

# **ART APPRECIATION**

## **COURSE INFORMATION**

### **Art 100**

Art Appreciation

Winter Quarter

Course Credits

No Prerequisites

Course Start 1/4-End Date 3/23

Online Asynchronous Format: Students learn from instruction such as prerecorded video lessons, online discussions, readings, and studio-based tasks that are completed on their own by assigned due dates.

## **INSTRUCTOR INFORMATION**

Instructor Name -- Amiko Matsuo

Preferred name -- Amiko (she/her/hers)

Phone number -- (503)610-8593

College e-mail address -- amiko.matsuo@seattlecolleges.edu

Office Hours/Availability to students – Mondays and Wednesdays 9-11AM

Zoom Meeting address -- <https://zoom.us/j/96687637790>

## **ONLINE ATTENDANCE**

Attendance in an online course is not assessed in the same way as a face-to-face course. The Federal Standards for Participation in Title IV (i.e., financial aid) state

“Academic attendance” and “attendance at an academically-related activity” [...] do not include activities where a student may be present, but not academically engaged, such as [...] logging into an online class without active participation. 34 CFR 668.22(l)(7)

Examples of activities that are considered academic attendance may include (not limited to) the following:

1. Submitting an academic assignment.
2. Taking an exam, an interactive tutorial, or computer-assisted instruction.

3. Participating in an online discussion about academic matters.
4. Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Please refer to Module 0 Getting Started with orientation materials.

## **COURSE DESCRIPTION**

"The struggle has always been inner, and is played out in the outer terrains. Awareness of our situation must come before inner changes, which in turn come before changes in society. Nothing happens in the 'real' world unless it first happens in the images in our heads."

--Gloria Anzaldua

Course Description – This course is a survey of the visual arts emphasizing historical, and socio-cultural contexts through analysis, creative research, and writing. Students are exposed to broad themes by examining ancient through contemporary art to develop an understanding of art within theoretical, cultural, and historical contexts.

## **GENERAL COURSE OBJECTIVES**

- Effectively apply and discuss specific elements and principles of design in works of art, and to understand important terms, ideas, and issues.
- Effectively describe, discuss, critique and evaluate varied art works from different time periods, cultures, and traditions, in terms of their technical and artistic characteristics and recognize them transnationally and globally.
- Understand how non-inclusiveness of arts institutions may bias the visibility and representations of artists and their communities.
- Analyze assumptions and beliefs when researching works of art from other places and experiences.
- Investigate the construction of meaning in artworks through contents, materials, and social content un the exchange of ideas, people, and objects.
- Effectively communicate orally and in writing content pertinent to the discipline of art.
- Demonstrate research skills for formal analysis of artworks using proper documentation of research.
- Discuss, reflect, critique, and evaluate art in terms of its relationship to society, aesthetic quality and technical excellence using language appropriate to the domain and course themes, and by developing a global perspective for understanding different cultures and value systems.
- Apply knowledge, awareness, and/or skills to identify and analyze issues related to diversity.

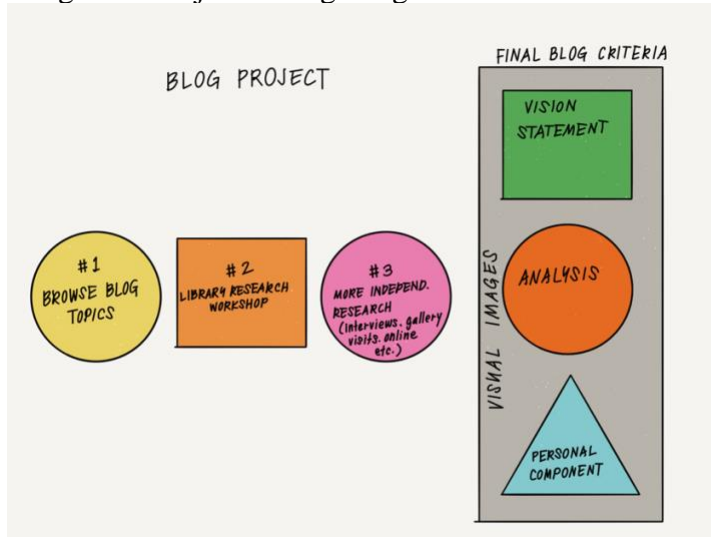
# Course Requirements and Grading

## Grade Calculation Procedure

Please complete course assignments. You may also select from optional course assignments as appropriate to your strength.

