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, A Global History, Volume I (Fifteenth Edition)

Recommended Texts:

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

Student Learning Outcomes:

The goal of this course is 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. Final examination (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 to the professor and should preferably be typed, unless the student can write legibly by hand. 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.

2., 3. Tests will consist of multiple choice questions and slide identifications with short responses and some longer essay responses, typically of the compare/contrast type. 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 and/or online resources 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. As students take notes, they are more engaged mentally in the class, participate more fully in class discussion, and are better prepared for the examinations. Reading the textbook before classes further bolsters your learning and is also highly recommended as a reinforcement of in class learning. In addition, an attitude of interest will help you overall. Texting during class or looking at social media or e-mail on your laptop during class detracts from your ability to absorb the information. If you are too tired to stay alert, grab a cup of coffee beforehand. Do not come to class and put your head on the desk. Active engagement in the classroom helps you with your grade.

In addition, students in this class will be provided with free tutoring. The students who participate in these sessions have higher grades in my class!

4. 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 750-1250 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.
The 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.

**The paper topics must be pre-approved by me no later than Week 6.** If your paper topic has not been turned in, **in written form**, by that date, I will deduct ten points per day from your final paper grade.

Instructions on how to submit papers will be provided later during the semester.

**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
Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the professionalism element of your final grade.

- You will lose a single letter grade on your fourth (4) absence.
- Five (5) absences will result in the drop of another letter grade.
- Six (6) absences will result in the failure of the course.
- Three (3) late arrivals or early departures will result in the recording of one (1) full absence.
- Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.

Cell phones and laptops:

Cell phones and laptops 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. You need to concentrate on the images on the screen, so please do not bring your laptop. I have noticed that students on laptops do not ever look up at the slide images, rendering learning almost impossible. This lack of engagement will have a negative impact on your learning in this class.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student
Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *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 Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at:

http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website,

http://cla.tamucc.edu/about/student-resources.html.
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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Chapter 1, Art Before History</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2, The Ancient Near East</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3, Egypt Under the Pharaohs</td>
</tr>
<tr>
<td>3</td>
<td>Test # 1 (Chapters 1-3)</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4, The Prehistoric Aegean</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5, Ancient Greece</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 9, The Etruscans <strong>Paper topics due</strong></td>
</tr>
<tr>
<td>6</td>
<td>Test # 2 (Chapters 4-5)</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 10, The Roman Empire</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 11, Late Antiquity</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 12, Byzantium</td>
</tr>
<tr>
<td>10</td>
<td>Test # 3 (Chapters 9-12)</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 16, Early Medieval Europe</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 17, Romanesque Europe</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 18, Gothic Europe 3</td>
</tr>
<tr>
<td>12</td>
<td><strong>Term Papers Due</strong></td>
</tr>
<tr>
<td>13</td>
<td>Chapter 18, Gothic Europe</td>
</tr>
<tr>
<td>13</td>
<td>Test # 4 (Chapters 16-18)</td>
</tr>
</tbody>
</table>
Week 14  Chapters 6 and 7 and 8, Non-Western Art
Week 15  Chapters 13 and 14 and 15, Non-Western Art

Wed., Dec. 11 FINAL EXAMINATION (Chapters 6-8 and 13-15) 8 a.m.-10:45 a.m.

Please retain this syllabus, refer to it regularly throughout 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: Week 6, 2015

Course: ARTS 1303

Name of Student:

Paper Topic:

________ Approved  _________ Not Approved

Comments on paper topics not approved:

If not approved, please resubmit by Week 7, 2015.
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 (750-1250 words) 10 points

Footnotes or endnotes 5 points

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

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.
<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>A Range</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</td>
<td>- fluent - original and insightful - thoughts are critically analytical of the text - ideas show clear understanding of the text</td>
</tr>
<tr>
<td>B Range</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>
</tr>
<tr>
<td>C Range</td>
<td>some mechanical errors that do not interfere with communication</td>
<td>transitions are present - organized, but with lapses in order or</td>
<td>thesis is specific, focused, and purposeful</td>
<td>- details are adequate - details are generally relevant - many</td>
<td>- acceptable vocabulary - attempts sophisticated sentence structure</td>
<td>- moderately fluent - ideas are developed, but limited in depth</td>
</tr>
</tbody>
</table>
### Breakdown of Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>-limited text, but mechanically correct</td>
<td>structure -focused -clear intro and conclusion -paragraphs are clear</td>
</tr>
<tr>
<td></td>
<td>-examples used meaningfully and clearly -quotes are introduced, but not smoothly</td>
<td>-voice and tone are somewhat inconsistent -some errors in structure and usage</td>
</tr>
<tr>
<td></td>
<td>-shows independent and analytical thought -ideas are clearly stated</td>
<td></td>
</tr>
<tr>
<td>D</td>
<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>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></td>
<td>-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>
</tr>
<tr>
<td>F</td>
<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>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></td>
<td>mechanical errors that seriously interfere with communication -so short or muddled that it lacks organization or focus</td>
<td>-virtually no examples or quotations -irrelevant details -unclear statements</td>
</tr>
<tr>
<td></td>
<td>-no thesis</td>
<td>-not developed -does not show thought or original ideas -shows a lack of understanding of the text</td>
</tr>
</tbody>
</table>
Here are some of the things that you will want to think about when writing your analysis. You do not have to answer all of these questions in each paper. These questions are included here to give you suggestions on how to think about art:

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—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?