ARH 2000: Art, Architecture, & Artistic Vision is an art appreciation course that introduces students to the variety of art forms created throughout human history. Through each weekly module’s readings, video presentations, and other resources, this class discusses not only traditional “high art” like painting, sculpture, and architecture, but also “popular” art such as advertisements, online imagery, graffiti, and other types of art forms that may be found outside of the context of a museum.

ARH 2000 has been approved to meet FSU’s Liberal Studies Humanities and Cultural Practice and requirements and is designed to help students become thoughtful patrons of and participants in cultural practices. This course’s interactive assignments encourage students to interpret intellectual or artistic works within a cultural context and use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

This course has also been approved to meet FSU’s Liberal Studies Cross-Cultural Studies (X) requirement and will facilitate students’ development as culturally conscious participants in a global community. To satisfy this requirement, students will complete two assignments in which they will analyze topics related to the creation and experience of art and architecture, while focusing on a source of diversity (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other), and explore one’s own cultural norms or values in relation to those of a different cultural group.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

- Observe, analyze, and describe the visual and contextual significance of works of art and architecture
- Recognize and critically reflect on the artistic and cultural resources available in their community
• Use basic art-historical terms and concepts to talk about historic and present-day examples of art and architecture

FSU LIBERAL STUDIES DESIGNATION

This art appreciation course has been designed with incoming undergraduates, non-majors, and potential majors in mind. It has been approved to meet FSU’s Liberal Studies Humanities and Cultural Practice requirements and is designed to help students become thoughtful patrons of and participants in cultural practices. Thus, by the end of this course, students will demonstrate the ability to:

• Interpret intellectual or artistic works within a cultural context.
• Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

This course has been approved to meet FSU’s Liberal Studies Cross-Cultural Studies (X) requirement and facilitates student development as culturally conscious participants in a global community. Thus, by the end of this course, students will demonstrate the ability to:

• Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
• Explore one’s own cultural norms or values in relation to those of a different cultural group.

In order to fulfill FSU’s Cross-Cultural Studies requirement, the student must earn a “C–” or higher in the course.

ARH 2000 INSTRUCTOR-OF-RECORD

The ARH 2000 Instructor-of-Record (IOR) facilitates the course delivery through the Canvas learning management system (LMS). The IOR publishes the weekly module(s), posts announcements with important reminders and other information, assists with any Canvas or the Canvas course site issues, and is available to clarify course policies when needed. Throughout the semester, direct any questions you may have about course content, assignment instructions, or Canvas navigation to the ARH 2000 Instructor-of-Record.

ARH 2000 INSTRUCTORS

All students are assigned to a specific ARH 2000 instructor. ARH 2000 Instructors provide much of the same type of support and guidance of a teacher in a conventional course: evaluating and grading assignments, offering feedback that will motivate and help students improve assignment submissions, making sure that students follow course policies, provide reminders to
students who have missed assignment deadlines, and directing students to resources for technical, academic, or personal issues as needed.

The best way to receive assistance with questions pertaining to assignments (grades, feedback, concern about meeting a deadline, requests to make up overdue work) is to contact your assigned ARH 2000 instructor.

Be on the lookout for an email from your assigned ARH 2000 Instructor at the beginning of Week 2. This email will provide important information about your assigned instructor’s availability, grading turnaround, and other details.

COURSE ORGANIZATION & CONTENT

ARH 2000 course content is organized into modules. A module is Canvas’s tool for organizing course content and is formatted as drop-down menus with links to readings, videos, and assignments.

- Module 1 provides an overview and orientation of the course.
- Modules 2, 4, 5, and 7 contain three lesson units that examine diverse topics related to art, contain lesson-related assignments called Your Visual World Assignments.
- Modules 3 and 6 contain Cross Cultural Reflection assignments in which you will analyze some aspect of human experience within a culture, focusing on at least one source of diversity or explore one’s own cultural norms or values in relation to those of a different cultural group.
- The last module (unnumbered) is the Course Resources module which contains resources that can answer questions you may have regarding course policies as well as ongoing discussion boards where you can post questions about course content or technical issues you may encounter.

