

Oglala Lakota College



**ART 301
ART HISTORY I
Course Syllabus**

Center:

Day and Section Number:

Instructor Information

Instructor Name	
Cell Phone	
Office Phone	
Email Address	
Office Hours	
Communicating With Instructor	
Cellphone policy	

Course Information

COURSE DESCRIPTION: This art course surveys the aesthetic historical expression throughout the following global cultures and artistic paradigms: Prehistoric, African, Mesopotamia, Egyptian, Greek, Roman, Jewish, Islam, Hindu, Byzantine and Christianity, Pacific Islands, Native American, Mesoamerican/Pre-Colombian, European Medieval, European Renaissance, Japan, Korea, China, and Buddhist. The class is designed to chronologically cover global Prehistory up to Pre-Renaissance eras.

COURSE OBJECTIVES:

Students will:

- will establish their knowledge-base of the global aesthetic world view up to the preRenaissance era.

PREREQUISITE:

English

REQUIRED TEXT:

Art History: Vol. I, Marilyn Stokstad, Michael W. Cothren

SUPPLEMENTARY MATERIALS:

Lectures will be supplemented with course handouts and suggested additional reading.

INSTRUCTIONAL METHODOLOGY

Instruction in this class is accomplished through a mixture of:

- PPT lectures
- Video documentaries
- Class discussions
- Written assignments
- Student presentations

WRITTEN EXAMS, QUIZZES, WRITTEN REPORTS, AND CLASS PRESENTATIONS:

- **Exams** will consist of multiple-choice, fill in the blanks, and essay questions. Be prepared to use the art vocabulary you learn in this class.
- **Short weekly quizzes** will be given at the beginning of each class on the material covered during the previous class. These quizzes will not be graded but will receive points for each quiz completed in class. These quizzes are a tool for student self-evaluation on what you are learning in class and are also designed to help you learn the vocabulary of art.
- **Research and write a typed report** on a topic the instructor assigns. Students will be given opportunity to choose between two or more topics.
 - **Note: See “Document Preparation”** page 10 of this document.
- **Make a student presentation** during class period based on research paper. The use of a PPT presentation is encouraged.

COURSE REQUIREMENTS:

- Read all assigned chapters in the text.
- Read all class handouts provided by the instructor.
- Complete weekly quizzes in class
- Take class notes.
- Participate in class discussions.
- Complete all class assignments.
- **Maintain you Course Portfolio:** Submit all required work to the instructor, who will file copies of your work in your personal **Course Portfolio**. Items included in your Course Portfolio are: photo copies of all quizzes, midterm and final exams, research paper and printed copy of PPT presentation for class presentation. (In addition: a digital copy needs to be submitted to back up the “hard copy” of your Course Portfolio)

SUGGESTIONS FOR SUCCESSFULLY COMPLETING THE COURSE:

- Do not miss any classes.
- Submit your typed written report on time.
- Schedule and be present to give your presentation.
- Keep your **Student Portfolio** up to date through out the semester.

SUGGESTION FOR WORK DONE OUTSIDE THE CLASSROOM

Co-Curriculum activities that can enrich your experience of this class are:

- Keep a journal.
- Visit art events, galleries and museums in the area and keep notes on what you see using vocabulary learned in this class. If possible, invite other students to visit museums, etc. with you and discuss and take notes together. This helps build a community of peers that speak the language of art.
- Blog about art. Keep a “sketch” web journal.
- And...enjoy *Living With Art!*

STUDENT EVALUATION:

Course grades will be based on class participation and materials collected during the semester and saved your **Student Portfolio**.

