ART HISTORY SURVEY I

Course Description:

The catalogue describes this course as follows: “An examination of painting, sculpture, architecture, and other arts from the ancient through the medieval periods. This course satisfies the university core curriculum in fine arts.”

This course will provide a survey of painting, sculpture, architecture, and other art forms from Ancient through Medieval art in both Western and non-Western cultures.

Required Text:

Kleiner and Gardner, Art Through the Ages (Thirteenth Edition)—either complete hardback (used for Arts 1303 and 1304) or Volume I (if not taking Arts 1304)

Recommended Texts:

Art Basics
Douglass, Scott, The Museum Experience
Hudson and Noonan-Morrissey, The Art of Writing About Art

Student Learning Outcomes:

The goals of the course are to make students aware of the history of art from the Ancient through Medieval periods in Western and non-Western cultures. The outcomes of the course will include the development of critical thinking skills through the examination of the numerous social and political forces that have impacted on the development of global art from the Ancient through Medieval periods.

1. Students will gain an understanding of the history of art from the Ancient through the Medieval periods through readings, class participation and attendance in lectures. This knowledge will be measured by test performance and quality of in class reaction papers.
2. Students will write a series of papers about their reading assignments outside of class which will measure their understanding of a number of the complex issues addressed in the history of art from the Ancient through the Medieval periods.

Grading:

Your grade will be based upon:

1. Class attendance and participation (10%)
2. Test # 1, 2, 3 and 4 (50%)
3. Non-western paper—Final (20%)
4. Term paper (20%)

1. The class attendance and participation grade will be based upon attendance in class, your contributions to class discussion, and the completion of assigned in class reaction papers. The reaction papers will consist of one to two page responses to movies shown in class and comparison and contrast assignments. In addition, some assignments may be made that relate to the text. These response papers should be submitted after class via Blackboard 8. These assignments are designed to assist you with your test performance so they should be completed by you.

In addition, I will be providing opportunities for extra credit assignments through out the semester, which will include movies, gallery talks and presentations outside of class. These opportunities will be optional, but they can provide a real boost to your grade if you are in a borderline situation.

Attendance in class is VERY IMPORTANT since you will be quizzed regularly during class and these scores will be included in your attendance and participation grade. More than TWO absences will result in the lowering of your grade by one letter grade. Additional absences will result in the lowering of your grade by an additional letter grade. Two unexcused tardies, leaving during class or leaving early will also result in the lowering of your grade by a letter grade in the course.

2. Tests will consist of multiple choice questions and slide identifications with short responses and some longer essay responses. These questions will be designed to judge your ability to place a work of art within a historical context. Your text contains a study disk which you can use along with your book to prepare for the tests.

Helpful hints for doing well on tests in this course: I encourage students to form study groups, as I find that learning is reinforced through the sharing of class notes, readings from the text and other outside readings that are brought to group study sessions. I also recommend that you review your class notes on a weekly basis, as this will help you to commit the information to memory. This means you need to be taking notes! Over the years I have found that grades are higher for students who are actively engaged in note taking during class.
3., 4. The non-Western paper (take home final exam) and the term paper will consist of an in-depth analysis of one work of art from the cultures and time periods covered in class and in the text. The paper of 1000-1500 words must be typewritten using a double-spaced format. The paper must also contain a short bibliography of 2-3 sources (book or periodical sources, no websites allowed). The papers will be graded according to the attached guidelines.

Each paper should contain at least one illustration of the work of art that you are discussing, as well as title page, footnotes and bibliography. If you choose to compare your work of art to other works of art, illustrations of those works should be included as well.

**Paper topics must be pre-approved by me no later than October 10th.** If your paper topic has not been turned in, in written form, by that date, I will deduct ten points from your final paper grade.

Papers will be submitted through Blackboard 8.

**Grading Scale:**

Your final grade for the course will be generated utilizing the three components listed under “Grading” in the percentages indicated.

1. 100-90 point average=A
2. 89-80 point average=B
3. 79-70 point average=C
4. 69-60 point average=D
5. 59-0 point average=F

**Academic Honesty:**

In accordance with university policy, “University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).” (Undergraduate Catalogue)

“Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.” (Undergraduate Catalogue)
As outlined in the undergraduate catalogue, the punishment for academic dishonesty can range from a written reprimand to the assigning of an F for the work in question or the class in its entirety. In addition, severe punishment can result in the dismissal of the student from the program or the University.

My recommendation about cheating, is DON’T do it. It is not worth it! In my opinion, academic honesty is of the utmost importance. My personal policy is to give you a failing grade in the course if you are caught cheating on an examination or plagiarizing in a paper. My advice to you is to do the best you can on your own. When in doubt about how to reference information from outside sources, please ask my advice. I am more than happy to help you.

**Attendance Policy:**

Attendance in class is VERY IMPORTANT since a great deal of visual material is shown in class that is not in the textbook. You will be tested over this material on examinations. More than TWO excused absences will result in the lowering of your grade by one letter grade. Additional absences will result in the lowering of your grade by another letter grade. Three tardies, leaving during class or leaving early will also result in the lowering of your grade by another letter grade in the course.

