




---

## Syllabus: **ARH101 History of ART I**

---

<b>Course Information</b>	
Course Prefix/Number: ARH101 Semester: SUMMER SESSION I Class Days/Times: <b>M,T,W,R 8:30-10:15</b>	Credit Hours: 3 Course Title: HISTORY OF ART I Room: 402

<b>Instructor Information:</b> Name: Linda Chappel	Phone/Voice Mail: (520)326-1371 E-mail: lchappel@tocc.edu Office location: Central 410 Office hours: 8:00-8:30 MTWR
-------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

**Course Description:** This course is a broad and inclusive survey of the art, architecture, and material cultures of Western civilization from Humanities initial cultural efforts through Renaissance, incorporating a global perspective. Topics, including historically significant art, architecture and material culture and the relationship between the social function of art and its form and content, are introduced and examined through an interdisciplinary lens.

**Course Objectives:**  
**During this course students will learn how to identify art, architecture, and material culture from the Pre-Historic through the Proto-Renaissance periods.**

1. Correlate art and architecture with the artists and architects (when known) and time periods in which they were created; identify the significance of the object(s) discussed.
2. Understand the relationship of social and historical factors to the development of art, architecture and material culture.
3. Define and employ two theoretical methods used in the scholarly interpretation of art and architecture.

**Student Learning Outcomes (SLOs) : (Three to Six)**  
**After completion of the course students will be able to**

1. Write a short quiz essay identifying key points / historical information about particular artifacts and their makers.
2. Given an image to identify students will be able to list the time period, culture, and / or geographical regions and significance.
3. Define and appropriately utilize art terminology in answering quiz questions, and in their written

research paper.

4. Demonstrate an understanding of art historical methodology by applying Formalist and / or Semiotics analysis to artworks discussed in papers, journals and quizzes as appropriate.

**Course Structure:** Course material will be presented through a combination of readings, lectures, and videos. If possible to arrange there may also be a field trip to see artwork in situ.

**Texts and Materials:**

Kliener, Gardner's Art Through the Ages, Vol.1, 15<sup>th</sup> ed. Wadsworth, ISBN 987-1111771577

**\*\*Students will need a notebook for their Reading Journal assignments, and a flash drive to store the Power Points and other course information\*\***

**Evaluation and Grading & Assignments:**

Grades are cumulative and the total number of points determines your final grade. There are 1000 points possible in this course.

900 and above is an A

800 - 890 is a B

700 - 790 is a C

600 - 690 is a D

Under 600 is Failing

**Your grade will be determined by the following:**

4 Quizzes (100 points each)	400 points
1 Research Project Proposal (1 page)	50 points
Research Paper (5 to 7 pages)	200 points
In-Class Presentation of Research	100 points
Art Journal (Multiple Entries)	200 points
Attendance and Participation *	50 points

\*(For example, being present when other students are presenting their research; Being responsible to the group you work with on group assignments related to the journal entries etc)

This is a discussion-based class; Students are expected to attend class meetings prepared to engage in critical analysis of the materials / reading in class discussions.

The course sessions will consist of lectures and discussion of readings and images, some of which will be exhibited on line. Links to applicable websites and videos will be provided to students. Students will be examined based on their comprehension of the readings, participation and preparation for small group discussions on particular topics, and application of themes / theory in their projects.

**Himdag Cultural Component:**

1. Through the application of *T-Wohocudadag* we will compare and contrast the cultural production and religious life of the ancient peoples up to and beyond the era of pilgrimage to religious sites in the 10th through the 14th centuries with that of the Tohono O'odham.
2. *T-Apedag*: Reflecting on the art, culture and well being of others, particularly in the area of physical and spiritual health and healing practices, provides us an additional way to reflect on our own historical place and healing practices.
3. Respectively studying earlier cultures leads to a deeper understanding and respect for one's own: *T-Pi:K Elida*.
4. Working with other classmates on group projects provides the opportunity to share skills with each other. *I-We:mta*, and the way earlier peoples shared with each other is reflected in the cave paintings of hunts as well as the way the cathedrals were built by communities in the 10th through the 14th centuries.

**Policies and expectations:**

Except in the case of an emergency students are expected to attend each class. If you miss class it is your responsibility to contact the instructor as soon as possible. You also are required to get the specific information about the discussion and any assignments covered in that class session. It would be good idea to "buddy up" with another student in order to go over what you missed. You are also encouraged to contact me with any additional help or information you need to succeed in the class.

Students must read the material prior to the class in which they will be discussed.

No cell phone use is allowed during class. If there is a potential emergency that may require your attention, such as childcare, elder care, work, and so on, please bring it to my attention before class.

Plagiarism (that is using another's work without appropriate citation) is a serious offense. Plagiarism will lead to the loss of all points for that particular project. If you have questions about whether or not your work meets the requirements for appropriate citation please discuss it with the librarian or with your instructor. Information is also available on Canvas and will be given to the students with the research assignment.

**ADA Statement:****Reasonable Disability Accommodations:**

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

**Course Outline:**

WEEK 1: The Fundamentals of Art History and Overview of Art History  
Introduction of class, syllabus.

*Lectures: Pre-Historic Art: The Birth of Art Prehistoric Art –Middle East*

WEEK 2: **Quiz 1 – Prehistoric Art**

*Lectures: Egypt Ancien,t Greece and Rome*

WEEK 3: **QUIZ 2- Egypt , Greece and Rome**

*Lectures: Late Antiquity, Early Christian & Early Medieval (Byzantine & Islamic)  
Cathedrals; Pilgrimage sites (Romanesque; Gothic)*

WEEK : 4 **Quiz 3- Early Christina, Byzantine, and Middle Ages**

**\*\*\*\*Research Proposal Due:**

*Lectures: Gothic -Proto-Renaissance- Early Renaissance*

WEEK 5: Completion of Renaissance Lecture

**Quiz 4 – Proto Renaissance- Renaissance**

**\*\*\*\*Student Presentations & Research Paper Due: \*\*\*\***

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.



## **Glossary of Terms:**

**Assessment:** the continual process of:

Establishing clear, measurable expected outcomes of student learning;  
Ensuring that students have sufficient opportunities to achieve those outcomes;  
Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,  
Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

**Classroom Assessment and Classroom Assessment Techniques (CATS):** Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

**Evaluation:** One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;  
The relative strengths and weaknesses of teaching and learning strategies; and,  
What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

**Formative assessment:** ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

**Learning outcomes (or learning goals):** a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

**Objectives:** a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

**Summative assessment:** “the kind obtained at the end of the course or program” (23).

