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Houston Community College Southwest

Course Syllabus: Art History One

HCC Academic Discipline: ART

Course Title: Art History One

Course Rubric and number: ARTS 1303 -113

Semester with Course Reference Number (CRN): 32013

Campus, Room Location, Days and Times: Stafford Learning Hub, Rm. 323, Thursday 7p -10p

Course Semester Credit Hours (SCH): 3 credits

Course contact hours per semester: 48

Course length: 16-week session

Type of Instruction: 3 Lecture

Instructor: Sarah M. Schultz

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Learning Web Address: <http://learning.hccs.edu/faculty/sarah.schultz>

Office hrs: *By appointment only*

NEW URL FOR ALL ARTS AND HUMANITIES PROGRAMS:

<http://southwest.hccs.edu/departments/fine-arts/>

NEW URL FOR ART PROGRAM:

<http://southwest.hccs.edu/departments/fine-arts/art/>

EGLS₃ LINK FOR STUDENT EVALUATION OF INSTRUCTION:

<http://www.hccs.edu/district/students/egls3/>

Course Description:

1. ARTS 1303 Art History I Examination of painting, sculpture, architecture, and other arts from prehistoric to (Gothic) time. *As defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)*
2. ARTS 1303 Art History I This course examines painting, sculpture, architecture and related arts covering the Paleolithic through Gothic periods. Also covered is the art of non-western cultures. Core Curriculum Course. *(As listed in the 2009-2011 HCC Catalog.)*

Course Prerequisites: Must be placed into college-level reading and college-level writing.

Course Goal:

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.

REQUIRED Instructional Materials:

Art History, 5th Edition, 2014

Stokstad & Cothren

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or 978-0-205-87347-2

Course Student Learning Outcomes:

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

Art History I Student Learning Objectives ~ related to each Learning Outcome

I. Learning Outcome One: Identify stylistic characteristics of each of the selected cultures and period styles.

The Supporting Learning Objectives:

- 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.

II. Learning Outcome Two: Express stylistic characteristics of each of the selected cultures and period styles.

The Supporting Learning Objectives:

- 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.

III. Learning Outcome Three: Examine the function of painting, sculpture, architecture and other arts from Prehistoric to Late Gothic time.

The Supporting Learning Objectives:

- 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.

IV. Learning Outcome Four: Appraise the function of painting, sculpture, architecture, other arts and period styles from Prehistoric to Late Gothic time

The Supporting Learning Objectives:

- 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.

Core Curriculum Statement:

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of teaching and testing methods are used to assess these competencies.

This course fulfills the core competencies:

Reading: Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

Writing: Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

Speaking: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

Listening: Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication

Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

Computer Literacy: Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

Instructional Methods:

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

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.

Student 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, in-class 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..

HCC Policy Statement: Americans With Disabilities Act (ADA)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

To visit the ADA Web site, log on to www.hccs.edu,

Click Future Students

Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

HCC Policy Statement: Academic Honesty

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. 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 student's test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- 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 means the unauthorized collaboration with another person in preparing written work offered for credit.

Violations: Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

Official HCC Attendance Policy:

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student's responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (incl. lecture and laboratory time).

For example:

For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

Administrative drops are at the discretion of the instructor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of "F" in the course

Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.

Course Withdrawals:

Be sure you understand HCC policies about dropping a course. It is the student's responsibility to withdraw officially from a course and prevent an "F" from appearing on the transcript. 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

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

Early Alert Program:

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.

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.

Individual Instructor’s Requirements Statement

All components must be completed in order to pass the course. Every 2 Late Arrivals/Early Departures will equal 1 Full Absence on the roll sheet. Student Success will be adversely affected by absences, late arrivals and early departures. Multiple absences may result in an administrative drop. Multiple absences may result in an overall score drop by 1 letter grade.

Active participation, a positive attitude and respect for others is expected of each student in the learning environment. **Any type of disruptive behavior will not be tolerated (cell phone use, texting, internet surfing, talking off topic, foul language, late arrivals, early departures, frequent breaks) and the student will be asked to leave the classroom.**

Late Projects Policy: 10% per class will be deducted from projects turned in late.

