and methods, together with interpretations of unique, researched images that serve to illustrate/defend the student’s argument; (2) students are also expected to analyze and describe the ways in which their own cultural norms and values compare to those of the group under discussion. Students will post these essays to the round-table styled discussion board. Instructor will present written instructions for each round-table discussion task. Instructor will then moderate student posts and, as necessary, respond to individual submissions with comments designed to promote ongoing student discussion and engagement. Students will be required to interact with each other and instructor, with two typed or videoed responses/replies to posts by at least two different classmates, while addressing additional questions, if any, posed by instructor-moderator. In these replies, students are expected to identify different perspectives given by classmates, and present alternative points of view and approaches. Peer responses are intended to mirror the instructor-moderated student debate that occurs in ‘live’ classroom environments. Instructor, with TA assistance, will assess all elements of this assignment and provide feedback to students.

*\*The diversity discussion tasks assess the General Education SLOs for content, communication and critical thinking.*

**Reading response paper:** As an art history course, it is important for students to stay abreast of current approaches and methodologies in the discipline of art history. Students will therefore be required to read a current scholarly article provided by the instructor on the topic of art and global diversity, and write an 800-word critical response. Go to assignment link in Canvas for pdf of article and full instructions. Students should be prepared identify, communicate and analyze the following **outcomes for content, communication and critical thinking:** (1) identify the author’s key argument and approach, and analyze influences and biases; (2) support their claims with informed, historical/critical examples and ideas taken from the article itself, and draw on concepts, terms and approaches learned in class. Students should not generalize, use subjective descriptions or make general, unsupported claims. Instructor will supervise all assessments for response papers and provide feedback to students.

*\*The reading response paper assesses the General Education SLOs for content, communication and critical thinking.*

**Final research project:** Art + diversity in your community: Harn Diversity Project. Please note that remote student are NOT required to visit the Harn in order to complete this assignment. All materials are available online. As a final project, students will be required to produce a 5-image, 2000-word research project highlighting diversity in the student’s community. For this project, students will research global (non-Western) art collections in the Harn Museum, located on the UF campus (for summer sessions and students living off campus, these collections are available via the Harn website). For this project, students will be expected to identify diverse cultural groups, and analyze ways in which art reflects the cultural heritage of these groups, as a unique contribution to the student’s community. Students should be prepared identify, communicate and analyze the following outcomes for content, communication and critical thinking: (1) identify, describe and explain values, attitudes and norms, as reflected in the visual culture of the group(s) under question; (2) analyze and discuss the ways in which social roles and status affect different groups in the student’s hometown, their opportunities and constraints; (3) use appropriate art historical terms, concepts and approaches for analysis of artworks used as examples. Instructor will supervise all assessments for final research projects and provide feedback to students.

*\*The final project assesses the General Education SLOs for content, communication and critical thinking.*

**Grading Scale:**

A	100%	to	94%
A-	< 94%	to	90%
B+	< 90%	to	87%
B	< 87%	to	84%
B-	< 84%	to	80%
C+	< 80%	to	77%
C	< 77%	to	74%
C-	< 74%	to	70%
D+	< 70%	to	67%
D	< 67%	to	64%
D-	< 64%	to	61%
F	< 61%	to	0%

See the following web page for information on UF policies regarding letter grades:

<http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html> (Links to an external site.)

Information on current UF grading policies for assigning grade points may be achieved by including a link to the appropriate undergraduate catalog web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.)

**Students Requiring Accommodations:** Students requesting accommodation for a web-based course must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor or TA when requesting accommodation. For more information, go to <http://www.dso.ufl.edu/drc> (Links to an external site.)

**University Counseling Services/ Counseling Center:**

301 Peabody Hall

P.O. Box 114100, University of Florida

Gainesville, FL 32611-4100

**Phone: 352-392-1575 (line open 24/7)**

**Web:** <http://www.counsel.ufl.edu> (Links to an external site.)

**Academic Honesty and the UF Honor Code:** The University's policies regarding academic honesty, the honor code, plagiarism and cheating will be strictly enforced. See <http://www.dso.ufl.edu/sccr/honorcode.php> (Links to an external site.) for information regarding these policies. Statement regarding UF honor code: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

**DIVERSITY STATEMENT:** We in this class support and promote diversity in race, ethnicity, veteran status, parental status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, gender, gender identification, cultural/ethnic identification, age, and political ideology. We embrace and promote the positive benefits of a diverse classroom environment, in which differences are respected and appreciated. We acknowledge the uniqueness of all individuals, their commonalities as well as differences, all of which have shaped their individual lives in meaningful ways.