Each semester a detailed schedule of module publication and assignment due dates will be provided in the syllabus and Course Resources module by the end of Week 1. For a general schedule indicating the weeks of the semester in which modules are published, see the table in the next section.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Fall/Spring semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 2000 MODULES</td>
</tr>
<tr>
<td>Module available</td>
</tr>
<tr>
<td>Module 1 Welcome to ARH 2000! (1)</td>
</tr>
<tr>
<td>Module 2 Fundamentals of Art &amp; Architecture</td>
</tr>
</tbody>
</table>
IMPORTANT: PLEASE READ!

To access each week’s module(s), use the Modules link presented on the Home page for this course OR use the Modules link in the menu at left.

Modules are set so that you must view pages in sequence to proceed to the next page in that module. **Assignment pages will appear to be locked UNLESS you have gone through the module and viewed the other pages in the module.**

Modules are published in “batches” (see table above) but assignments are due every week. Be sure to schedule time to complete each week to complete each unit’s assignments.

**FIRST DAY ATTENDANCE POLICY**

University-wide policy requires all students to attend the first class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. **It remains the student’s responsibility, however, to verify course drops and check that fees are adjusted.**
To meet Florida State University’s first-week attendance requirement, complete the First Day Attendance Confirmation survey on the Home page of the Canvas course site during the first week of the semester. This one-question survey MUST be completed by 11:59pm on Wednesday, MMDD.

Students who have not completed this survey by Thursday morning will be dropped from the course (but may re-enroll without penalty up until the end of Drop/Add at 11:59pm EST on Thursday, MMDD)

COURSE ASSIGNMENTS

Student success in this course is based on achievement on thirteen lesson-related projects called Your Visual World assignments and two Cross-Cultural Reflection assignments.

- Your Visual World assignment | A short project, writing exercise, or discussion designed to help students think about these terms, concepts, and topics (# YVW = 14)
- Cross-Cultural Reflection | An analysis in which the student reflects on and analyzes ways in which the topics discussed in previous lesson modules engage with issues related to diversity (# CCR = 2; see next section for more information)

** There are no exams in this course, nor is there a final exam scheduled during the last week of the semester **

CROSS-CULTURAL REFLECTION ASSIGNMENTS [APPENDIX A]

Cross-Cultural Reflections are assignments in which you will analyze topics related to the creation and experience of art and architecture, while focusing on a source of diversity (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other), and explore your own cultural norms or values in relation to those of a different cultural group.

To complete Cross Cultural Reflection Assignments:

Step 1 | Revisit and review your choice of any one (1) of the module pages from Units 1-6 (Modules 2 and 4) designated as a Cross Cultural Studies page (look for the CCX label [APPENDIX B]).

Step 2 | Compose a thoughtful, proofread, and thorough analysis of the issue of diversity raised in the artwork(s) discussed on this page by responding to all three of the following prompts:

A. First, introduce the work by title, artist, date, and medium. Then, identify the aspect of diversity that is addressed by artist’s work (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
B. Second, analyze and explain how the artist’s work engages with this aspect of or issue related to diversity. Think about: How does artist use the form of art (painting, sculpture, public art, urban interventions), materials/methods, visual elements, consideration of conventions in art, etc. to raise awareness of the issues(s) related to the aspect of diversity they examine? (100 words minimum)

C. Third (and last), think about your own experience of the particular issue of diversity addressed in this artist’s work. How would you compare the artist’s experience with this aspect of diversity to your own experience of it? Do you think the artist succeeds in raising awareness of or encouraging dialogue about the issue of diversity addressed in the work? Why or why not? (100 words minimum)

ASSIGNMENT EVALUATION & FEEDBACK

Your Visual World assignments are graded on effort, engagement, and consideration of assignment instructions.