Grading Criteria and Total Components of a Grade:

- **Written Report** 28 points
 - *24 points for English grammar and content, 4 points for Document Preparation, **Note:** Typed written report required to meet English I Rubric. See page 10 for Document Preparation, and page 11 for English I Rubric grading criteria.*
- **Presentation** 10 points
- **Class Participation** 10 points
- **Weekly Quizzes** 16 points
 - *There are eight quizzes worth 2 points each. Points are awarded for completing quiz in class at the time given. One point will be deducted if quiz is not completed at time given.*
- **Midterm exam** 16 points
- **Final Exam** 20 points
- **TOTAL** 100 points

Grading Scale

The following scale is used in determining averages:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

NOTE: It is the student’s responsibility to keep copies of all materials included in Student Portfolio and records of grades in case of a grade dispute.

COURSE EVALUATION

Course evaluation needs to be completed during weeks thirteen or fourteen of the semester. The College Center Counselor will assist you. I value your viewpoint and your assessment of each course. It is vital to my continued development as an instructor.

LAKOTA PERSPECTIVE

- The Lakota perspective is encouraged in this course.
- Wolakolkiciyapi. Students are encouraged to display the Lakota values of respect, knowledge, generosity, fortitude, truthfulness, and courage.

Course Schedule

<p>Week 1</p>	<p>Meet and Greet</p> <p>Review Syllabus: Q&A</p> <p>Lecture: Introduction</p> <p>I.1 Explore the methods and objectives of visual analysis. I.2 Assess the way art historians identify conventional subject matter and symbols in the process called iconography. I.3 Survey the methods used by art historians to analyze works of art and interpret their meaning within their original cultural contexts. I.4 Trace the process of art-historical interpretation in a case study</p> <p>Home Work: Read Ch. 1</p>
<p>Week 2</p>	<p>Quiz: no quiz</p> <p>Lecture: Chapter 1. Prehistoric Art</p> <p>1.1 Explore the variety of styles, techniques, and traditions represented by what remains of prehistoric art and architecture, and probe its technical, formal, and expressive character.</p> <p>1.2 Survey the principal themes, subjects, and symbols in prehistoric painting, sculpture, and objects.</p> <p>1.3 Investigate how art historians and anthropologists have speculated on the</p>

	<p>cultural meanings of works for which there is no written record to provide historical context.</p> <p>1.4 Grasp the concepts and vocabulary used to describe and characterize prehistoric art and architecture.</p> <p>Home Work: Read Ch. 2</p>
Week 3	<p>Quiz: Multiple-choice focused on vocabulary and artists works introduced in Ch.1</p> <p>Lecture: Chapter 2. Art of the Ancient Near East</p> <p>2.1 Investigate a series of conventions for the portrayal of human figures through the history of the ancient Near East.</p> <p>2.2 Explore the development of visual narrative to tell stories of gods, heroes, and rulers in sculpted reliefs.</p> <p>2.3 Survey the various ways rulers in the ancient Near East expressed their power in portraits, historical narrative, and great palace complexes.</p> <p>2.4 Evaluate the way modern archaeologists have laid the groundwork for the art-historical interpretation of the ancient cultures of the Near East.</p> <p>Home Work: Read Ch. 3</p>
Week 4	<p>Quiz: Multiple-choice focused on vocabulary and artists works introduced in Ch. 2</p> <p>Lecture: Chapter 3. Art of Ancient Egypt</p> <p>3.1 Explore the pictorial conventions for representing the human figure in ancient Egyptian art, established early on and maintained for millennia.</p> <p>3.2 Analyze how religious beliefs were reflected in the funerary art and architecture of ancient Egypt.</p> <p>3.3 Examine the relationship of royal ancient Egyptian art to the fortunes and aspirations of the rulers who commissioned it.</p> <p>3.4 Understand and characterize the major transformation of ancient Egyptian art and convention under the revolutionary rule of Akhenaten.</p> <p>Home Work: Read Ch. 4</p>
Week 5	<p>Quiz: Multiple-choice focused on vocabulary and artists works introduced in, Ch. 3</p>

