

Art Appreciation: American Diversity and Global Arts

Course prefix + number + section: ARH 2000; 7D34, 73EH

Satisfies General Education Requirements for: (D) Diversity (H) Humanities

Term: Summer C 2020

Location + meeting times: 100% online; no final exam

Credit hours: 3

Prerequisites: No prerequisites

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

Instructor: Dr. Pamela Merrill Brekka

Office hours: By appointment via Canvas conference tool

Email: pbrekka@ufl.edu

Contact for instructor and TA graders: Allow 72 hours for response from Dr. Brekka; keep this in mind if emailing less than 72 hours before a deadline--this includes midterm and final projects

All grade disputes should first be made to TA grader in the comment box of the assignment. If you are not able to resolve the issue with your TA grader, contact Dr. Brekka by email or Canvas message

[Tech, browser or Canvas problems? Contact UF Helpdesk here \(Links to an external site.\)](#)

Check your Canvas messages daily and set your Canvas preferences to receive daily updates and alerts

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 etextbook. 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:

1. ASSIMILATE
 - At ASSIMILATE, students will complete the required reading for the week and learn the objects/terms list
2. ENGAGE
 - At ENGAGE, students will watch/listen to the instructor intro video and lectures, take notes, and interact with the high-resolution images
3. ASSESS
 - At ASSESS, students will take the content quiz
4. APPLY
 - 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 are encouraged, whenever possible, to attend 'live' art history lectures and/or art museum exhibit talks/tours, 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 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; woman artists; 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: Fred S. Kleiner, *Gardners' Art Through the Ages, A Concise Global History*, 4th Edition; this is an etextbook available the first day of class; go to Gator1Central to opt-in; see info in Canvas at 'Start Here' or go to:

<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> (Links to an external site.)

Alternatively, you are welcome to purchase or rent your own copy of the book--must be same edition as above

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 assignment 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 25% deduction per each day late. 25% per total value of the assignment, not the individual assignment points (eg. a module quiz has 20 points but is worth 4% of final grade. The deduction is from the 4% =not= the 20 points. Late penalties apply even if submission is

ONE MINUTE past deadline. No exceptions. Computer/connectivity issues not accepted. Midnight is =not= the deadline, 11:59 PM EST is. Don't wait until the last minute to submit your work as unexpected issues sometimes occur.

Statement regarding Turnitin similarity reports and document types not supported by Turnitin:

Turnitin will be utilized for midterm and final paper projects in this course. Papers with a Turnitin score of 36% or higher will receive an automatic zero. No exceptions. 'Pages' document types, zip files or document types =either= not accepted by Turnitin or illegible/corrupt, will receive an automatic zero. No exceptions. Check your files and similarity scores! You may upload a revised document BEFORE the due date. Do not wait until the last day/last hour to submit as you may not have the ability to see your similarity score. Similarity scores typically take 6 to 24 hours to process. To see your similarity score, go to your gradebook and click on the assignment.

For midterm and final papers in this course, submit Word docs or pdfs only. After submitting, check your document for legibility. If you can't read it in Canvas, neither can your graders. For more information on supported document types go to:

<https://elearning.ufl.edu/supported-services/turnitin/> (Links to an external site.)

Statement regarding availability of discussion assignments: Please note that discussion assignments will not be available until after drop/add week. Students are organized into discussion groups for these assignments and this action can not be finalized until after the class roster is finalized. Discussion assignment availability dates are published at the assignment.

Statement regarding assignment deadline before and after Summer C break: Please note that published breaks do NOT incorporate BOTH the weekend before and after the break. Note published deadlines for all assignments here in Canvas. Due dates are published on the first day of class.

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: Toward the end of the semester, students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online; go to Canvas 'GatorEvals' tab. 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.

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 (Gainesville time). Please note exceptions given for abbreviated summer sessions.

Evaluation:

3% Canvas profile photo

5% total for 1 syllabus + plagiarism survey

52% total for 13 module quizzes

24% total for 8 module discussion tasks

6% total for 1 reading response paper

10% total for 1 Harn diversity paper

100% possible outcome= 'A' final grade (highest possible letter grade)

Statement regarding 'cusp point' in grade book: As a courtesy to students final grades on a letter cusp are rounded up (eg. 89.9 B+ becomes 90 A-). Canvas does NOT make this calculation manually, so all students receive 1 cusp point. If the final total grade in your grade book is on a cusp, please note this is an artificial total that includes the additional point. Please do not, therefore, ask for an additional 'bump' as your actual total is your total shown minus 1 point. I will **not** respond to requests for an additional bump up.

*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.

Canvas profile picture: As a 100% online class and in order to facilitate simulated 'face to face' engagement, it is required that students upload a picture to their Canvas profile that meets the following criteria: head and shoulders only, no big hats, helmets or dark glasses--like a driver license or university ID photo. This activity is required during the first week of class.

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.

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.

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>

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> (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 Dr. Brekka when requesting accommodation. For more information, go to <http://www.dso.ufl.edu/drc> (Links to an external site.) (Links to an external site.)

Statement Regarding Religious Observances: We accommodate religious observances. If an assignment deadline interferes with a religious observance, contact Dr. Brekka within two weeks of the deadline in order to schedule a revised due date. All due dates are published the first week after drop/add, so please plan accordingly. Students are ultimately responsible for the timely submission of their own work. This may sometimes require submissions in advance of due dates. For religious observances that conflict with the Module 12 final project, please note: Due to end-of-term requirements concerning instructor's deadline for submission of final grades to registrar, no extensions can be given for this assignment. Students are typically given three weeks to work on this project and are therefore able/required to submit that project in =advance= of the religious observance.