Effort & Engagement with Assignment (60 points)
------------------------------------------------
A submission that merits "full credit" for this criterion is one that shows that you've spent some time thinking about the assignment and how to best demonstrate your understanding of the topics, vocabulary, and concepts presented in the module. Full credit submissions, furthermore, have been carefully written and composed. In contrast, a submission with one or more of the following issues will be subjected to deductions of 5 points or more: off-topic statements/analyses; poorly composed or unorganized elements; overly general or vague statements; irrelevant facts/information; overuse of or over-reliance on clichés about art/architecture (vs. original and specific observations and analyses); other indicators of little effort/engagement.

Consideration of Assignment Instructions (40 points)
------------------------------------------------
A submission that merits "full credit" for this criterion is one that has been uploaded in the proper format; includes all required components; and/or responds to required number of question prompts. In contrast, the following issues, if present, will result in a deduction of 5 points or more: submission has not been uploaded in the proper format (use of incompatible file types like Keynote or Pages, .HEIC image files, files that appear corrupted, or blank documents); submission has not been sufficiently proofread for spelling, punctuation, and grammar; some parts of the assignment have been left out or left incomplete; other indicators of lack of consideration of assignment instructions.

In addition to the two criterion above, Cross Cultural Reflection assignments include an additional criterion (point distribution adjusted for other two criterion): [APPENDIX C]

Cross Cultural Studies (X) Evaluation (35 points)
This criterion evaluates the degree to which the student analyzed an aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other) AND explored one’s own cultural norms or values in relation to those of a different cultural group.

All assignments for this course aside from quizzes will be graded with feedback by the instructor assigned to your group. Feedback will be provided directly in Canvas and will typically (1) identify specific strengths/weaknesses through comments and assignment rubrics and (2) extend an opportunity for revision and re-submission.

ASSIGNMENT RE-SUBMISSION POLICY

If you scored less than 100% on an assignment because your submission did not satisfactorily fulfill the assignment criteria, you may resubmit ONE (1) revision of the original submission if it meets the following criteria: (a) the original submission was completed on time and (b) the original submission contained ALL required components.

Revisions of either type of assignment may increase the initial grade by half a letter grade if the revision (1) addresses all concerns raised in the original feedback and (2) is submitted within a week of the initial grade. Example: a paper originally evaluated as a B- (80-83 points) that is properly revised and resubmitted on time would be raised to a B+ (84-89 points).

To resubmit an assignment:

- Review your submission and the feedback your submission received
- Revise your original submission by carefully incorporating this feedback
- Resubmit using the same assignment link as the original submission
- Email the course instructor or teaching assistant to notify them about the re-submission

LATE ASSIGNMENT POLICY

To ensure that you receive credit for assignments, turn in all work on time. Late work will be subjected to a deduction of 5% (5 points) per day, which will only be waived if you are able to provide acceptable documentation that explains the reason for the missed deadline (see below). Acceptable reasons for late work include: documented illnesses, deaths in the family or other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Late work resulting from these types of situations will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

In the case of emergencies falling under the university policy above that affect your ability to complete work on time: (1) contact your ARH 2000 Instructor immediately to notify them about
the issue, i.e. within 24 hours of the missed deadline; (2) arrange for proper documentation to be sent to this course’s instructor-of-record as soon as possible (see paragraph, below); and (3) submit the late assignment immediately OR by the new due date that you have been given by your assigned ARH 2000 Instructor. Be sure to communicate regularly with your assigned instructor to let them know that you have submitted the assignment late.

🚫 Zeros for missing assignments or penalties for late work will not be removed unless steps 1-3 above are followed.

🚫 There is no such thing as an “extension” on assignments. Missing assignments are automatically marked as zero and remain a zero until the late submission is received AND graded.

Proper documentation necessary for late work accommodation is as follows: for all medical and/or personal emergencies, contact a case manager at the Department of Student Support & Transitions. The case manager at the DSST will send documentation to the ARH 2000 Instructor-of-Record, who will forward this to your assigned ARH 2000 instructor. Your assigned instructor will then clear any zeros or late penalties incurred for missing or late work. Until this documentation is received, any zeros or late penalties received will remain in place.

For more information about accommodations provided by the Department of Student Support and Transitions, please see the next section, below.

