



**Division of Fine Arts, Speech and Commercial Music
Northwest College**

ARTS 1303 – Art History I

Credit: 3 / 3 hour lecture course / 48 hours per semester

HCC Northwest, Fall 2013 (M-TH) Distance Education

Text: ART HISTORY - Volume I Fifth Edition, Marilyn Stokstad

Professor: Thomas Clark

Instructor Contact Information:

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Phone: Use EO for messages (allow 24 response time M-TH)

Office location: Eagle Online

Course Description

This course examines painting, sculpture, architecture and related arts covering the Paleolithic through Gothic periods. Also covered is the art of non-western cultures. This course satisfies the fine arts or cross-cultural component of the HCC core. This is an HCCS Core Curriculum course for either *Visual or Performing Arts* or *Cross/Multicultural Studies*.

Prerequisites

none

Course Goal

Examination of painting, sculpture, architecture, and other arts from prehistoric to (Gothic) time.
(Academic Course Guide Manual)

Student Learning Outcomes: The student will be able to:

1. (Level 1) Identify stylistic characteristics of each of the selected cultures and period styles.
2. (Level 2) Express stylistic characteristics of each of the selected cultures and period styles.
3. (Level 4) Examine the function of painting, sculpture, architecture and other arts from Prehistoric to Late Gothic time.
4. (Level 6) Appraise the function of painting, sculpture, architecture, other arts and period styles from Prehistoric to Late Gothic time.

Learning Objectives: Students will:

- 1.1. Recognize formal elements in selected artworks of each of the selected cultures and period styles.
- 1.2. Recognize principles of design in selected artworks of each of the selected cultures and period styles.
- 1.3. Identify artistic themes of each of the selected cultures and period styles.
- 1.4. Describe the artistic roles of each of the selected cultures and period styles.
- 1.5. Know the artistic representation of artworks of each of the selected cultures and period styles.
- 2.1. Articulate the stylistic characteristics of various cultures.
- 2.2. Categorize the period styles from Prehistoric to Late Gothic time.
- 2.3. Compare and contrast the formal elements of selected artworks.
- 2.4. Compare and contrast the principles of design of selected period styles.
- 2.5. Interpret the iconography of selected artworks.
- 3.1. Identify period styles of selected artworks.
- 3.2. Differentiate period styles of selected artworks.
- 3.3. Establish stylistic characteristics of art and design from the various cultures and period styles included in the course.
- 3.4. Integrate the function of selected artworks in their historical context.
- 4.1. Summarize the period styles of selected artworks.
- 4.2. Interpret content in selected artworks.
- 4.3. Hypothesize the iconographical intent of the artist and/or producing culture of selected artworks.

- 4.4. Evaluate the formal elements and principles of design.
- 4.5. Judge the artistic merits of selected artworks.

Program Student Learning Outcomes: Academic Art Graduates will:

1. (level 1, knowledge) Graduates will **recognize** the importance of integrity, accountability, artistic freedom and open-mindedness in their individual artistic production and in wide-ranging shared civic responsibility.
2. (level 3, application) Graduates are **prepared** for life and work in a global and technological society.
3. (level 4, analysis) Graduates will **demonstrate** competence in basic art studio skills and/or art history knowledge.
4. (level 5, synthesis) Graduates will **relate** knowledge, skills, discipline and responsibility to successfully live and work after graduation.
5. (level 6, evaluation; level 5, synthesis) Graduates can **evaluate** and **relate** art theories, elements, principles and styles in practical, day-to-day artistic experiences in their own work and in the wider contemporary world
6. (level 6, evaluation) Graduates will **relate** the high ethical and professional standards of their faculty to their own experience.

SCANS or Core Curriculum Statement and Other Standards

The basic intellectual competencies for core courses include reading; writing, speaking, listening, critical thinking, and computer literacy are included in this course. A variety of materials and processes will be introduced. Class time might include lectures, demonstrations, field trips, assignments, introductions, and critiques. This survey course introduces the visual arts and explains the role they have played in history using examples of sculpture, painting, architecture, and craft art. Art History I examines the period from about 28000 BCE to 1400 CE, including non-Western and tribal cultures.

"Exemplary Educational Objectives of Humanities and Visual and Performing Arts" (HCC Catalog 2009-11):

- To understand those works as expressions of individual and human values within a historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or the visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

Instructional Methods

Methods of instruction may include: readings (from textbooks, peer-reviewed articles, books and original source seminal texts), slide presentations, video/film presentations, art demonstrations, and critiques.