	<p>Lecture: Chapter 4. Art of the Ancient Aegean</p> <p>4.1 Compare and contrast the art and architectural styles developed by three Aegean Bronze Age cultures.</p> <p>4.2 Evaluate how archaeology has recovered, reconstructed, and interpreted ancient Aegean material culture despite the limitations of written documents.</p> <p>4.3 Investigate the relationship between art and social rituals or communal practices in the ancient Aegean cultures.</p> <p>4.4 Assess differences in the designs and use of the large architectural complexes created by the Minoans and the Mycenaeans.</p> <p>Topic for written report selected</p> <p>Home Work: Ch.12; Research/choose your topic</p>
<p>Week 6</p>	<p>Quiz: Quiz: Multiple-choice focused on vocabulary and artists works introduced in LWA, Ch. 11</p> <p>Lecture: Chapter 5. Art of Ancient Greece (Part 1)</p> <p>"Emergence of Greek Civilization" through "Early Classical Period"</p> <p>5.1 Trace the emergence of a distinctive Classical style and approach to art and architecture during the early centuries of Greek civilization and assess the ways Hellenistic sculptors departed from its norms.</p> <p>5.2 Explore the principal themes and subject matter of ancient Greek art, rooted in the lives—both heroic and ordinary—of the people who lived in this time and place as well as the mythological tales that were significant to them.</p> <p>5.4 Understand the differences between and assess the uses of the three orders used in temple architecture</p> <p>Chapter 5. Art of Ancient Greece (Part 2)</p> <p>"High Classical Period" through "Hellenistic Period"</p> <p>5.1 Trace the emergence of a distinctive Classical style and approach to art and architecture during the early centuries of Greek civilization and assess the ways Hellenistic sculptors departed from its norms.</p> <p>5.3 Explore the nature and meaning of the High Classical style in relation to the historical and cultural situation in Greece during the fifth century BCE.</p> <p>Home Work: Read Ch.6; Research/choose your topic</p>
<p>Week 7</p>	<p>Quiz: Multiple-choice focused on vocabulary and artists works introduced in</p>

	<p>Ch. 5</p> <p>Lecture: Chapter 6. Etruscan and Roman Art (Part 1)</p> <p>"The Etruscans" through "The Early Empire"</p> <p>6.1 Explore the various ways Romans embellished the walls and floors of their houses with illusionistic painting in fresco and mosaic.</p> <p>6.2 Trace the development and use of portraiture as a major artistic theme for the ancient Romans.</p> <p>6.3 Examine the ways that Etruscan funerary art celebrates the vitality of human existence.</p> <p>Etruscan and Roman Art (Part 2)</p> <p>"High Imperial Art" through "Late Empire"</p> <p>6.4 Investigate how knowledge of Roman advances in structural technology furthers our understanding of Roman civic architecture.</p> <p>Home Work: Study for Midterm Exam</p>
Week 8	Review: material covered in the previous six weekly quizzes.
Midterm Exam	<p>Midterm Exam</p> <p>Home Work: Read Ch.7, Research/write your topic</p>
Week 9	<p>Review: Return and discuss graded Midterm Exams</p> <p>Lecture: Chapter 7. Jewish and Early Christian Art</p> <p>7.1 Investigate of the ways in which late antique Jewish and Christian art developed from the artistic traditions of the ancient Roman world.</p> <p>7.2 Interpret how late antique Jewish and Christian artists used narrative and iconic imagery to convey the foundations of the Christian faith for those already initiated into the life of the Church.</p> <p>7.3 Understand the relationship between the art and architecture of Jewish and Christian communities and their cultural and political situation within the late Roman Empire.</p> <p>7.4 Analyze the connection between form and function in buildings created for worship</p> <p>Home Work: Read Ch.8; Complete your typed report.</p>
Week 10	Quiz: Multiple-choice focused on vocabulary and artists works introduced in

