



**ART HISTORY 1303.002
HISTORY OF ART I (PREHISTORY TO EARLY RENAISSANCE)
COURSE SYLLABUS: Fall 2013**

Instructor: Professor Holly Stevens

Meeting Times and Location: Wednesday, 4:30 to 7:20 pm, ART 111

Office Location and Hours: By appointment

University Email Address: Holly.Stevens@tamuc.edu

COURSE INFORMATION

TEXT:

Title: Art, A Brief History

Author: Marilyn Stokstad

ISBN: 9780136059097

Required: Yes

I have the fourth edition – you can use the 3rd, 4th or 5th editions for this class

Course Description:

A survey of the visual arts in Western Europe from prehistory to the Renaissance. Both the form and content of major works of art will be examined in relation to their social and cultural contexts.

Note Art 1303 meets the University Studies' Visual/Performing Arts requirement.

Texas Common Course Number (ARTS 1303)

Course Objectives:

1. Students will learn to recognize and relate various artists to each other and their respective works of art.
2. Students will learn to differentiate and distinguish between various cultures and time periods in the Western world via works of art.
3. By the end of the semester, students should be able to evaluate the covered time period (prehistory – 1400 CE) as a whole using the innovations, artists, artwork, movements, and countries combined.

Students' ability to meet the course objectives and learning outcomes will be evaluated through quizzes, discussion, and two written assignments.

Please note: This syllabus is your contract with me, the professor, for the semester. By enrolling in this class you agree to the policies and requirements set out below and understand all the requirements must be fulfilled to pass this class. These terms are non-negotiable and will remain in effect for the duration of the semester. If you have any questions about anything in this syllabus, please ask.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Attendance and Participation:

I cannot make you come to class. However, the class has been structured in such a way that frequent quizzes are given, nearly every class meeting. Only the two lowest scores on these quizzes are dropped; missed quizzes cannot be made up. Arriving late to class means that you have missed the quiz.

I enjoy teaching and I love the material we are covering. As such, class meetings are fairly informal discussions of fascinating works of art/artists/time periods. I respect and welcome input from everyone in the class as it adds to the quality of class and usually results in a tangent or bit of information I may not have normally made time to present.

I come to class fully prepared; I show up early; I respect thoughtful input. In return, I expect you to show up fully prepared, on time, and respectful of me and your fellow students.

A = Always prepared, frequently participates, rarely absent

B = Always prepared, participates only when called on, rarely absent

C = Usually prepared, rarely speaks, rarely absent

D = Often unprepared, several absences

F = Usually unprepared, frequent absences

The professor reserves the right to give unannounced pop quizzes or homework assignments. These cannot be made up and will count as part of the participation grade.

Assignments:

Quizzes: A five to ten point short quiz will be given at least weekly, at the start of class. The quiz will cover assigned readings and the previous lecture. The lowest two quiz scores over the course of the semester will be dropped in the calculation of your final grade.

Short Writing Assignments: Two short written assignments will be given during the semester. These written assignments will be worth 50 points respectively. I do grade for spelling, grammar, and proper citations.

Grading

Grades will be determined according to the following breakdown:

Quizzes: approx. 250 points

Short Written Assignments: 100 points

The grading scale used for this course is as follows:

315 - 350 = A

280 - 314 = B

245 - 279 = C

210 - 244 = D

209 or less = F

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing:

You will need access to a word processor and printer to prepare your short written assignments.

eCollege:

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have

forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu. To get started with the course, go to: <https://leo.tamuccommerce.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the eCollege site for this course on a daily basis.

COMMUNICATION AND SUPPORT

Interaction with the Instructor:

Students are encouraged to contact me for any and all reasons whatsoever. Beyond the classroom, the best way to get in touch with me is through email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off **all** electronic devices for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for us, your colleagues, and the educational endeavor in which you are engaged.

Academic Honesty

It is the policy of the University and me personally that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling or buying of academic products with the intention that they be submitted to satisfy an academic requirement. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]).