The course surveys major western art historical movements from prehistoric times up to the Late Gothic period as well as art of non-Western cultures. Major areas of study include: the Birth of Art, Ancient Near Eastern Art, Egyptian Art, Aegean Art, Greek Art, Etruscan Art, Roman Art, Early Christian Art, Byzantine Art, Islamic Art, Early Medieval Art in the West, Romanesque Art, Gothic Art, the Art of Indian Asia, the Art of China and Korea, the Art of Japan, the Native Arts of the Americas and Oceania, and the Arts of Africa. The course includes lectures, readings, slide presentations, class discussions, and written assignments regarding the art and concepts essential to its understanding and analysis.

HCC District Statement:

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of art, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of your chosen profession.

As a student wanting to learn about the field of art, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, attend class, and enjoy yourself while experiencing the real world of art.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend much of class time involved in collaborative activities. You will be involved in discussions with your classmates and your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

How often should I log in:

Log in a minimum of three times per week. Are you new to Distance Education? If so, log in everyday until you discover a rhythm for working.

Distance Education Student Handbook:

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting:

<http://de.hccs.edu/de/de-student-handbook>

The following is a schedule of material to be covered in chronological order. There is much information to be covered in the class, and you will find it extremely difficult to catch up if you fall behind. Read the chapter of the text as listed below:

Tentative Instructional Outline:

Week	Activities and Assignment	Objectives and Details
1		
8/26-	Course outline	Read: Introduction, Starter kit, Eagle Online
8/30	Introduction	Read: Art History Vocabulary
2		
9/2-	Art History Vocabulary	Read: Museum Essay Assignment – Due Monday 10/7
9/6	Review Museum Essay	Read: Ch 1
3		
9/9-	Ch 1 Prehistoric Art	Read: Ch 2
9/13	Ch 2 Ancient Near East	Read: Ch 3
4		
9/16-	Ch 3 Ancient Egypt	Read: Ch 4, Study for review
9/20	Ch 4 Aegean Art 1	Study for Review
5		
9/23-	Review for Exam 1	Study for Exam 1
9/27	Exam 1 begins today	Watch video- The Classical Ideal part I

Week	Activities and Assignment	Objectives and Details
6		
9/30-	Exam 1 due by 11pm	Read: Ch 5 (Art of Ancient Greece)
10/4	Ch 5 Art of Ancient Greece	Watch video- The Classical Ideal part II
7		(Museum Essay due Monday 10/7 by 11pm)
10/7-	Ch 6 Etruscan and Roman	Read: Ch 6 (Etruscan and Roman Art)
10/11	Ch 6 Etruscan and Roman	Read: Ch 7 (Jewish, Early Christian, etc)
8		
10/14-	Ch 7 Jewish, Christian	Study for Review
10/18	Review for Exam 2	Study for Exam 2 – Exam 2 begins today
9		
10/21-	EXAM 2 due by 11pm	Read: Ch. 8 (Islam)
10/25	Ch 8 Islam	Read: Ch 9 (India & Southeast Asia)
10		
10/28-	Ch 9 India & Southeast	Read: Ch 10 (China and Korea)
11/1	Ch 10 China and Korea	Read: Ch 11 (Japan)
11		
11/4-	Ch 11 Japan	Read: Ch 12 (The Americas before 1300)
11/8	Ch 12 The Americas	Read: Ch 13 (Africa)
12		
11/11-	Ch 13 Africa	Study for Review
11/15	Review for Exam 3	Study for Exam 3 (Ch 8 – 13) exam begins today
13		
11/18-	EXAM 3 due by 11pm	Read: Ch 14 (Early Medieval)
11/21	Ch 14 Early Medieval	Read: Ch 15 Romanesque
14		
11/25-	Ch 15 Romanesque	Read: Ch 16 Gothic
11/29	Ch 16 Gothic	Watch video – A White Garment of Churches pt. I & II
15		
12/2-	Review for Final Exam	Study for Review
12/6	Exam 4 begins today	Study for Exam 4
16		
12/9	EXAM 4 due by 11pm	Exam 4 Deadline is 12/9 by 11pm

Student Assignments

Assignments/Activities may include: written critical responses, group projects, quizzes, exams, hands-on studio workdays/times, and occasional gallery visits, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to the

major areas of study in Art; debates; writing papers including essays, analyses, reviews, research, comparing and contrasting artistic theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 2000 words in a combination of writing assignments and/or projects.