POLICIES ON ACCOMMODATIONS PROVIDED BY THE FSU DEPARTMENT OF STUDENT SUPPORT & TRANSITIONS

Throughout the semester, the Office of Accessibility Services and Case Management Services of FSU’s Department of Student Support and Transitions will provide the course instructor with documentation and letters of support for students in need of accommodation related to disabilities, medical concerns, or personal issues. Accommodations and letters of support MUST be sent by these offices and not by the student. Accommodations cannot be provided until the instructor receives the accommodation letter from the Office of Accessibility Services or letter of support from Case Management Services.

Letters of Support provided by Case Management Services may indicate a need for extensions on assignments because of a deadline missed due to a personal or medical issue. Students will be permitted to submit assignments within one week of the receipt of the letter from the Department of Student Support and Transitions or by the deadline determined in consultation with the course instructor and/or teaching assistant. Please note: letters of support from Case Management Services cannot be applied to dates that fall before or after the time period indicated in the letter.

It is the responsibility of all students registered with either of the above offices of the Department of Student Support and Transitions to communicate regularly with their assigned
ARH 2000 instructor, and to adhere to completion schedules and deadlines for extensions determined in consultation their assigned ARH 2000 instructor.

GRADING POLICY

This course uses a weighted grading system. Your total grade for this course will be calculated on your achievement on the assignments described in the sections above and listed here:

- Your Visual World assignments (x 13) = 50%
- Cross Cultural Reflection assignments (x 2) = 50%

ALL assignments must be completed in order to pass this course.

For each missing or incomplete Your Visual World assignment or Cross Cultural Reflection assignment = final grade lowered by one letter grade.

GRADING SCHEME

The following grading standards will be used in this class (final grades will not be rounded up):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 93%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87% to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83% to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77% to 73%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73% to 70%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67% to 63%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 63% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% to 0%</td>
</tr>
</tbody>
</table>

STUDENT RESPONSIBILITIES

- Students should log on to Canvas every day to work on weekly module material and check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy. Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments.
COURSE POLICY ON INFLAMMATORY &/OR INAPPROPRIATE LANGUAGE

Florida State University believes that each individual deserves to be treated with dignity and respect and accorded the full opportunities of the University, without regard to prejudicial assumptions or attitudes.

All assignment submissions are reviewed by course instructors AND peers/classmates who come from diverse backgrounds. Do NOT use assignments as opportunities to attack social, political, religious, or cultural perspectives that are counter to your own beliefs, or to demean, belittle, or insult participants in this course (instructors OR students). Insensitive, offensive, inflammatory, prejudicial, sexist, and racist remarks in assignments or in discussions will be considered to be hostile and abusive language AND as harassment and will not be tolerated.

This Canvas course site should be considered the "classroom" where students should conduct themselves responsibly and professionally as if attending class on campus in person or in a place of employment. Use of this Canvas course site to distribute and/or circulate obscene, offensive, or inappropriate material will be considered the same as disrupting class, misuse of class materials, and mishandling or damage of school property as outlined in letters I-K (I. Disruption and Obstruction; J. Falsification and Misrepresentation; K. Property) of the FSU Student Conduct Code.

TECHNOLOGY REQUIREMENTS

In order to participate in this course, you will need to be able to view videos, access external websites, view PDFs, write and upload assignments, post to discussion boards, and complete online quizzes. You should therefore have reliable access to high-speed internet and updated software. The recommended way to participate in ARH 2000 is through a desktop or laptop computer, as these devices have large screens suitable for viewing and examining works of art. Canvas should work on any browser. Chrome and Firefox, however, tend to be the most consistently reliable and efficient browsers for courses delivered through the Canvas learning management system. To view the most current technology requirements, visit the FSU Canvas support site.

Canvas does not support: OSX programs like Keynote or Pages; .HEIC image files

Accepted file formats: PDFs, PowerPoint, Word documents, and .jpg or .png image files.