**Cell phones:**

Cell phones are not permitted in my class. Be sure that you turn off your cell phone prior to coming to class. You are not permitted to text during class or leave class to talk on your cell phone. I will confiscate the cell phone of any student caught using their cell phone during class and will return it at my discretion.

**Academic Advising:** As soon as students are ready to declare a major, they should meet with an Academic Advisor. The Academic Advisor will guide the student through the requirements of the major, including developing and maintaining the student’s degree plan and directing the student to an appropriate Faculty Mentor. Specific requirements to complete degrees differ from college to college (including signatures needed, timetables to follow, examinations to take, etc.), so each student should consult an Academic Advisor in the college that houses his or her chosen major:

- College of Business: Faculty Center 104, 825-2653
- College of Education: Faculty Center 201, 825-2662
- College of Liberal Arts: Driftwood 203E, 825-3466
- College of Nursing & Health Sciences: Faculty Center 162, 825-2461 / 825-3748
- College of Science & Technology: Faculty Center 178, 825-6094
Notice to Students with Disabilities:

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Grade Appeal Process:

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
NOTE: A great deal of material is covered in this class. It is recommended that the students begin studying the first week of class. This course cannot be passed through last minute studying alone. It is recommended that you do the readings as scheduled and that you begin reviewing the images on your own as soon as possible.

The following is a tentative class schedule. It may vary somewhat during the course of the semester, but readings should be done on time to keep the student up with the course requirements.

**CLASS SCHEDULE**

- **8/24**  
  Introduction

- **8/29 & 8/31**  
  Chapter 1, Art Before History

- **9/5**  
  No class, Labor Day Holiday

- **9/7**  
  Chapter 2, The Ancient Near East

- **9/12 & 9/14**  
  Chapter 3, Egypt Under the Pharoahs

- **9/19**  
  Test # 1 (Chapters 1-3)

- **9/21**  
  Chapter 4, The Prehistoric Aegean

- **9/26 & 9/28**  
  Chapter 5, Ancient Greece

- **10/3 & 10/5**  
  Chapter 5, Ancient Greece

- **10/10**  
  Chapter 9, The Etruscans Paper topics due

- **10/12**  
  Test # 2 (Chapters 4-5)

- **10/17 & 10/19**  
  Chapter 10, The Roman Empire

- **10/24 & 10/26**  
  Chapter 11, Late Antiquity

- **10/31**  
  Chapter 12, Byzantium

- **11/2**  
  Test # 3 (Chapters 9-12)

- **11/7**  
  Chapter 16, Early Medieval Europe

- **11/9**  
  Chapter 17, Romanesque Europe
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11/14</td>
<td>Chapter 17, Romanesque Europe</td>
</tr>
<tr>
<td>11/16</td>
<td>Chapter 18, Gothic Europe</td>
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<tr>
<td>11/21</td>
<td><strong>Paper Due</strong></td>
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<tr>
<td>11/23</td>
<td>Chapter 18, Gothic Europe</td>
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<td>11/28</td>
<td>Chapters 6, 7 and 8, Non-Western Art</td>
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<td>11/30</td>
<td><strong>Test # 4 (Chapters 16-18)</strong></td>
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<tr>
<td>12/5</td>
<td>Chapters 13, 14 and 15, Non-Western Art</td>
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**Take-home Final due by Monday, December 12 by 4:15 p.m.** (Written paper on Non-Western Art) (Select work of art from one of the following chapters: 6, 7, 8, 13, 14 or 15).

Please retain this syllabus, refer to it regularly through out the semester and follow all deadlines as listed unless otherwise notified during class. You are expected to turn in all work on time and be prepared for all examinations without reminders from me.
Form to turn in paper topic
Due: October 10, 2011

Course: ARTS 1303

Name of Student:

Paper Topic:

________Approved __________Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by October 19, 2011.
Form to turn in Take-Home Final Examination Paper
Due: October 10, 2011

Course: ARTS 1303

Name of Student:

Paper Topic:

__________Approved   ___________Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by October 19, 2011.
GRADING GUIDELINES
FOR ART HISTORY PAPERS

Topic turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade.

Paper turned in after the deadline specified on the syllabus-10 points per day late will be deducted from the paper grade.

Topic selection is a crucial component of a successful paper. The thesis statements must be well developed when turned in on the date topics are due. If you want guidance in the development of your thesis topic, please make an appointment to visit with me. I will be happy to visit with you as often as necessary during the preparation of your paper.

Biographical data in lieu of discussion of stylistic/iconographic concerns-failing grade.

