

# ARTH 0101 - ART APPRECIATION

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## Catalog Description

Formerly known as ARHI 0101

Hours: 54 lecture

Description: Introductory course for non-art majors offering a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures. (C-ID ARTH 100) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Analyze an artwork in terms of line, color, and form.
- CSLO #2: Evaluate and distinguish a variety of common materials and techniques used in art making.
- CSLO #3: Identify various approaches to art interpretation used by art historians.
- CSLO #4: Identify and assess the role historical context plays in the function and meaning of artworks.

## Effective Term

Fall 2026

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

At the conclusion of this course, the student will be able to:

1. Evaluate and critique works of art and architecture based on formal elements and principles of design employing appropriate art historical terminology.
2. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture.
3. Differentiate art historical methodologies.
4. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures.
5. Explain how the culture of the artist informs the meaning of the work.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Arts and Humanities
  - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)

- CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
  - Cal-GETC 3A - Arts
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3A Arts

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Used to evaluate students' ability to analyze paintings, sculpture, and architecture and their correct use of correct vocabulary and terminology. This method allows the instructor to evaluate student understanding and to identify any areas of confusion or lack of understanding. For example, students may discuss (either in small groups in the classroom or on an online discussion board) ways to describe and analyze the art work at a local gallery exhibit or museum.
- Essay Examinations
  - Example: In-class essay questions related to lecture topics. For example: Students are asked to name and explain the architectural elements of churches, mosques, and temples in the cultures featured in the lectures. In both of these methods, students are evaluated in terms of their ability to analyze similarities and differences in the imagery and the architecture of different cultures and historical contexts and their ability to relate them to various artistic media and techniques. They are also evaluated on their correct use of vocabulary and terminology.
- Objective Examinations
  - Example: Online quizzes can be used to allow students to check in on their understanding of terms and concepts covered in a group of assigned resources. These could be fill in the blank, multiple choice, matching, or other format. For example, show the student an image and ask if it is an example of analogous, monochromatic, or complementary color harmony. Instructor might consider having this be an online quiz that can be retaken so that the students can reinforce their learning.
- Reports
  - Example: Students visit a museum or gallery exhibition, choose two artists, research the biographies of those artists and then submit a written report analyzing and evaluating in detail the art works in the museum or gallery in relation to the biographies of the artists, using correct terminology and vocabulary.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. After providing resources and lecture explanations of the formal elements, ask the students to form small groups. The students are told they should just imagine that they were hired to work with artists to design artwork for a hospital waiting room. Research shows that

people tend to be stressed out in waiting rooms. The students' job is to come up with a list of formal characteristics that the artist should avoid because they may cause anxiety, and a list of formal characteristics they should include because they are more likely to make a viewer feel calm. Once they have completed a list, the instructor submits the list of characteristics to an AI-art generator and lets students analyze the final product. Does it feel more anxious or more calm? Did they think they did a good job? Is there anything they should change?

#### Distance Learning

1. Instructor will curate a variety of resources including text and video in order to introduce specific cases of repatriation controversies in art (for example, the Rapa Nui sculptures, the Eglin marbles, the Koh-i-Nor diamonds, and the Klimt paintings confiscated by Nazis). The instructor will also create a guiding lecture on the topic. In a discussion board, students are asked to reiterate the arguments for an against the repatriation of one of the objects, as well as research and share about one other artwork currently being debated in terms of repatriation.

## Typical Out of Class Assignments

### Reading Assignments

1. Read the provided resources that deal with controversial art and select one art controversy about which you feel strongly. Outline the details surrounding the controversy, how it was or was not resolved, in order to discuss your interpretation of the work and feelings about this controversy (that is, with which side do you agree?) 2. Read the provided resources on the topic of Printmaking. In a discussion, describe and analyze the technique of woodblock printing, comparing and contrasting Japanese and European techniques. Explain how Japanese techniques influenced late 19th century European and American techniques, giving examples of the works of no less than 2 Japanese and 2 European or American artists.

### Writing, Problem Solving or Performance

1. Identify a Romanesque and a Gothic cathedral from the textbook. In a three-page, typed, double-spaced paper describe and analyze the similarities and dissimilarities of the structures. 2. Research the photographic work of Margaret Bourke-White and Dorothy Lange. In a four-page, typed, double-spaced paper, describe and analyze their work using Feminist methodology and terminology.

### Other (Term projects, research papers, portfolios, etc.)

Visit a museum or gallery exhibition, research the works and biographies of two artists and write a report analyzing and evaluating the artworks in relation to the biographies of the artists, using correct terminology and vocabulary.

### Required Materials

- A World of Art
  - Author: Sayre, Henry
  - Publisher: Prentice-Hall
  - Publication Date: 2015
  - Text Edition: 8th
  - Classic Textbook?:

- OER Link:
- OER:
- Living with Art
  - Author: Mark Getlein
  - Publisher: McGraw-Hill
  - Publication Date: 2016
  - Text Edition: 11th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Prebles' Artforms
  - Author: Duane Preble, Sarah Preble, & Patrick Frank
  - Publisher: Pearson
  - Publication Date: 2018
  - Text Edition: 12th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Gateways to Art
  - Author: Debra DeWitte, Ralph M. Larmann, M. Kathryn Shields
  - Publisher: Thames&Hudson
  - Publication Date: 2023
  - Text Edition: 4th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Reframing Art History: A New Kind of Textbook
  - Author: Dr. Lauren Kilroy-Ewbank
  - Publisher: Smarthistory
  - Publication Date: 2024
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER: yes

**Other materials and-or supplies required of students that contribute to the cost of the course.**