Expectations of Course Assignments:

1. Weekly Discussions/Worksheet/Quiz – These activities are designed to track our learning of weekly reading materials and apply them in discussions with peers
2. Long-term Project – Blog assignment



3. Creative Projects – Creative projects are designed as extensions of lectures and content of the modules

The Seattle Colleges use a numerical [grading system](#).

Numerical grades may be considered equivalent to letter grades as follows:

| Letter Grade | Numeric Grade | Letter Grade | Numeric Grade |
|--------------|---------------|--------------|---------------|
| A            | 4.0 - 3.9     | C            | 2.1 - 1.9     |
| A –          | 3.8 - 3.5     | C –          | 1.8 - 1.5     |
| B +          | 3.4 - 3.2     | D +          | 1.4 - 1.2     |
| B            | 3.1 - 2.9     | D            | 1.1 - 1.0     |
| B –          | 2.8 - 2.5     | F            | 0.0           |
| C +          | 2.4 - 2.2     |              |               |

Non-Traditional Grading Options:

- **I — Incomplete.** Indicates that the student performed at a passing level, completed most of the course requirements, and intends to make up the missing work. An Incomplete is

given only at the discretion of the instructor when the student has attended regularly, done satisfactory work, and furnished satisfactory proof to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. Coursework must be completed during the following quarter, excluding summer quarter. If the student fails to remove the "I" by completing the coursework in the specified time period, the "I" will remain on the transcript. The instructor must file a written statement of reasons for giving the Incomplete, listing a description of the work which the student will need to do to remove it, with the dean of the division in which the course is offered. If the student elects to repeat a course rather than make up the work, the "I" will remain on the transcript. The grade earned will compute in the GPA; after receiving an "I" in a course, a student may repeat that course only once.

- **NC — No Credit.** Indicates that the student did not fulfill the requirements for receiving an "S" grade, an "N" grade or a numerical grade in the course. A student in good standing may request an "NC" symbol from the instructor prior to the final examination, granted at the instructor's discretion. After an "NC" is issued, the course may be repeated no more than one (1) more time. An "NC" does not affect a student's GPA but may affect a student's financial aid or visa status.
- **Course Withdrawal:** If you decide to drop this course for any reason, and you do not wish your current grade to appear on your transcript, it is your responsibility to officially withdraw with the Registrar's office by the dates listed on the district website: <http://www.seattlecolleges.edu/district/calendar/academiccalendar.aspx>.

This course attempts to implement, goal-setting, transferring knowledge, self-assessment and reflection as tools we use in our learning. My hope is that you apply yourself as best as you can and seek ways to expand on any of the topics and themes in your own way.

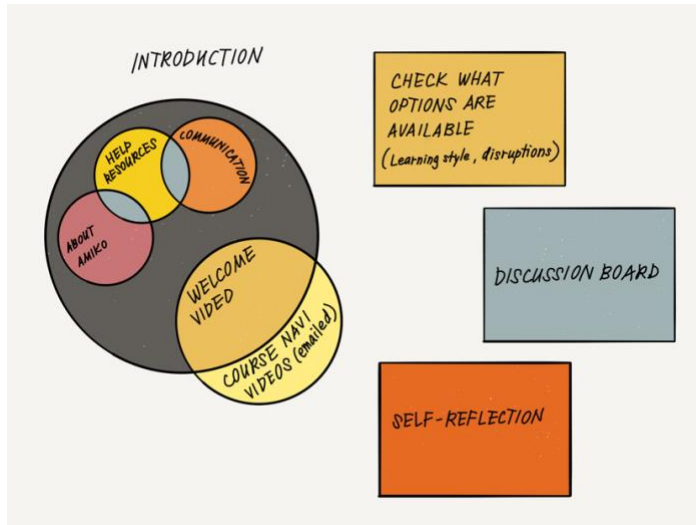
## **COMMUNITY AGREEMENTS**

We believe in the power of art to be the catalyst for deep emotion and conversations:

- We will acknowledge the courage of each of us to speak
- We will speak from our own perspectives
- We will listen to others with care and compassion
- We will acknowledge hurtful or offensive language, whether intentional or unintentional, and use it as a learning opportunity
- We will take care of ourselves and acknowledge our boundaries and know when we need to step away