	<p>Ch. 7</p> <p>Lecture: Chapter 8. Byzantine Art</p> <p>8.1 Survey the variety of stylistic sources and developments that characterize the long history of Byzantine art.</p> <p>8.2 Understand the principal themes and subjects—secular as well as sacred—used by Byzantine artists.</p> <p>8.3 Assess the central role of images in the devotional practices of the Byzantine world and explore the reasons for and impact of the brief interlude of iconoclasm.</p> <p>8.4 Trace the growing Byzantine interest in conveying human emotions and representing human situations when visualizing sacred stories.</p> <p>Completed typed reports due; student presentations scheduled</p> <p>Home Work: Read Ch.9</p>
<p>Week 11</p>	<p>Quiz: <u>No In-class quiz.</u> Handout: Multiple-choice study quiz focused on vocabulary and artists works introduced in 8 to be completed at home and turned in at next class.</p> <p>Lecture: Chapter 9. Islamic Art</p> <p>9.1 Explore the stylistic variety of art and architecture created in the disparate areas of the Islamic world.</p> <p>9.2 Explore the use of ornament and inscription in Islamic art.</p> <p>9.3 Interpret Islamic art as a reflection of both religion and secular society.</p> <p>9.4 Recognize the role of political transformation in the creation of Islamic artistic eclecticism as well as its unification around a shared cultural and religious viewpoint.</p> <p>Student presentations of their written reports</p> <p>Home Work: Complete study handout quiz; Read, Ch.10; Prepare your class presentation</p>
<p>Week 12</p>	<p>Quiz: <u>No In-class quiz.</u> Handout: Multiple-choice study quiz focused on vocabulary and artists' works introduced in Ch. 9 to be completed at home and turned in at next class.</p> <p>Lecture: Chapter 15. Early Medieval Art in Europe (Part 1)</p> <p>"Early Middle Ages" through "The Viking Era"</p>

	<p>15.1 Identify and investigate the rich variety of early medieval artistic and architectural styles across Europe, as well as the religious and secular contexts in which they were developed.</p> <p>15.2 Appreciate and understand the themes and subjects used to illustrate early medieval sacred books.</p> <p>15.4 Recognize and evaluate the “barbarian” and Islamic sources that were adopted and transformed by Christian artists during the early Middle Ages.</p> <p>Chapter 15. Early Medieval Art in Europe (Part 2)</p> <p>"Carolingian Empire" through "Ottonian Europe"</p> <p>15.2 Appreciate and understand the themes and subjects used to illustrate early medieval sacred books.</p> <p>15.3 Assess the Carolingian and Ottonian revival of Roman artistic traditions in relation to the political position of the rulers as emperors sanctioned by the pope.</p> <p>Student presentations of their written reports</p> <p>Home Work: Home Work: Complete study handout quiz; Read Ch. 16; Prepare your class presentation</p>
<p>Week 13</p>	<p>Quiz: <u>No In-class quiz.</u> Handout: Multiple-choice study quiz focused on vocabulary and artists works introduced in Ch. 15 to be completed at home and turned in next class.</p> <p>Lecture: Chapter 16. Romanesque Art (Part 1)</p> <p>"Europe in the Romanesque Period" through "Architecture"</p> <p>16.1 Explore the emergence of Romanesque architecture—with its emphasis on the aesthetic qualities of a sculptural wall—out of early masonry construction techniques.</p> <p>16.3 Assess the cultural and social impact of monasticism and pilgrimage on the design and embellishment of church architecture.</p> <p>Chapter 16. Romanesque Art (Part 2)</p> <p>"Architectural Sculpture" through "Textiles and Books"</p> <p><i>Learn-About-Its:</i></p> <p>16.1 Explore the emergence of Romanesque architecture—with its emphasis</p>