****Plagiarism, in any form, but particularly cutting and pasting from internet sources will result in a grade of zero on any course project.**

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Students with Disabilities

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 have a disability requiring an

accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Weekly Outline

Week 1: Introduction, Prehistory

Week 2: First Cities/Near East

Week 3: Egypt - Old Kingdom

Week 4: Egypt - New Kingdom

Week 5: Minoan Culture, Greece

Week 6: Classical Greece

Week 7: Rise of Rome

Week 8: Fall of Rome

Week 9: Byzantium

Week 10: Early Christianity

Week 11: Illuminated Manuscripts

Week 12: Middle Ages

Week 13: Romanesque and Gothic

Week 14: End of the Middle Ages, Rise of Renaissance

Week 15: Review, Bingo, Final Quiz

First Written Assignment, Due October 16

Travel Brochure

Please choose one of the following sites covered in class and create a travel brochure. Your brochure should include information on travel to and from the site, opening hours, cost and other art history sites, museums, digs to visit in the area. This last part is very important – you should be researching other works of art and architecture in the area and creating an outline of places to visit for your world traveler (me).

- *Persepolis (Iran)
- *Dolni Vestonice (Czech Republic)
- *Karnak (Egypt)
- *Ephesus (Turkey)
- *Knossos (Greece)
- *Delphi (Greece)
- *Cerveteri (Italy)

If you have an idea for some other location that you would like to investigate, please email me. I would be happy to review your idea – your location must be something covered in class and fit the time period of 30,000 – 400 bce. (I will not be accepting requests for the Great Pyramids, Stonehenge or any other site we cover extensively in class. This project was created so that you could investigate major monuments/sites/digs not associated with lectures.)

Your brochure should look professional. This assignment is an exercise in not only research and travel but in aesthetics. Programs for laying out brochures can be found in Microsoft Word, Microsoft Works, Weebly (website generator) and Scribus (which is open source software you can download). Help can also be found in the library.

This project will be discussed extensively in class. Your brochure should include the main site that you have chosen from the above list, at least 3 additional sites nearby, why these sites are important, unique aspects of what will be seen, plus travel information and images.

Course project checklist

- Have you proofread? Spell checked?
- Have you clearly identified your chosen site from those listed above?
- Have you researched from multiple academic sites and fully cited those sources? Wikipedia and About.com should NOT be used for research.
- Have you avoided cutting and pasting? Is **everything** in your own words?
- Have you fully explained the history of your chosen site?
- Have you fully explained the importance of the site? Of the importance for the other sites you have chosen for your tour?
- Are all of the prices converted to dollars?
- Have you listed travel information and accommodations?

Second Written Assignment, Due November 13

Mosaics of Ravenna, Italy

Choose one (1) of the following churches:

- *Basilica of San Vitale
- *San Apollinare en Classe
- *San Apollinare en Nuovo
- *the Arian Baptistry
- *Mausoleum of Galla Placidia

Then choose a particular mosaic within said church. Your job is to investigate a single set of mosaics from within one of these buildings. I would like you to concentrate on deciphering the story being told and the iconography used to tell the story. You do NOT have to detail *all* of the mosaics from a single structure. I would rather you choose a specific mosaic that appeals to

you and investigate it in detail. The more factual information and details you present regarding your chosen mosaic, the higher your score. Your final paper should include images of your chosen mosaic. You may create a PowerPoint presentation or a website and send it to me electronically rather than printed.

This project will be discussed extensively in class. This project centers on deciphering visual clues in works of art. Within any chosen mosaic from these churches, there are several visual clues that are 'read' to understand the full story. It is up to you to pick apart these visual clues, explain each and indicate how it is used to convey the overall meaning of the work of art.

Course project checklist:

Have you proofread? Spell checked?

Have you clearly identified your chosen church/mosaic?

Have you provided a brief historical background for your church/mosaic?

Have you researched from multiple academic sites and fully cited those sources? Wikipedia and About.com should NOT show be used for research.

Have you avoided cutting and pasting?

Is **everything** in your own words?

Have you fully explained the meaning behind your chosen mosaic, enumerating each visual clue?

Are all of the iconographic clues included?