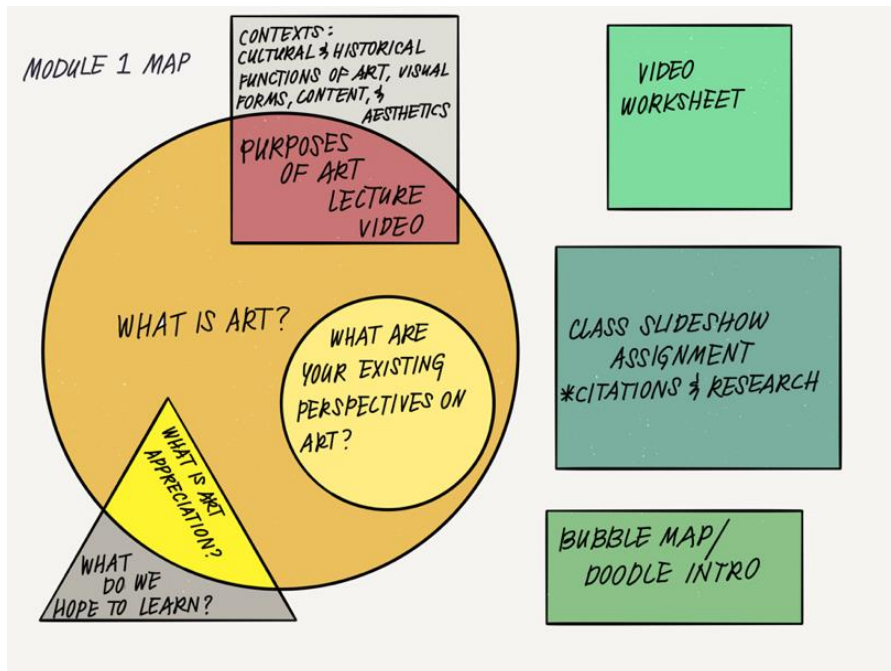
## **COURSE SCHEDULE AND DUE DATES**

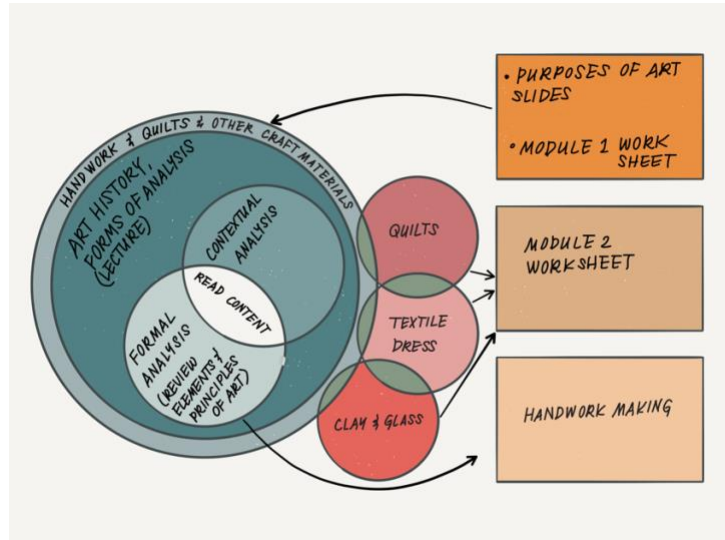
At the start, please review Module 0:



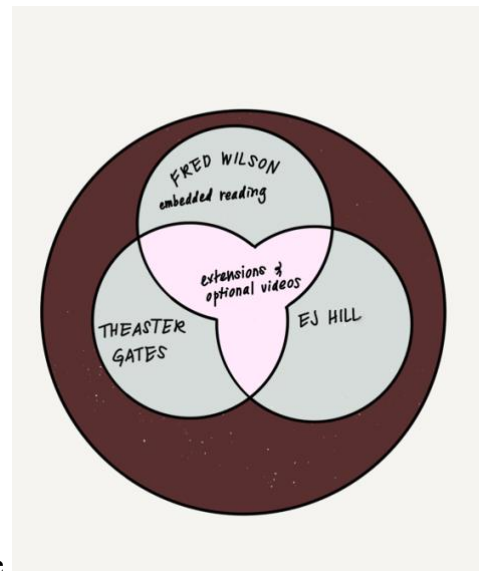
Course Schedule/Topical Outline:

1. What is Art Appreciation?



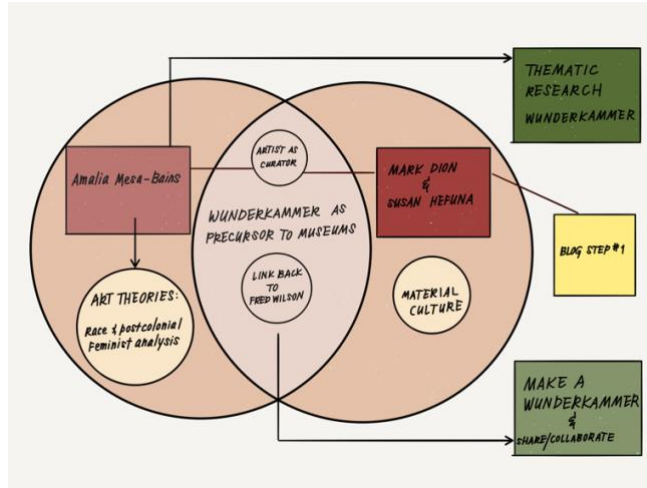


2. Formal Analysis and Handwork

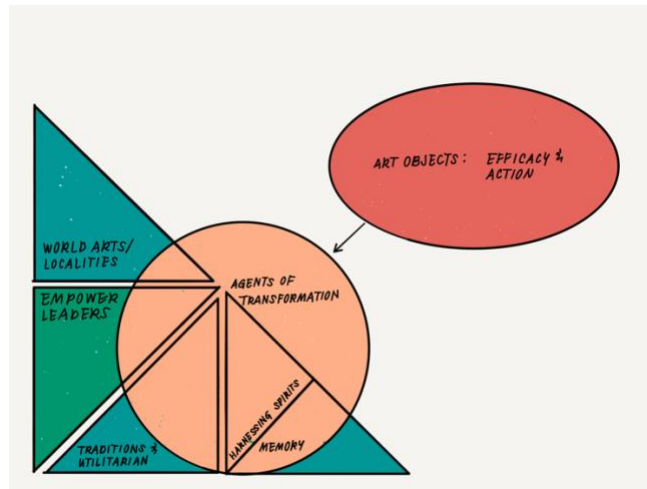


3. Arts Institutions and Importance of Artists' Critique

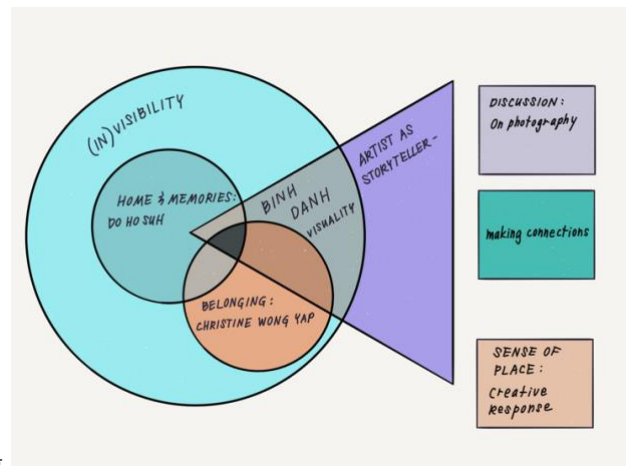
4. Wunderkammer



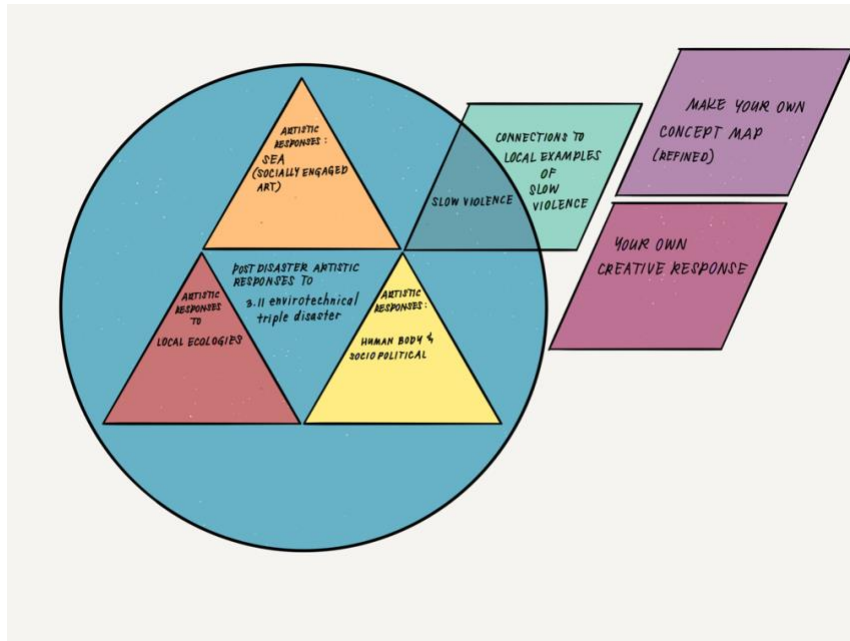
5. Rituals, Beliefs, and Practices



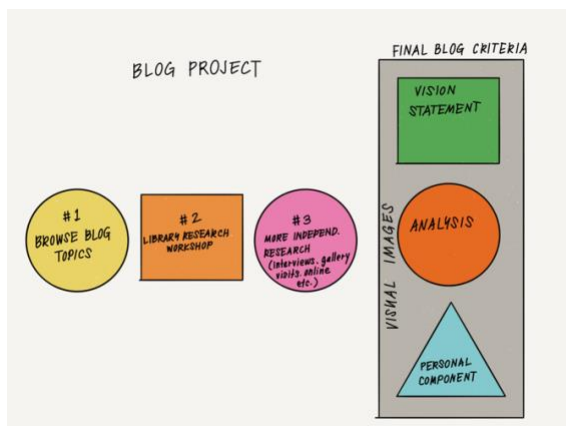
6. Naming and Telling: A Place to Belong



## 7. Marking the 3.11 Triple Disaster



## 8. Synthesis



NOTE: We will include an optional assignment that asks students to identify a piece of art that represents an artist, theme, community or tradition they felt was missing from or underrepresented in the course. We will work to develop an argument about why it should be



included. With each successive iteration of the course, I will work to integrate at least one of these proposals into the syllabus and lecture.

## **Art Supplies**

- Sketchbook (9X12 suggested)

We use our sketchbook to brainstorm, doodle, and make sketchnotes. This sketchbook does not have to be new and can be an old sketchbook from a different class, or loose-leaf drawing papers.

<https://www.dickblick.com/items/canson-xl-mix-media-pad-12-x-9-portrait-60-sheets/>

Loose guidelines for **suggested found/collected materials** (There is quite a bit of flexibility with these supplies. It may be best to work with what you already have as much as possible.)

- Pencils
  - A range of pencils can be useful when you sketch. Once again, what you have at home should work.
    - Here is a link for a suggested set:  
<https://www.dickblick.com/items/staedtler-lumograph-pencil-set-of-6/>
- Colored pencils, marker, or other favorite colorful medium
  - <https://www.dickblick.com/items/blick-studio-artists-colored-pencil-set-tin--set-of-12/>
- Scissors
- Paint brushes, container for cleaning brushes (optional)
- Glue
- Colorful scrap papers, fabric, found materials (optional)

## **OTHER NOTES**

### Technology

You'll need some technology foundations to participate easily in the online portions of the class:

- A reliable internet connection that can handle our Zoom video meetings.

- A device with a web browser to access the online course management system, Canvas and to access our Zoom meetings.
- If you plan on attending Zoom meetings, at minimum your device will need a microphone (built-in or external); ideally you'll also have a webcam (again, built-in or external) and a headset to help you focus (this is extra useful if you have other people or noises in the space you'll be participating from).
- A device to type on at a bit of length, to complete some of the required assignments - a computer or tablet would be easiest.
- And lastly, you'll need some way to photo or video document your artwork. A smartphone would be great, or if you want to work with uploads from a digital camera, this would also be fine. If you don't have access to either of these for photo documentation, please let me know.

The college has some loaner technology available for those who need it. I believe they offer both Chromebooks and wifi hotspots. Fill out [this form](#) ASAP if you'll need these, and please keep me posted if you've started this process and are waiting on it.

- Instructor availability – Instructor is available for lecture/studio guidance Wednesdays from 9AM-11 AM
- Workshops – We will schedule optional workshops for synchronous work
- Speed-of-response – I check emails throughout the day, but please do not expect a response on weekends.
- [Help desk contact information](#)
- [Guidelines for “netiquette”](#) -- Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. (attribution to asu.online.edu)

## **STUDENT ABSENCES FOR REASONS OF FAITH OR CONSCIENCE STATEMENT**

Seattle Colleges will grant reasonable accommodation so that students who are absent for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization will not have their grades or other learning opportunities from the class be negatively affected. Such absences must be requested in writing within the first two weeks of the quarter.