Assessments

Methods of Assessment/Evaluation may include: tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay, lists; writing assignments, discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios; other methods as may be determined by individual instructors.

Instructional Materials

REQUIRED TEXTBOOK: *Art History*, 5th edition, Volume I by Marilyn Stokstad

COMPANION WEBSITE: <http://www.pearsonhighered.com/educator/product/Art-History-Volume-1/9780205744206.page>
MyArtsLab is an excellent resource for this course <http://myartslab.com/>

HCC Policy Statement - ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to the Disability Support Service Office at (713) 718-5422 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

In Art 1303 DE, students may be dropped from, or fail, the course for absenteeism if they do not log into the course three times per week, each week, and/or do not complete and submit assignments by scheduled deadline dates. Students who are not attending and/or not actively participating with the course may be blocked from gaining access to course materials featured in Eagle Online.

Students are expected to adhere to Netiquette, Academic Writing, and Research Guidelines featured in this Eagle Online version of the course. Students who do not adhere to these guidelines may either be dropped from, or fail, the course.

Students should plan on spending a minimum of 9 hours per week (dependent upon comprehension of course material, skills, use of computer technology) for readings, assignments, activities and discussions featured in this course. It is the student's responsibility to maintain good time-management skills, as well actively participates with the course.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Students will be required to select a drop reason in order to complete the withdrawal request (the drop reason will cue whether the dropped course will count toward the 6 drop rule or not).

- Students will be invited to click on several links to learn more of the implications of dropping on the 6 drop rule (<http://imc02.hccs.edu/gcac/drop.htm>), on veterans, on financial aid, and on international students.
- Students will be required to acknowledge the implications of withdrawing from a class.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Online Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and/or lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up

- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, all assignments
- Complete with a 70% passing score or higher

Program/Discipline Requirements

Course Purpose

This survey course introduces the visual arts and explains the role they have played in history using examples of sculpture, painting, architecture, and craft art. Art History I examines the period from about 28000 BCE to 1400 CE including non-Western and tribal cultures.

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:

- Complete and comprehend all graded assignments
- Attend class regularly, log on Monday - Thursday, missing no more than 3 days of online activity
- Demonstrate the ability to communicate online
- Demonstrate the ability to use computer-based technology in communicating, solving problems, and acquiring information
- Complete a minimum of 2000 words in a combination of writing assignments and/or projects
- Maintain an overall average of 70 or above on assignments, projects, and tests
- Explain and illustrate stylistic characteristics of each of the various cultures and styles included in the course syllabus
- Compare and contrast works of art from the text using the terminology and iconography of art
- Explain the function of art in its historical context

Grading

Your instructor will conduct exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale

90 - 100 = A
 80 - 89 = B
 70 - 79 = C
 60 - 69 = D
 Below 60 = F

Grading Profile: Four 100-point tests, a 100 Museum Assignment equals 500 points. Total: 500 points
 Your final grade % equals your total points divided by 5.

EXAM POLICY

All exams are taken online and must be completed by the deadlines listed on the syllabus. Make-up exams will not be given.

Museum Essay Assignment.

This assignment requires a visit to The Museum of Fine Arts, Houston <http://www.mfah.org/> (note the days open and hours of operation) and a written essay about a work of art on display that corresponds to the time period covered in the class. A drawing of the artwork must also be made to accommodate your writing. A valuable resource may be the library or bookstore located at the museum. There may be important symbolism, cultural aspects or other information to discuss in accordance with the work of art that you choose. **Do not plagiarize in your writing; see the consequences of scholastic dishonesty. Written essay must be uploaded to www.turnitin.com. The final assignment must be uploaded, including a drawing or recreation of artwork and museum receipt of your physical visit, by the deadline on the syllabus.**

ADDITIONAL RESOURCES TO ASSIST YOUR LEARNING:**Websites:**

The *Groves Dictionary of Art* is available through the HCC Library home page. Your HCCS student I.D. is required for this service. This is great for all art students.

www.smartthinking.com is available for help with writing assignments. Your HCCS student I.D. is required for this service.

Personal Help:

- Tutors are available in the Learning Resource Center. They are particularly helpful for writing assignments.
- The Museum of Fine Arts, Houston Research Library
- The HCCS Library System
- The Public Library System

EGLS₃ -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.