Diversity in this classroom is demonstrated by mutual appreciation of all members of this classroom community, by treating each other with respect.

#### **COURSE TOPICS AND AGENDA:**

**\*Deadline for all assignments in each module is Sunday 11:59 PM EST (US). Due dates given at syllabus tab, scroll to bottom of page.**

PLEASE NOTE THESE TOPICS WILL BE PERIODICALLY UPDATED. CONSULT WEEKLY MODULES IN CANVAS FOR ALL RELEVANT INFORMATION AND LINKS TO ASSIGNMENTS.

#### **Introductory Module. The visual arts as cultural language + tool for engaging diversity**

ASSIMILATE: Review objects list and read *Prebles'* pp. 1-238, "The Language of Visual Experience + the Media of Art"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

#### **Module 1. 75,000 BCE to 3,000 BCE—Prehistoric art and life: South Africa, Europe, South America, Australia, Iran, China**

ASSIMILATE: Review objects list and read *Prebles'* pp. 239-254, "The Earliest Art/Arts of Prehistoric Africa"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

#### **APPLY: Focus on Diversity: The 'Out of Africa' theory + African-American art/identity today**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

#### **Module 2: 3,000 BCE to 1,000 BCE—Bronze age art/architecture and culture: Europe, Ancient Mesopotamia, Indus Valley, Egypt, Aegean Islands, China, South America**

ASSIMILATE: Review objects list and read *Prebles'* pp. 302-328, "The Hero-Priest-King + Architecture of the Bronze Age"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

#### **APPLY: Focus on Diversity: Female architects in the US today**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

#### **Module 3: 1,000 BCE to 300 CE—Art and global empires: Europe, Africa, China, India, Mexico**

ASSIMILATE: Review objects list and read *Prebles'* pp. 255-278, "The Traditional Arts of Asia + the Classical West"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

#### **APPLY: Focus on Diversity: Maya Lin and Chinese-American cultural memory**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

#### **Module 4: 300 CE to 1000 CE—Art and world religions: Europe, the Near East, North Africa, India, China, Japan, Indonesia, Mesoamerica**

ASSIMILATE: Read *Prebles'* pp. 329-336, "The Islamic World"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + the Muslim-American experience**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 5: 1000 CE to 1400 CE—Art and cultural exchange: Europe, the Middle East, Cambodia, China, Japan, Africa, Pacifica, North America**

ASSIMILATE: Read *Prebles'* pp. 279-291, "Medieval Art + World Religions"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + religious diversity in the US today**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 6: 1400 CE to 1560 CE—When wor(l)ds collide: Europe, Mesoamerica, South America, Africa, China**

ASSIMILATE: Read *Prebles'* pp. 292-301, "Renaissance/Baroque Europe, the 'New' World, and the Rise of Colonialism"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Special assignment--Reading response paper

**Module 7: 1560 CE to 1700 CE—The art of absolutism: Europe, Peru, Japan, India, Iran, Africa**

ASSIMILATE: Read *Prebles'* pp. 337-358, "Africa, Oceana, the Americas"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: US diversity and the mainstream media today**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 8: 1700 CE to 1800 CE—Enlightenment art and desired objects: Europe, North America, Hawaii, China, Japan**

ASSIMILATE: Read *Prebles'* pp. 359-366, "Eighteenth Century Art and Life"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Native American art, yesterday + today.**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 9: 1800 CE to 1900 CE—Art and culture in the industrial age: Europe, United States, Africa, Japan, New Zealand**

ASSIMILATE: Read *Prebles'* pp. 367-391, "Nineteenth Century Art and Life"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + African-American cultural memory post-Emancipation**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 10: 1900 CE to 1945 CE—The art and culture of world war: Europe, Russia, United States, Mexico, South Africa, Japan**

ASSIMILATE: Read *Prebles'* pp. 392-432, "Art + the World Wars"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: **Focus on Diversity: Art + Japanese-American cultural memory in the wake of World War II**

Using Canvas group discussion, follow the introductory prompt given by the instructor and complete task; watch for additional questions from instructor-moderator as student posts are made

**Module 11: 1945 CE to 2000 CE—Art and culture in the post-imperial age: US, UK, Europe, Latin America, Africa and Japan**