CANVAS SUPPORT

Need help with Canvas? Contact FSU Canvas Support:
Email: canvas@fsu.edu
Phone: (850) 644-8004
Website: support.canvas.fsu.edu
Hours: 8am to 5pm, Monday - Friday
Note: technical issues with Canvas are not valid excuses for missed or late work. Complete module assignments before the weekend so that FSU Canvas Support can assist you with any issues, if necessary.

EMAIL POLICY

The main mode of communication between you and your ARH 2000 instructor will be through email and announcements.

Set your Canvas notifications so that you are informed of any important course-related information, and check your email regularly throughout the week.

Use your official FSU email address for all correspondence. This (1) ensures that you and your ARH 2000 instructor receive all course-related messages, and (2) protects your privacy. Email messages from outside services (gmail, hotmail, yahoo, etc.) will not be accepted.

Remember that email is a professional form of communication and should not be treated as text or instant messaging. For all email correspondence, compose professional emails that address your ARH 2000 instructor by their preferred name and/or title. Include your own name and contact information. Do not use text acronyms, slang, or casual language.

Your ARH 2000 instructor will respond to any emailed questions within 24 hours. Please be courteous and respond to any email communication within the same time frame.

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor
ACADEMIC SUCCESS

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

AMERICANS WITH DISABILITIES ACT

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:
(1) must register with and provide documentation to the Office of Accessibility Services (OAS);
(2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
(3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

<table>
<thead>
<tr>
<th>Tallahassee Campus</th>
<th>Panama City Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Accessibility Services</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>874 Traditions Way</td>
<td>Office of Student Affairs</td>
</tr>
<tr>
<td>108 Student Services Building</td>
<td>4750 Collegiate Drive</td>
</tr>
<tr>
<td>Florida State University</td>
<td>2nd Floor Barron Building (Room 215)</td>
</tr>
<tr>
<td>Tallahassee, FL 32306-4167</td>
<td>Florida State University Panama City</td>
</tr>
<tr>
<td>(850) 644-9566 (voice)</td>
<td>Panama City, FL 32405</td>
</tr>
<tr>
<td>(850) 644-8504 (TDD)</td>
<td>(850) 770-2172 (office)</td>
</tr>
<tr>
<td></td>
<td>(866) 693-7872 (toll free)</td>
</tr>
</tbody>
</table>
CONFIDENTIAL CAMPUS RESOURCES

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

<table>
<thead>
<tr>
<th>Tallahassee Campus</th>
<th>Panama City Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victim Advocate Program</td>
<td>Campus Safety</td>
</tr>
<tr>
<td>University Center A, Rm. 4100</td>
<td><a href="https://pc.fsu.edu/about-us/campus-safety">https://pc.fsu.edu/about-us/campus-safety</a></td>
</tr>
<tr>
<td>(850) 644-7161</td>
<td></td>
</tr>
<tr>
<td>Available 24/7/365</td>
<td></td>
</tr>
<tr>
<td>Office Hours: M-F 8-5</td>
<td></td>
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<tr>
<td><a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a></td>
<td></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>Counseling Center</td>
</tr>
<tr>
<td>Askew Student Life Center, 2nd floor</td>
<td><a href="https://pc.fsu.edu/students/student-affairs/counseling-Center">https://pc.fsu.edu/students/student-affairs/counseling-Center</a></td>
</tr>
<tr>
<td>942 Learning Way</td>
<td></td>
</tr>
<tr>
<td>(850) 644-8255</td>
<td></td>
</tr>
<tr>
<td><a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a></td>
<td></td>
</tr>
<tr>
<td>University Health Services</td>
<td>Student Health Services</td>
</tr>
<tr>
<td>Health and Wellness Center</td>
<td><a href="https://pc.fsu.edu/shs">https://pc.fsu.edu/shs</a></td>
</tr>
<tr>
<td>(850) 644-6230</td>
<td></td>
</tr>
<tr>
<td><a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a></td>
<td></td>
</tr>
</tbody>
</table>
CROSS CULTURAL REFLECTION 1

The two Cross Cultural Reflection assignments in this course are designed to meet FSU’s Liberal Studies Cross Cultural Studies (X) requirement. For both assignments you will reflect on and analyze ways in which the topics discussed in previous lesson modules either engage with issues related to diversity (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other) or prompt you to explore your own cultural norms or values in relation to those of a different cultural group.