Papers
Correct length (1000-1500 words) 10 points

Footnotes-will hand out guidelines 5 points

Bibliography-minimum of 2-3 books and periodical references (no websites accepted)—will hand out guidelines 5 points

Thesis (main idea development) 20 points

Body (proof of thesis)/Quality of Presentation 50 points

Conclusion 10 points

Please include photocopies of works of art that you are referring to in your paper, particularly of lesser known works of art.
## RUBRIC FOR EVALUATION OF PAPERS

<table>
<thead>
<tr>
<th>Score</th>
<th>Mechanics</th>
<th>Organization</th>
<th>Thesis</th>
<th>Support</th>
<th>Style</th>
<th>Overall Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>very few or no mechanical errors, with complexity</td>
<td>-carefully but subtly organized from beginning to end w/ smooth transitions -strong intro and conclusion framing the topic of discussion -paragraphs address one subject with interest</td>
<td>-thesis is specific, focused, purposeful, analytic, and insightful</td>
<td>-supporting details are rich, interesting and full -details are relevant and appropriate -many quotes used smoothly and explained fully with close detail and interpretation</td>
<td>-rich, effective vocabulary -uses a variety of sentence structures, types, and lengths -offers a consistent voice and tone -no structural errors</td>
<td>-fluent -original and insightful -thoughts are critically analytical of the text -ideas show clear understanding of the text</td>
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<td><strong>B</strong></td>
<td>few or no mechanical errors, relative to the length or complexity</td>
<td>-organized from beginning to end w/ smooth transitions -clear focus -logical order -strong intro and conclusion -paragraphs address one subject clearly and intelligently</td>
<td>-thesis is specific, focused, purposeful, and analytic</td>
<td>-details are strong, but lack richness and specificity -details are relevant -quotes are smoothly introduced and explained fully, but not excessively used</td>
<td>-effective vocabulary -moderately successful in using a variety of sentence patterns -reasonably consistent voice and tone -few errors in structure or usage</td>
<td>-fluent, fully developed -solid -evidence of creative thought -complex ideas, showing you have thought critically about the text</td>
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<td><strong>C</strong></td>
<td>some mechanical errors that do not interfere</td>
<td>-transitions are present -organized, but with</td>
<td>-thesis is specific, focused, and</td>
<td>-details are adequate -details are generally</td>
<td>-acceptable vocabulary -attempts sophisticated</td>
<td>-moderately fluent -ideas are developed,</td>
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<tr>
<td>Range</td>
<td>C</td>
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<td>with communication limited text, but mechanically correct</td>
<td>lapses in order or structure -focused -clear intro and conclusion -paragraphs are clear</td>
<td>purposeful</td>
<td>relevant -many examples used meaningfully and clearly -quotes are introduced, but not smoothly</td>
<td>sentence structure -voice and tone are somewhat inconsistent -some errors in structure and usage</td>
<td>but limited in depth -shows independent and analytical thought -ideas are clearly stated</td>
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<tr>
<td>-some mechanical errors that interfere with communication -errors are disproportionate to the length of complexity of the piece</td>
<td>-focus is unclear or limited -intro and conclusion are insufficient -poor transitions -lacks closure</td>
<td>-thesis is specific and focused</td>
<td>-details lack elaboration -some details do not support the focus -lacks important details -quotes lack explanation or are not introduced</td>
<td>-simply simplistic vocabulary -little sentence variety -barely recognizable voice and tone -errors in structure and usage</td>
<td>-thinly developed -some independent thought -repetitive or too general</td>
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<tr>
<td>-noticeable mechanical errors that interfere with communication -errors cause major problems for readers</td>
<td>-unfocused -thought patterns are difficult to follow -paragraphs are poorly structured</td>
<td>-thesis is present, but vague and difficult to identify</td>
<td>-details are merely listed -repetitious details -too few details -few examples, poorly used</td>
<td>-no sentence variety -serious errors in structure and usage -lacks voice or tone -simplistic vocabulary with incorrect usage</td>
<td>-poorly developed -lacks clarity -very little independent thinking -plot summary</td>
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<td>mechanical errors that seriously interfere with</td>
<td>-so short or muddled that it lacks organization or focus</td>
<td>-no thesis</td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
<td>-not developed -does not show thought or original ideas -shows a lack of understanding</td>
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Here are some of the things that you will want to think about when writing your analysis:

1. Give basic facts about the work:
   - What is the title?
   - When was the work done?
   - Where was the work done?
   - What medium was used?
   - What is the work’s size?

2. What is the subject of the work?

3. What is the purpose of the work?

4. What is the content of the work (what is the artist’s message)?

5. What period or movement does the work belong to?

6. What choices did the artist make concerning the formal elements and principles of design?

7. What does the work of art tell us about the cultural group who made it?

8. What is your response to the piece? How did the artist’s formal choice affect your response?

9. Where and how does the work fit into the history of art?

10. Did the artist use sources—either religious, historical or visual?

11. What do important scholars say about this work?

12. What is the work’s relationship to the worldview at the time it was created: religion, politics, economics, science, mathematics, psychology, sociology and so?

13. How does the work compare to earlier works or to works being done at the time?

14. What was the process of the piece?

15. What is the significance of the piece?

16. Is the work symbolic?
“The story behind a (work of art) transcends the work’s aesthetic qualities and offers a redemptive message, which may be the fundamental significance of art. It’s about us and our neighbors and humankind as a whole, a reflection of where we’ve been and where we’re heading, who we are and how we relate to this world. It’s about love and hate and desire and greed, about sensuality and tolerance and hope and faith. Joy, rage, compassion, contempt, boldness, conviction and courage—art is all these things, and more.

Art is about life, and ultimately the stories behind it are not art stories but human stories.”