	<p>on the aesthetic qualities of a sculptural wall—out of early masonry construction techniques.</p> <p>16.2 Investigate the integration of painting and sculpture within the Romanesque building, and consider the themes and subjects that were emphasized.</p> <p>16.4 Explore the eleventh- and twelfth-century interest in telling stories of human frailty and sanctity in sculpture, textiles, and manuscript painting—stories that were meant to appeal to the feelings as well as to the minds of viewers.</p> <p>Student presentations of their written reports</p> <p>Home Work: Complete study handout quiz; Read Ch. 17, 18</p>
<p>Week 14</p>	<p>Quiz: Multiple-choice focused on vocabulary and artists works introduced in Ch. 16.</p> <p>Lecture: Chapter 17. Gothic Art of the Twelfth and Thirteenth Centuries (1100-1300)</p> <p>17.1 Investigate the ideas, events, and technical innovations that led to the development of Gothic architecture in France.</p> <p>17.2 Understand how artists communicated complex theological ideas, moralizing stories, and socio-political concerns, in stained glass, sculpture, and illustrated books.</p> <p>17.3 Analyze the relationship between the Franciscan ideals of empathy and the emotional appeals of sacred narrative painting and sculpture in Italy.</p> <p>17.4 Explore and characterize English and German Gothic art and architecture in relation to French prototypes</p> <p>Chapter 18. Fourteenth-Century Art in Europe (1300-1400)</p> <p>17.1 Investigate the ideas, events, and technical innovations that led to the development of Gothic architecture in France.</p> <p>17.2 Understand how artists communicated complex theological ideas, moralizing stories, and socio-political concerns, in stained glass, sculpture, and illustrated books.</p> <p>17.3 Analyze the relationship between the Franciscan ideals of empathy and the emotional appeals of sacred narrative painting and sculpture in Italy.</p> <p>17.4 Explore and characterize English and German Gothic art and architecture in relation to French prototypes.</p>

	Home Work: Study for Final Exam
Week 15 Final Exam	Review: material covered in the previous six weekly quizzes given in class and those completed as homework. Final Exam

Course Policies

ATTENDANCE POLICY

This class meets once a week for three (3) hours. The student is required to attend every class. Much happens in class, which cannot be made up by reading a chapter or doing some written exercises. In a real sense, if you miss class, you are missing the course. Therefore, you should determine now to attend class faithfully; otherwise, you will be wasting your time and money.

The following attendance policy will be followed:

- Three (3) absences in a row (without face to face, electronic or phone communication) constitute an automatic drop. Leaving a message at the center is NOT adequate communication.
- Five (5) scattered absences constitute an automatic drop (or a total of 15 hours missed).
- There will be no such thing as an excused absence. All absences are documented in the same way, as absent unexcused. Save your allowed absences for emergencies.
- Tardiness and leaving early will be recorded. You must be present for at least ½ of the class to be marked present in jenzabar.
- **If you must miss or be late for a class because of an emergency**, please call or email me, or leave a message with the college center staff at least 15 minutes before class. Pick up the assignments/handouts/study quiz for missed class from my box at the college center.
- **Do not call or text me once class has begun.** My cell phone will be turned off 15 minutes before class. Call the college center staff (phone #).

WITHDRAWAL

Students who are dropped from a class either by me or by the registrar will NOT be reinstated. There are NO reinstatements for students who are dropped for five absences.

Communication is essential. If you are having difficulties and are in danger of being dropped, contact me asap to discuss options BEFORE you are dropped.

You should also be aware that withdrawals (drops) will very likely affect your financial award: Pell, Higher Ed., Scholarships, etc. You must be willing to make a commitment in order to be successful in your journey at OLC.

INCOMPLETE AND GRADE CHANGE

There must be a valid reason to request a grade change or an incomplete. An incomplete grade or grade change is given only when the instructor feels special circumstances warrant it.

Not getting work done on time, missing class, being tardy or leaving early are NOT valid reasons for incompletes or grade changes.

LATE WORK

Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation. Missing class does not excuse a student from preparing for the next class.

- Written report may be submitted by email through Friday of the week due for full credit.
- A written report that is submitted late (by the following Friday) will be reduced by one letter grade.
- If written report is more than one week late it will not be accepted.