To complete Cross Cultural Reflection 1 (due the Sunday that concludes Week 5), see the instructions below.

Instructions

Step 1 | Revisit and review your choice of any one (1) of the module pages from Units 1-6 (Modules 2 and 4) designated as a Cross Cultural Studies page (look for the CCX label).

Step 2 | Compose a thoughtful, proofread, and thorough analysis of the issue of diversity raised in the artwork(s) discussed on this page by responding to all three of the following prompts:

A. First, introduce the work by title, artist, date, and medium. Then, identify the aspect of diversity that is addressed by artist’s work (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).

B. Second, analyze and explain how the artist’s work engages with this aspect of or issue related to diversity. Think about: How does artist use the form of art (painting, sculpture, public art, urban interventions), materials/methods, visual elements, consideration of conventions in art, etc. to raise awareness of the issues(s) related to the aspect of diversity they examine? (100 words minimum)

C. Third (and last), think about your own experience of the particular issue of diversity addressed in this artist’s work. How would you compare the artist’s experience with this aspect of diversity to your own experience of it? Do you think the artist succeeds in raising awareness of or encouraging dialogue about the issue of diversity addressed in the work? Why or why not? (100 words minimum)

Step 3 | When you have composed your responses, click on the .Start Assignment button in the top right-hand corner of this page. Type or paste your responses (if composed separately) into the text editing pane that appears. Click on the .Submit Assignment button to complete.

See the attached rubric for the complete evaluation criteria for this assignment

This assignment is due by 11:59pm on Sunday, ###/###/###

Click the Next button below to proceed to the next page in this module
The two Cross Cultural Reflection assignments in this course are designed to meet FSU’s Liberal Studies Cross Cultural Studies (X) requirement. For both assignments you will reflect on and analyze ways in which the topics discussed in previous lesson modules either engage with issues related to diversity (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other) or prompt you to explore your own cultural norms or values in relation to those of a different cultural group.

To complete Cross Cultural Reflection 2 (due the Sunday that concludes Week 12), see the instructions below.

Instructions

Step 1 | Revisit and review your choice of any one (1) of the module pages from Units 7-12 (Modules 5 and 7) designated as a Cross Cultural Studies page (look for the CCX label).

Step 2 | Compose a thoughtful, proofread, and thorough analysis of the issue of diversity raised in the artwork(s) discussed on this page by responding to all three of the following prompts:

A. First, introduce the work by title, artist, date, and medium. Then, identify the aspect of diversity that is addressed by artist’s work (age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).

B. Second, analyze and explain how the artist’s work engages with this aspect of or issue related to diversity. Think about: How does artist use the form of art (painting, sculpture, public art, urban interventions), materials/methods, visual elements, consideration of conventions in art, etc. to raise awareness of the issues(s) related to the aspect of diversity they examine? (100 words minimum)

C. Third (and last), think about your own experience of the particular issue of diversity addressed in this artist’s work. How would you compare the artist’s experience with this aspect of diversity to your own experience of it? Do you think the artist succeeds in raising awareness of or encouraging dialogue about the issue of diversity addressed in the work? Why or why not? (100 words minimum)

Step 3 | When you have composed your responses, click on the Start Assignment button in the top right-hand corner of this page. Type or paste your responses (if composed separately) into the text editing pane that appears. Click on the Submit Assignment button to complete.

See the attached rubric for the complete evaluation criteria for this assignment.
ARTISTIC CONVENTIONS & AUDIENCE EXPECTATIONS IN THE WORK OF SHARONA FRANKLIN

The Canadian artist Sharona Franklin is a present-day example of an artist whose work challenges the notion of appropriate materials and media for works of art. Read the Vogue profile of this artist provided below (available as PDF or link to vogue.com). As you read, consider this artist’s unusual materials, art forms, and working methods. Then, proceed to the Your Visual World assignment for this module.

