

# ARTH 0130 - SURVEY OF WESTERN ART III: MODERN THROUGH CONTEMPORARY

## Catalog Description

Formerly known as ARHI 0130

Hours: 54 lecture

Description: Study of the historical development of art and architecture in Europe and the United States from mid-nineteenth century to contemporary practices. Significant artists and structures of each major region and period discussed and analyzed within their historical contexts with special attention given to the changing status of the artist, the development of major Western art institutions and the functions of art and architecture in society. (combined with ARHI 120, C-ID ARTH 120) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology.
- CSLO #2: Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- CSLO #3: Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.

## Effective Term

Fall 2026

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Upon completion of this course the student is expected to be able to:

1. Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.

4. Describe characteristics of and recognize an example of the major styles of Modernism.
5. Analyze and compare the relationship of money and art during various art movements during Postmodernism.

## 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: Class discussions are used to evaluate students' ability to verbally analyze paintings, sculptures and architecture and their use of correct vocabulary and terminology. For example, students would be asked how a specific work illustrates a historical style.
- Essay Examinations
  - Example: Essay exams related to lecture topics. For example: students are asked to explain the role primitivism played in Modernist art styles in the late 19th century.
- Objective Examinations
  - Example: Objective exams, such as multiple-choice exams in which students must: 1. Define vocabulary terms and aesthetic concepts 2. Identify images of sculptures, drawings, paintings and structures by: Title, Artist/Architect and school or time period.
- Problem Solving Examinations
  - Example: A student can be given an image they have never seen before as if they had just walked into a museum. Using what they have learned about the major styles of the early 20th century, they are asked to decide if the artwork is more likely an example of Cubism or Expressionism and argue their case using evidence from the image.
- Reports
  - Example: A report is typically a term paper that the instructor uses to address a specific theme or artist in the course. For example, a student chooses an artist, researches her/his life and in writing, describes, analyzes and evaluates that artist's contribution to the art of the times.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Lecture/Distance Learning Instructor presents visually-oriented lectures, such as PowerPoint presentation or video lecture, about paintings and sculptures and their historical contexts. For example, a video lecture on Impressionist subject matter and how it represents a departure from Academic approaches to art and the influence of Marxist thought on art. (CSLO #2)
2. Discussion After posting a short video on the art market of the 1980s, the instructor creates small group discussions focused on discussing how many of the Postmodern styles in the 1980s related back to earlier Modern art movements. Ask students to guess why the art market of the 1980s might have influenced this revival of Modern styles. (CSLO #3)

Distance Learning

1. Instructor uses wikis, discussion boards, blogs and audio-visual lectures. A. Students use wikis to research Realist artists, paintings or sculptures as they appear in Mid-19th century Paris and their evolution through the Modern period to similar works of the present. B. Students post their findings on discussion boards and are required to comment on each others posts.
2. Instructor can also supplement lectures, discussions, online research, posts and comments, etc., by organizing: A. Field trips to museums and galleries and by showing; B. Documentary films exploring the lives of artists, architects and significant art historical events that relate to the subject matter of the lectures.

## Typical Out of Class Assignments Reading Assignments

1. Read the section on "Postmodernism" in your text. In a class discussion, be prepared to explain in your own words how postmodern art differs from modern art. Discussions will include Cindy Sherman's postmodern photographic work. What characterizes this work as postmodern? In your opinion, is this art? Why or why not? 2. Read the sections in the text on Art Nouveau, the International Style and the "Organic" styles of architecture. In a class discussion, describe and analyze the differences and similarities of these styles, giving specific examples of the structures of Victor Horta, Ludwig Mies van der Rohe and Frank Lloyd Wright to back up your conclusions.

## Writing, Problem Solving or Performance

1. Identify two paintings or sculptures of similar subject matter from two different periods of Modern art. (For example, an abstract nude by Picasso and a nude self-portrait by Paula Modersohn-Becker.) Analyze, compare and contrast the works with regard to the social contexts of Cubism and Expressionism. 2. You and four fellow classmates have been hired by a film producer as art historical consultants for an upcoming film about Frank Lloyd Wright. Your task is to prepare a detailed written description of Wright's life and career, including his buildings, drawings, photography, etc. The movie executive knows very little about the world of art and architecture during Wright's time so it is important to discuss the social context surrounding Wright's art. Finally, what actor would you recommend to play the role of Wright and why?

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

1. Select one modernist or postmodernist painting, sculpture or structure. Write a five page research paper about the work that includes a brief biography of the artist or architect, a discussion of the style of the work, and an explanation of how the work relates to the social context in which it was created. Include a thorough discussion of your reasons for selecting this work and why you feel it is an important contribution to the world. The paper must be typed and in MLA format. 2. Through library research, find an example of a painting or sculpture that has been identified as a fraud or may possibly be a fraud. Explain in writing the circumstances surrounding the fraudulent work, the forger, and how the situation was resolved- if it was. Be sure to discuss the problem of art fraud and explain how it makes you feel as an art history student. The paper must be typed and in MLA format.

## Required Materials

- Art History
  - Author: Stokstad, Marilyn & Michael Cothren
  - Publisher: Prentice-Hall
  - Publication Date: 2017
  - Text Edition: 6th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Gardner's Art Through the Ages: The Western Tradition
  - Author: Kleiner, Fred and Christin Mamiya
  - Publisher: Cengage
  - Publication Date: 2019
  - Text Edition: 16th
  - Classic Textbook?:
  - OER Link:
  - OER:
- History of Modern Art
  - Author: Arnason and Mansfield
  - Publisher: Pearson
  - Publication Date: 2012
  - Text Edition: 7th
  - Classic Textbook?:
  - 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.**