

## Art 31 Online: Final Examination

Instructions: Please answer ALL four (4) questions below in full sentences and in essay form. Please use citations for any direct quotes or paraphrasing that you use from the text in your answers. Your final answers MUST be e-mailed to me ([art31@unh.edu](mailto:art31@unh.edu)).

\*Note\*: you must write a response that is a minimum of **400** words for EACH question. PLEASE NOTE: I count the words! If any answer is under 400 words, you will lose points. Answers must be written in YOUR OWN WORDS. Minimal sentence answers or copied/plagiarized material will receive no points.

PLEASE READ THE QUESTIONS CAREFULLY!

### **Question# 1:**

#### **Textbook-Based Question -- Art and Technical Advances invented AFTER 1700 AD/CE:**

##### **Use Chapters 17 through 20, Stokstad and Cothren's *Art: A Brief History***

Over the three centuries that are covered in chapters 17 through 20 in the course eTextbook, many new techniques were utilized by artists in their creation of major artworks. Technological developments helped artists and architects express ideas in new ways.

Choose and fully identify **three** (3) works of art or architecture and discuss the specific technological development that made each work possible. For each work, analyze how the technological development enabled the artist or architect to express ideas in new ways. Since you answered a similar question on the midterm, make sure that your choices are all technical advances discovered AFTER the year 1700 AD/CE. Remember that a technological advancement would be an INVENTION, INNOVATION, or a REVIVED PROCESS that helped the artist make the artwork.

Please make sure to include chapter citations for any information you take from the eTextbook or any other source.

**PLEASE NOTE: for this question, you must write about THREE artworks and mention for each a DIFFERENT invention, innovation, or revived process that made each work possible. DO NOT DISCUSS STYLE – Styles are NOT inventions, innovations or revived processes as per this question. Do not REPEAT artworks or technological advances already discussed elsewhere on this exam, previous exams, or Blackboard.**

[30 points; 10 points for each artwork, fully developed with proper attention to the question.]

### **Question# 2:**

#### **Textbook-Based Question – Crosscurrents**

**Use Chapters 15 and 16, Stokstad and Cothren's *Art: A Brief History***

This question is from the eText:

“Neither of the masks shown below was meant to be exhibited in a museum case for an art-loving public seeking a cultural experience. Both took on their primary meaning in the process of the performance of a cultural ritual. Discuss the ways in which an **understanding of the ritual context is necessary if we are to grasp their cultural meanings** for those who made them and saw them in use. **How did these objects end up in museums? Please discuss any discrimination or challenges that the cultures who made these masks had to face.**”



Please identify the two works fully and answer the question above, and please refer to them by their proper titles in your discussion. Give as much historical information about each artwork as you can from the eTextbook.

Please make sure to include chapter citations for any information you take from the eTextbook or any other source.

[20 points; 10 points for each artwork, fully developed with proper attention to the question.]

**Question # 3:**

**Image-Based Question – Double Portraits:**

**Use Chapter 17, Stokstad and Cothren's *Art: A Brief History***

Please answer this question from the eTextbook:

“Double portraits of couples are common in the history of European art. Assess the ways in which these two examples portray the nature of the marital relationship of these men and women. How do these portrayals reflect the social structures and concerns of the cultural situations in which these couples lived?”



Please identify the two works fully and answer the question above, and please refer to them by their proper titles in your discussion. Give as much historical information about each artwork as you can from the eTextbook.

Please make sure to include chapter citations for any information you take from the eTextbook or any other source.

**PLEASE NOTE: for this question, you are being asked to think about the RELATIONSHIP between the two figures shown. Do they seem like they have an equal partnership in their marriage, based on how they are portrayed in the image? What details in the paintings suggest this?**

[20 points; 10 points for each artwork, fully developed with proper attention to the question.]

#### Question # 4:

#### Readings-Based Question – Social Commentary and Activism

#### Use Chapters 17 through 20, Stokstad and Cothren’s *Art: A Brief History*

Over the three centuries that are covered in chapters 17 through 20 in the course eTextbook, it becomes clear that artists became more socially active and used their art to shed light on a specific social or political issue.

Choose and fully identify **three** (3) works of art or architecture and discuss FULLY the **specific social or political issue** that the artwork addresses. For each work, analyze how the focus on a political or social issue enabled the artist or architect to express ideas in new ways. Fully discuss the artwork, drawing your information from the eTextbook.

Please make sure to include citations and page numbers for any information you take from the eTextbook or any other source.

Please make sure to include chapter citations for any information you take from the eTextbook or any other source.

**PLEASE NOTE: A social or political issue might include: labor, poverty, war, racism, slavery, feminist issues, LGBTQI issues, environmental issues, and other such topics. DO NOT use any artworks already discussed either on Blackboard or on either of the exams.**

[30 points; 10 points for each artwork, fully developed with proper attention to the question.]

**BONUS 10 points:**

**Response to another student's field assignment paper**

**This is the only part of the exam that can be done on BlackBoard.**

For the bonus points, please go on Blackboard and respond to another student's field assignment paper. Your response should not just be a "like" post, but it should instead be a real discussion of the student's paper, what you found interesting about their paper, and include some feedback to the student about their paper. Short responses will receive no bonus points.

**You were already supposed to respond to a student's field assignment on Blackboard.** What I am asking for here is that you do it again, responding to a different student for the bonus points. So you'll have two responses on Blackboard: one counts for the Blackboard score and one counts for the bonus points.

[10 points for a response to another student's field assignment paper on Blackboard. Must contain some constructive feedback or discussion of any artwork or issue raised in the paper. Response must be at least **250** words to obtain the bonus points. Remember: no "like" posts. Give your fellow student some feedback on their papers if you want the bonus points.]