📖 READING: BROOKE BOBB, "ARTIST SHARONA FRANKLIN DISPLAYS A DECOMPOSING JELLY CAKE -- AND EXPLORES FRESH FORMS -- IN HER NEW SOLO SHOW," VOGUE (MARCH 4, 2020)

Brooke Bobb, "Artist Sharona Franklin displays a decomposing jelly cake -- and explores fresh forms -- in her new solo show," Vogue (March 4, 2020)
TALLAHASSEE'S SMOKEY HOLLOW COMMEMORATION

Tallahassee's Smokey Hollow Commemoration is a commemorative artwork located on the opposite side of downtown Tallahassee as FSU's campus near Cascades Park. Below are articles and links to resources on the design and creation of this memorial. Review these resources, and as you read, think about the following: What types of visual and interactive elements did this memorial's designers use, and what type of experience(s) are these elements meant to provide for visitors? What are the key visual and interactive elements for this memorial? Think, too: What are different responses to this commemorative work? Why are there different responses? In what ways might the issue of commemoration be complicated? How is the SHC an example of this complication? Thinking about these questions will prepare you for the Your Visual World assignment in this module.

PROJECT DESCRIPTION: SMOKEY HOLLOW COMMEMORATION

Project description & images from Architect Magazine online
↓ click on image below ↓

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>CSS(X) Cross Cultural Studies (X) Evaluation</td>
<td>95 pts Full Credit</td>
<td>35 pts</td>
</tr>
<tr>
<td>This criterion evaluates the degree to which the student analyzed an aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other) AND explored one's own cultural norms or values in relation to those of a different cultural group.</td>
<td>0 pts No credit Assignment submission is neither an analysis of an aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other) nor an exploration of the student's own cultural norms or values in relation to those of a different cultural group.</td>
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<tr>
<th>Effort &amp; Engagement Effort &amp; Engagement with Assignment</th>
<th>40 to &gt;30 pts Excellent</th>
<th>40 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A submission that merits “full credit” for this criterion is one that shows that you've spent some time thinking about the assignment and how to best demonstrate your understanding of the topics, vocabulary, and concepts presented in the module. Full credit submissions are carefully written and composed. In contrast, a submission with one or more of the following issues will be subjected to deductions of 5 points or more: off-topic statements/analyses; poorly composed or unorganized elements; overly general or vague statements; irrelevant facts/information; overuse of or over-reliance on clichés about art/architecture (vs. original and specific observations and analyses); other indicators of little effort/engagement. See comments by your assigned ARH 2000 Instructor for specific information on deductions received on this submission.</td>
<td>30 to &gt;20 pts Good</td>
<td></td>
</tr>
<tr>
<td>20 to &gt;10 pts Needs Work</td>
<td>10 to &gt;1 pts Low Effort</td>
<td>1 to &gt;0 pts No Credit</td>
</tr>
</tbody>
</table>

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<tr>
<th>Consideration of Assignment Instructions Consideration of Assignment Instruction</th>
<th>25 to &gt;20 pts Excellent</th>
<th>25 pts</th>
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<tr>
<td>A submission that merits “full credit” for this criterion is one that has been uploaded in the proper format; includes all required components; and/or responds to the required number of question prompts. In contrast, the following issues, if present, will result in a deduction of 5 points or more: submission has not been uploaded in the proper format (use of incompatible file types like Keynote or Pages, JEPIC image files, or so-called “corrupt” files or use of blank pages submitted in order to bypass the current assignment to unlock subsequent modules/module content); submission has not been sufficiently proofread for spelling, punctuation, and grammar; some parts of the assignment have been left out or left incomplete. See comments by your assigned ARH 2000 Instructor for specific information on deductions received on this submission.</td>
<td>20 to &gt;15 pts Good</td>
<td></td>
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<tr>
<td>15 to &gt;10 pts Needs Work</td>
<td>10 to &gt;1 pts Low Effort</td>
<td>1 to &gt;0 pts No Credit</td>
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Total Points: 100