IBIS Blended Course Draft Plan – ARH 150: Modern and Contemporary Art

Catalog Description: Surveys developments in painting and sculpture from the late 19th century to the present. The historical context of major artists and the theoretical, critical, and aesthetic issues surrounding their works will be discussed.

Targeted/Typical Audience: The course is populated primarily by first year CVPA majors, although non-CVPA majors are also able to join. Typically, enrollment is around 60 students. There are no prerequisites for the course and this is often the first encounter that students have had with the discipline of Art History. ARH 150 satisfies the cluster 3B requirements of the University Studies curriculum.

Course Learning Objectives (departmental):

By the end of the course the student will be able to:

• Identify the works of major artists from the Modern and Contemporary periods as well as the major stylistic elements of these periods.
• Make specific connections between the form and content of these works of art and their larger social and political context.
• Discuss the specific properties of various media (oil painting, photography, film, video, installation).
• Analyze the formal elements of a work of art using the proper vocabulary of the discipline.
• Discuss the different viewing contexts and perceptions of the audience of works of art across time.
• Form and express interpretations and/or analysis of works of art in written and visual form.

Targeted Student Learning Objective:

• Make specific connections between the form and content of these works of art and their larger social and political context.

New Online Assignment that Will Engage this SLO:

Students will be divided into groups based on assigned readings from Twelve Views of Manet’s Bar, an anthology which offers a diverse set of interpretations of Manet’s painting, A Bar at the Folies-Bergère (1882). Each group will be responsible for producing a half page summary of the argument of their respective essay and three observations about the painting that the author uses to support this argument. All deliberation will take place on group discussion boards. When the
 assignment is completed, it will then be posted on a discussion board open to the entire class. Each student will then be responsible for responding to the post of a different group, using the perspective of their essay as a means to engage with these posts.

**Measuring the Effectiveness of the SLO / Control Group**

The effectiveness of this exercise in achieving the targeted learning objective will be gauged by comparing the performance of the class on a set of exam questions that concern the painting to that of a previous semester. The results from the previous section will serve as the control group for my project.

**Learning I Hope to See**

ARH 150 is a large class in which students can sometimes disappear. I am hoping that these new assignments will set the tone early on in the semester so that students do not come to rely upon the passivity of lecture mode. I am also hoping that the assignments will shift the class dynamic a bit by including the *entire* class. By using student posts as segues to group discussion, the assignment will ideally give those students who are less active in classroom discussion a path to come out of the shadows so to speak.

The assignment asks students to assess multiple perspectives, each of which is convincing and has validity. I find that students in my 100 level courses (even art students) are hung up on getting the “right” answer and as a result approach the material of the course in a black and white manner. This just does not work in an Art History course. By asking students to engage with differing, even contradictory material I am hoping to push them beyond these simplistic paradigms.

**Mentor- Mentee Process**

I have already touched base with my mentor via email and several exchanges on the discussion boards and look forward to continuing this conversation. We will plan a face-to-face observation time in which my students will give feedback regarding the role of the digital platform in the learning experience. I will also have my mentor added to my course site so that she may conduct an online evaluation.