ASSIMILATE: Read *Prebles'* pp. 433-460, "The Modern Age"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Special assignment--Harn diversity project

**Module 12: Art and culture today—Our global village**

ASSIMILATE: Read *Prebles'* pp. 461-484, "Postmodernity and Global Art"

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: No additional assignment this week

**Please note:** Due dates for reading response paper and Harn diversity project are given in Canvas weekly modules.

**About your instructor:** Pamela Merrill Brekka has a PhD in Art History (University of Florida) and an MA in Art History (Rutgers University, New Brunswick). She specializes in the history of Netherlandish art and cartography. Her research interests include: Role and meaning in early modern cartography; Hebrew tradition in Christian art, and the lingering significance of *vera* icon in the Western pictorial tradition. Dr. Brekka's publications include: "Sacri tabernaculi orthographia," in eds. Michel Weemans, Dario Gamboni and Jean-Hubert Martin, *Voir double. Pièges et révélations du visisble* (Paris: Hazan, 2016); "Picturing the 'Living' Tabernacle in the Antwerp Polyglot Bible," in eds. Walter Melion, Michel Weeman and Bret Rothstein, *The Anthropomorphic Lens: Anthropomorphism, Microcosm and Analogy in Early Modern Thought and Visual Arts* (Leiden: Brill, 2014); "The Antwerp Polyglot Bible's 'New World Indian-Jew' Map as a Reflection of Empire," *Imago Mundi: International Journal for the History of Cartography*, vol. 63, part 2 (June 2011); "Pieter de Hooch," "Nicolaes Maes," "Pieter Brueghel the younger," and "Jan Breughel the elder," in *Absolutism and the Scientific Revolution 1600-1720*, ed. Christopher Baker (Westport, 2002), and "An Early Netherlandish Adoration of the Magi," *Record of the Art Museum, Princeton University*, vol. 59 (2000). She is the recipient of a Newberry Library Fellowship in the History of Cartography (2010), and is a University Women's Club Scholar (UF '10). Dr. Brekka has taught art history at the University of South Florida, the University of Florida and The University of Tampa.



**Assignments Summary:**

<b>Date</b>	<b>Details</b>	
Sun Sep 4, 2016	<a href="#">CANVAS HEADSHOT</a>	due by 11:59pm
	<a href="#">INTRO MODULE QUIZ</a>	due by 11:59pm
	<a href="#">SYLLABUS + PLAGIARISM SURVEY</a>	due by 11:59pm
Sun Sep 11, 2016	<a href="#">MODULE 1 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 1 QUIZ</a>	due by 11:59pm
Sun Sep 18, 2016	<a href="#">MODULE 2 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 2 QUIZ</a>	due by 11:59pm
Sun Sep 25, 2016	<a href="#">MODULE 3 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 3 QUIZ</a>	due by 11:59pm
Sun Oct 2, 2016	<a href="#">MODULE 4 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 4 QUIZ</a>	due by 11:59pm
Sun Oct 9, 2016	<a href="#">MODULE 5 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 5 QUIZ</a>	due by 11:59pm
Sun Oct 16, 2016	<a href="#">MODULE 6 QUIZ</a>	due by 11:59pm
	<a href="#">READING RESPONSE PAPER</a>	due by 11:59pm
Sun Oct 23, 2016	<a href="#">MODULE 7 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 7 QUIZ</a>	due by 11:59pm
Sun Oct 30, 2016	<a href="#">MODULE 8 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 8 QUIZ</a>	due by 11:59pm
Sun Nov 6, 2016	<a href="#">MODULE 9 FOCUS DISCUSSION</a>	due by 11:59pm
	<a href="#">MODULE 9 QUIZ</a>	due by 11:59pm
Sun Nov 13, 2016	<a href="#">MODULE 10 FOCUS DISCUSSION</a>	due by 11:59pm

Date	Details	
	<a href="#">MODULE 10 QUIZ</a>	due by 11:59pm
Sun Nov 20, 2016	<a href="#">MODULE 11 QUIZ</a>	due by 11:59pm
Sun Dec 4, 2016	<a href="#">HARN DIVERSITY PROJECT</a>	due by 11:59pm
	<a href="#">MODULE 12 QUIZ</a>	due by 11:59pm
	<a href="#">ATTENDANCE EXTRA CREDIT</a>	