ACADEMIC INTEGRITY

Oglala Lakota College has established an academic dishonesty policy. The current college catalog states Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing of academic dishonesty. (10)

The Humanities and Social Science department fully supports this policy. Part of the learning process includes the review and integration of the work of others with your thoughts and ideas. In this process, there is no room for plagiarism in your written reports, which robs you of meaningful learning and is unfair to the original author.

Plagiarism is an ethical violation that is not tolerated at OLC. Oglala Lakota College faculty and staff are fully aware of the many online resources that are now available and we encourage you to focus on learning rather than the inappropriate use of another person's work without proper citation.

You are expected to do your own work. If you are unsure about the proper documentation of someone else's words and/or ideas, ask me. Plagiarism will not be tolerated in this class. Plagiarism will result in an F for the course.

ACADEMIC FREEDOM IN LEARNING

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college, which offers the class to initiate a review of the evaluation.

STUDENT CONDUCT

OLC students will abide by the standards of conduct stated in the latest student handbook. Every student has the right to a safe learning environment. OLC applies the following as acts of misconduct subject to disciplinary action:

- Any actual or threatened physical violence
- Gross disorderly conduct
- Verbal abuse or harassment
- Vandalism
- Attending classes under the influence of alcohol or drugs
- Any other student conduct that causes a disruption in the classroom.

Please Note: Any infringement of these rules could lead to dismissal.

ADA STATEMENT (American Disabilities Act)

This class requires extensive reading and writing. If you have a disability that prevents you from taking part in any activities, please talk to the Instructor. *If you have a disability that interferes with your ability to learn and in need of assistance please contact the OLC Coordinator of Support Services, at 455-6040. See OLC Policy 85-600 for further details.*

Do this as soon as possible, so we can make arrangements to fit your needs. If you're not sure if your writing or reading skills are sufficient for this course, please see me immediately, so we can determine whether you need assistance to do well. If you are having problems with the material during the semester, please contact me right away.

DISCLAIMER

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make necessary changes in course content and/or the instructional technique with reasonable notice.

Additional Information

Document Preparation

The report must be:

- ✓ No less than 850 words
- ✓ Typed with 12 pt. Times or Times New Roman font
- ✓ Doubled spaced
- ✓ Right margin left “ragged”. (Do not justify the margins)
- ✓ Properly formatted using the APA style for text citations and works cited pages.
- ✓ Papers are to be submitted via e-mail followed up with a hard copy submitted during class.

When saving papers electronically, name the file with your first initial, last name, assignment name and draft number. Example: “clandon research paper draft 1”

English I Rubric

The **thesis sentence** indicates a topic and expresses direction.

1 2 3 4

The **introduction** grabs the reader's attention and introduces the topic.

1 2 3 4

The body involves information that is developed and supported in **topic sentences**. **Paragraphs** support the thesis. The **evidence** is necessary and relevant and contains a balance of both generalities and specifics (details, anecdotes, statistics, etc.) **Claims** are supported rationally or empirically. **Transitions** are used to signal organization within a paragraph and/or between paragraphs. The essay is well **organized** and reads smoothly from beginning to end. The information is **focused** and apparent digressions connect with the thesis. The **approach to the topic** is interesting, demonstrates an air of inquiry, challenges what someone says or writes, and makes an evaluation. When readings and presentations are used, they are **evaluated analyzed, and interpreted** and not merely summarized.

1 2 3 4

The **conclusion** creates a feeling of closure.

1 2 3 4

Style: **word choices** are appropriate and effective for purpose and audience.

1 2 3 4

Language Use and Correctness in sentences is **clear, coherent and varied**. Writing adheres to the conventions of edited English in **mechanics, grammar, and spelling**.

1 2 3 4

Overall Score: _____

Essay Grading Criteria:

- A = 4
- B = 3.5
- C = 3
- D = 2.5
- F = 2 and below

Comments on Back