

Fall 2025

**ART 2001-1 History of Art II**

**3 units**

**Dates:** T/TH 9/02 - 12/8 (Final exam TBD)

Liberty Station 207

**Instructor:** Rachel Daichendt

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### **PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **General Education Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

### **COURSE DESCRIPTION**

This online course focuses on the historical and cultural development of art styles from the Renaissance period to the present. The historical progression of art will be explored in conjunction with philosophical and aesthetic concepts. . Art history is often presented segmented, where each genre acts as a stand-alone contribution to the much more elaborate story of art. This course focuses on history and formulates a narrative that is

more cohesive and immersive. Together we will follow the story of Europe and America through the descriptive lens of art. It is a tale filled with tragedy, celebration, color, and drama. A story that revolves around artists, kings, queens, and rebellion. Through the engagement of weekly assignments, lectures, and readings you will be expected to challenge yourself and your colleagues with rich and insightful discussions. You are expected to devote 15-25hrs of online and independent study each week to be successful in this course.

## **COURSE LEARNING OUTCOMES**

1. Demonstrate a facility for critical thinking.
2. Interpret formal, technical, historical and conceptual attributes of artworks from the Renaissance to the present.
3. Develop a historical sense of the arts as expressed through styles, movements, and schools.
4. Develop the ability to distinguish specific traits from various cultures and times and trace their development.
5. Analyze and evaluate artworks from the Renaissance to the present.
6. Produce a structured analysis of art criticism as it reflects the philosophical and cultural attitudes of the time.

## **General Education Learning Outcomes**

- GELO 2b. Students will understand and appreciate diverse forms of artistic expression.

## **Institutional Learning Outcomes**

1. **Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

## **CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over five weeks. Specific details about how the class meets the credit hour requirement can be provided below:

### Distribution of Credit Hours

Assignments	Hours
Discussions	38
Reading	41
Assignments	18
Quizzes	5
Final Exam	1.5
Final Project	9
<b>Total</b>	<b>112.5</b>

### REQUIRED TEXTS AND RECOMMENDED RESOURCES

Charlotte Mullins. *A Little History of Art*.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without the permission of the copyright owner.

### STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California. <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

## ASSESSMENT AND GRADING

Grades will be based on the following guidelines:

Weighted Grade Distribution	
Course Assignments	Percent of Final Grade
Assignments	30%
Discussion	20%
Quizzes	20%
Final Project & Final Exam	30%

## GRADE SCALE

Standard Grade Scale Based on Percentages				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of “C” in each course and an overall 2.00 grade point average.

## ASSIGNMENTS

### 1. Reading/Lecture Notes

You are expected to complete the assigned reading content pages within the first two days of the week so the reading can inform your contribution to the course.

### 2. Discussions

Each week students will participate in face-to-face discussions with classmates that are related to the week’s readings.

### 3. Quizzes

Quizzes are taken from the readings, lectures, and discussions. Quizzes represent 20% of the overall course grade.

### 4. Assignments

These assignments must reflect college-level writing and critical thinking and include synthesizing reading and analyzing fact patterns (scenarios). **Assignments represent 30% of the overall course grade.**

## 5. Midterms and Final Exam

Midterms and Final Exam represents 30% of the overall course grade.

### **INCOMPLETE AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **PLNU COPYRIGHT POLICY**

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### **PLNU Spiritual Care**

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the

required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to.

### **AI Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning\***

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of

being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

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### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual

communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)