University Counseling Services/ Counseling Center:

301 Peabody Hall, University of Florida

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

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

Statement regarding plagiarism and Turnitin: Broadly understood, plagiarism constitutes the copying or borrowing of words or ideas that are not my own without proper citation (quotes, footnotes, endnotes, bibliographies). In this course, students are instructed to use an approved style guide (APA, MLA, Chicago) for proper citation of borrowed material.

STUDENTS WITH A TURNITIN SCORE of 36% or higher will receive a zero for the assignment.

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 The Orange Book, available here in Canvas at 'Start Here' 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.

Statement from the UF President's Council on the definition of diversity:

Where "diversity" is used, it implies the broadest definition of diversity as it supports the mission and values of the university. Diversity encompasses all aspects of identity and positionality that contribute to a robust academic, research and campus environment. It includes variation and intersectionality across ability, discipline, ethnicity, experience, gender identity, geographic background, perspective, race, sex, sexual orientation, socioeconomic status, talent and other characteristics. <http://president.ufl.edu/initiatives/inclusion-engagement/council-on-diversity/> (Links to an external site.)

Additional student resources:

*UFIC: The University of Florida International Center is ready to help you. <http://www.ufic.ufl.edu> (Links to an external site.)

*UF Multicultural and Diversity Affairs is ready to help you. <https://multicultural.ufl.edu> (Links to an external site.)

*U Matter We Care is always available to help and can be reached 7 days a week: <http://www.umatter.ufl.edu> (Links to an external site.)

*UF Counseling and Wellness Center has excellent staff and they are here for you too: <http://www.counseling.ufl.edu/cwc/> (Links to an external site.)

Course topics and agenda (updated periodically):

***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 AND ASSIGNMENTS WILL BE UPDATED EACH SEMESTER. CONSULT WEEKLY MODULES IN CANVAS FOR ALL RELEVANT INFORMATION, DUE DATES AND LINKS TO ASSIGNMENTS.

UPDATED READING ASSIGNMENTS ARE GIVEN IN THE CANVAS MODULES--LOOK THERE FOR WEEKLY READING ASSIGNMENTS.

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

ASSIMILATE: Review objects list and read textbook (reminder: go to the module for etext reading assignment! Chapters to read are updated in the modules)

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 etext

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 etext

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Women 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 etext

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: Review objects list and read etext

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: Review objects list and read etext

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: work on midterm project due next week

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: Review objects list and read etext

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Special assignment; midterm project--reading response paper

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

ASSIMILATE: Review objects list and read etext

ENGAGE: Interact with lecture presentation map

ASSESS: Take quiz

APPLY: Focus on Diversity: Renaissance printmaking + diversity in 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: Review objects list and read etext

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: Review objects list and read etext

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: Review objects list and read etext

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: Review objects list and read etext

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: Review objects list and read etext

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 '12) and an MA in Art History (Rutgers University, New Brunswick '99). She specializes in the history of Northern Renaissance and Baroque art and cartography. Dr. Brekka's publications include "Sacri tabernaculi orthographia," in eds. Michel Weemans, Dario Gamboni and Jean-Hubert Martin, *Voir double. Pièges et révélations du visible* (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). Dr. Brekka has presented her research at international conferences and symposia, including the College Art Association Conference (Los Angeles, 2018), the Sixteenth Century Studies Conference (San Francisco, 1995) and SECAC (Chattanooga, 2019). She is the recipient of travel grants, scholarships and fellowships, including a Global Faculty Fellowship, University of South Florida (2018); a Newberry Library Fellowship in the History of Cartography (2010), and is a University Women's Club Scholar, University of Florida (2010). Dr. Brekka teaches/has taught art history at the University of South Florida, the University of Florida and The University of Tampa.

Module schedule and due dates:

Date	Details	
Sun May 17, 2020	 SYLLABUS + PLAGIARISM SURVEY	due by 11:59pm
	 CANVAS PROFILE PICTURE	due by 11:59pm
	 INTRO MODULE QUIZ	due by 11:59pm
Sun May 24, 2020	 MODULE 1 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 1 QUIZ	due by 11:59pm
Sun May 31, 2020	 MODULE 2 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 2 QUIZ	due by 11:59pm
Sun Jun 7, 2020	 MODULE 3 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 3 QUIZ	due by 11:59pm
Sun Jun 14, 2020	 MODULE 4 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 4 QUIZ	due by 11:59pm
Sun Jun 21, 2020	 MODULE 5 QUIZ	due by 11:59pm
	 READING RESPONSE PAPER	due by 11:59pm
Sun Jun 28, 2020	 MODULE 6 QUIZ	due by 11:59pm
Sun Jul 5, 2020	 MODULE 7 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 7 QUIZ	due by 11:59pm

Sun Jul 12, 2020	 MODULE 8 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 8 QUIZ	due by 11:59pm
Sun Jul 19, 2020	 MODULE 9 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 9 QUIZ	due by 11:59pm
Sun Jul 26, 2020	 MODULE 10 FOCUS DISCUSSION	due by 11:59pm
	 MODULE 10 QUIZ	due by 11:59pm
Sun Aug 2, 2020	 MODULE 11 QUIZ	due by 11:59pm
Fri Aug 7, 2020	 University of Florida GatorEvals – Spring 2020	11:59pm
Sun Aug 9, 2020	 HARN DIVERSITY PROJECT	due by 11:59pm
Wed Aug 12, 2020	 MODULE 12 QUIZ	due by 11:59pm