## **STUDENT RESOURCES**

Please refer to the following websites for the most up-to-date information:

Resources for Current Students: <https://southseattle.edu/coronavirus/current-students>

Community Resources and Support: <https://southseattle.edu/coronavirus/community-resources>

- ✓ Campus emergencies: If you want to know whether or not the campus has closed due to snow, ice, or any other reason, you can:
  - ~ check the website at <http://www.southseattle.edu/campus-information/closure.aspx>
  - ~ check <http://flashalert.net>
  - ~ call the school's main number (206) 934-5300 for a recorded message
  - ~ sign up for instant text and/or email messages at <https://www.getrave.com/login/seattlecolleges>

## **COURSE POLICIES**

- Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing — as long as you cite them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:
  - failing to cite sources of ideas
  - failing to cite sources of paraphrased material
  - failing to site sources of specific language and/or passages
  - submitting someone else's work as his or her own
  - submitting his or her own work produced for another class
  - submitting his or her own work that has been heavily edited and/or rewritten by another

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will automatically receive 0 points without the possibility of make-up and an incident report will be filed with the Dean of Academic Programs. If a student plagiarizes more than once over the course of a quarter, he or she will receive a 0.0 grade for the course as a whole.

## **IMPORTANT STATEMENTS**

South Seattle Community College is one of the most diverse colleges in the Pacific Northwest. While this strength stems from the demographics of our campus population, we as a community believe our identity goes beyond that. We strive to create a welcoming learning community for all. We encourage multiple perspectives and the free exchange of unbiased and non-prejudicial ideas and experiences, which broaden our understanding of one another and the world around us. The expectation is that you will join us in this endeavor by contributing to an accessible, safe, and respectful classroom environment, free of discrimination and harassment. If you are offended, hurt or made to feel unsafe by something that either another student does or says, please let me know. In the same way, please let me know if you are offended, hurt, or made to

feel unsafe by something I say or do. It is my intention to ensure this classroom is a safe place for all.

- ✓ **FERPA Statement:** The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, is a Federal Law that helps protect the privacy of student education records, while also defining the obligations and practices that institutions must adopt and implement in order to be in compliance. To learn more about your student rights under this Act, see the FERPA page on South's website: <https://southseattle.edu/registration/ferpa>.
  
- ✓ **Equal Opportunity Statement:** South Seattle College is committed to the concept and practice of equal opportunity for all its students and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities. <https://southseattle.edu/campus-information/equal-opportunity-statement-accommodation>
  
- ✓ **Title IX Statement:** South Seattle College is committed to fostering a safe, productive learning environment. Title IX and our school policy (per WAC 132F-121-110) prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. You can reach out to me, or *any* of the following you feel most comfortable with:
  - Counselors, 206.934.6409, for appointments
  - Tim Collins, Director of HR, South Seattle College  
206.934.6415, [tim.collins@seattlecolleges.edu](mailto:tim.collins@seattlecolleges.edu)
  - District Compliance Officer  
206.934.3873
  - Campus Security, 206.934.0911

ALL reports are handled with utmost care and sensitivity.

- ✓ **Mandatory Reporting:** As an instructor, one of my responsibilities is to help create a safe learning environment on our campus, and I also have a mandatory reporting

responsibility. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on South's campus with the Title IX Coordinator. ALL reports are handled with utmost care and sensitivity.

Please see Campus Information web page at <http://www.southseattle.edu/student-resources/policies-issues-rights.aspx> to learn more about campus policies, procedures and rights on these issues.

### ✓ **Emergency Preparedness**

South campus emergency preparedness web page is at <http://www.southseattle.edu/emergency/>

Sign up for emergency alerts: <https://www.getrave.com/login/seattlecolleges>

In case of an Earthquake: Duck, hold, and cover-don't run.

In case of an active shooter: Run, hide, fight.

## **COMPLAINT PROCESS**

When possible, students are encouraged to talk with their instructor about any concerns or problems they are encountering in class.

- Concerns can also be directed to the relevant Associate Dean (either *Arts, Humanities, & Social Sciences* or *Math, Science, & Business*) (<https://southseattle.edu/programs/academic-transfer/contact-us>) or a counselor: (<https://southseattle.edu/counseling/contact-information>).
- Official complaint procedures: <https://southseattle.edu/student-resources/complaints-overview>.
- Official grade complaint procedure: <https://southseattle.edu/student-resources/grade-complaint-overview>.

## **Electronic Use Policy**

Students may not record (audio or video) materials from this class except in accordance with approved ADA accommodations, and may not post materials from this class on external sites without explicit permission from the professor. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.