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

- Attend class and participate in class discussions and activities
- 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, handouts and all assignments

HCC Art Discipline Requirements

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, missing no more than 12.5% of instruction (6 hours)
- Arrive at class promptly and with the required materials for that day’s session
- Be prepared for and participate in small group or class discussions
- Demonstrate the ability to communicate orally in clear, coherent, and persuasive language
- 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

Additional requirements for Honors students

Honors students will write an additional 2000 words. They will complete a project or oral presentation that shows a higher level of analytical thinking and satisfies the requirement of the honors contract **HCC Grading Information:**

Grading percentile: the official HCC grading rubric is as follows:

90–100 percent	A	Exceptionally fine work; superior in presentation, visual observation, comprehension and participation
80–89 percent	B	Above average work; superior in one or two areas
70–79 percent	C	Average work; good, unexceptional participation
60–69 percent	D	Below average work; noticeably weak with minimal participation
Below 60 percent	F	Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

Instructor Grading Criteria:

Assignments, participation, exams and presentations or projects will be evaluated according to the following criteria:

- Adherence to course guidelines, instructions and content requirements
- Strict compliance with all deadlines (no extensions)
- Your level of contribution to class discussions and critiques/ creative and original problem solving in discussions and observations in class
- Level of technical difficulty attempted and achieved – with more sophisticated, mature and thought provocative work receiving higher grades
- Proper grammar, spelling, punctuation, clarity and structure in all writing samples
- Each Component in the Grading Legend must be completed in order to pass the course

Instructor's Final Grading Legend:

Assignments	Details	Points	% of Final Average
Exam 1	Chapters 1 - 4	20 points	20%
Exam 2	Chapters 5 - 9	20 points	20%
Field Trip (independent)	Treasure Hunt: At The Museum of Fine Arts	10 points	10%
Essay	<i>Art Department Program Requirement:</i> <u>1500-2000 words writing assignment</u> Research paper details on learningweb	20 points	20%
Final Exam	Chapters 10 - 16	30 points	30%
Total:		100 points	Total: 100%

HCC Fall 2014 Calendar: Traditional 16 week session	
Classes Begin	August 25, Monday
Official Day of Record	September 8 Monday
Holidays and Breaks	September 1; Monday, Labor Day November 27 - 30 Thanksgiving
Priority Deadline for graduation	September 15, Monday
Last day to drop classes with a grade of W	October 31, Friday
Instruction ends	December 7, Sunday
Final examination	December 11, Thursday at 7:30 pm

Class Week/ Date	Lectures / Topics / Assignments / Projects / Critiques ARTS 1303 Art History One - 16 week calendar
Week 1 8/28	Orientation, grading policies, syllabus; Introduction to Art History
Week 2 9/4	Prehistoric Art, Chapter 1
Week 3 9/11	Art of the Ancient Near East, Chapter 2
Week 4 9/18	Art of Ancient Egypt, Chapter 3,
Week 5 9/25	Art of Ancient Aegean, Chapter 4
Week 6 10/2	Exam 1: Ch's 1 - 4
Week 7 10/9	Art of Ancient Greece, Chapter 5, Etruscan and Roman Art, Chapter 6
Week 8 10/16	Jewish and Early Christian Art, Chapter 7 Byzantine Art, Chapter 8
Week 9 10/16	Islamic Art, Chapter 9
Week 10 10/23	Review Session, speed dating ☺
Week 11 10/30	Exam 2: Ch's 5 – 9
Week 12 11/6	Art of South and Southeast Asia Before 1200, Chapter 10 Chinese and Korean Art Before 1279, Chapter 11 Japanese Art before 1333, Chapter 12
Week 13 11/13	Art of the Americas before 1300, Chapter 13 Early African Art, Chapter 14
Week 14 11/20	Early Medieval Art in Europe, Chapter 15 Romanesque Art, Chapter 16
Week 15 11/27	THANKSGIVING BREAK – NO CLASS
Week 16 12/4	Final Exam Review of Chpts. 10 -16 Research Paper and Treasure Hunt are DUE
Week 17 12/11	Final Exam at 7:30 pm