

# WESTERN ART HISTORY (PREHISTORIC – HIGH GOTHIC) (W)

ART 210W | 3 CREDITS

## CATALOG DESCRIPTION

This lecture-based survey course explores the canon of Western art history from prehistory to the 15th century. Focus is placed on the relationship of art, culture, function, technique, materials, and content. Each era is examined through a series of selected works, reflecting the roles and significance of art. Fall, annually.

## GENERAL EDUCATION LEARNING OBJECTIVES

This course has been approved by the university to fulfill the general education course requirement for Effective Communication: Aesthetic Expression. As such, students will communicate effectively through creative forms and processes by applying aesthetic principles of artistic creation. Further, this course has also been designated as a writing intensive course, meeting specific requirements established and approved by the university. Successful completion of this course will also fulfill the writing intensive requirement established in the student catalog.

## LEARNING OBJECTIVES

- Demonstrate an understanding of the general chronology of art and architecture of the Western world. Identify
  - specific iconic works of art and architecture using appropriate art historical terminology (title, date, location, artist(s), patron, time period)
- Analyze, discuss, and differentiate works of art and architecture in terms of their historical context, including
  - their religious, political, technological, and cultural ideologies
- Analyze and discuss the changing roles that art, architecture, and artists have across time
- Develop and articulate content knowledge and critical thinking through frequent practice of writing.
  - Demonstrate the ability to compose a document of at least 3000 words through multiple aspects of writing, including brainstorming, drafting, using appropriate source materials, and revising comprehensively after receiving feedback on a draft.

## COURSE STRUCTURE

This is a half-term, abbreviated course. Students earn three credit hours in eight weeks for a course that covers content typically taught over 16 weeks. It is a rigorous and demanding course with lots of reading and writing. Prepare to spend at least 6 hours (if not 9 or more) hours per week working through that week's module.

## REQUIRED OER TEXT

SmartHistory's History of Western Art and Civilization

<https://smarthistory.org/history-of-western-art-and-civilization-prehistory-through-the-middle-ages>

## OPTIONAL TEXT

*Janson's History of Art: The Western Tradition Reissued Edition* (8th Edition) Pearson, 2016.

ISBN: 9780133878295

Though we'll be using SmartHistory's Open Educational Resources, you may find that having the optional text to be a good alternative if you prefer physical texts. Earlier editions can be rather affordable. Please refer to the course schedule and topics as a guide. It is your responsibility to make sure that you find the images of objects we discuss in this class and familiarize yourself with them should your edition not contain them.

## GRADES

		Grading Point Scale			
Discussion boards board assignments; 50 points each)	300 (6 discussion	A	930 - 1000	C+	770 - 799
Quizzes	300	A-	900 - 929	C	730 - 769
Formal analysis essay	200	B+	870 - 899	C-	700 - 729
Research essay	200	B	830 - 869	D	600 - 699
		B-	800 - 829	F	0 - 599

## GRADE RUBRIC

Drawn from previous examples of student assessment, the following grade rubric is intended as a general guideline for writing projects and assignments in this course.

A	Work is original, thoughtful, and explorative, executed in a professional manner. Generally minimal errors in writing including form, grammar, and context. Writing is appropriate for the given assignment with strong, clear, coherent, and compelling arguments. MLA Citations are appropriate, complete and accurately incorporated given the assignment.
B	Work is well done, but not particularly original or thoughtful. There may be writing errors including grammatical and typographical errors. Writing may be unclear, and can lack a focused, coherent point of view. Organization could be better. Content may lack some major considerations for the specified topic, or argument. Citations may not be complete or accurately used. Sources may be inappropriate, such as cursory web searches, and may be insufficient.
C	Average work. Writing may contain several typographical and/or grammatical errors. Writing may not be appropriate for the given assignment. Arguments are not complete, and are generalized. Major considerations are not addressed and/or may be lacking citations. Sources are weak (such as citing the textbook) or severely lacking.
D	Careless work with a lack of detail. Missing major components of the assignment, or doesn't follow assignment requirements. Incomplete work. No citations.
F	Does not turn in the assignment. Plagiarism. Academic misconduct. Work does not meet the minimum academic standards, as there is often no effort contributing towards the work.

## ATTENDANCE

Participation is an important aspect of this course I recognize that this is an outstanding academic year, with changing circumstances related to COVID-19. Being transparent and respectful while maintaining clear communication will be important over this term. Please send me a prior email notice if you anticipate needing extra time to submit work. As this class builds on previous themes, ideas, and assignments, it is important that you be timely in completing coursework and readings.

## QUIZZES

Quizzes (via Brightspace) include short answer, image identification, multiple choice, fill in the blank, true/false, and short-essay questions assessing your ability to identify, compare, and analyze artworks. Quizzes will cover both text and lecture information, so please be mindful of staying on top of assigned readings. *Late and makeup quizzes will not be accepted. You will be given ample time to complete them.*

## DIALOGUE (DISCUSSION BOARD ASSIGNMENTS)

### PEER GROUPS

To keep the discussion robust and varied, I'm assigning students to groups based on the first letter of your last name. Each week, I'll assign discussion questions to each group. If you're in Group One, you'll discuss Question #1, and so on. Every student is required to post an essay, according to the attached instructions, each week. Every week, you're also required to post two responses to classmates.

Your responses must be to students in two different groups. For example, if you're in Group Two, you should post an essay in response to Question #2, and you could respond to classmates' essays who are in Group One, and Three (or Four and Five, or whatever, as long as they're two different groups and not your own).

Group assignments will be posted in Module 1.

### PROTOCOL and GUIDELINES

- Read the instructions! These are often extensive and contain more videos to watch or links to resources that will help you. Prepare to spend time working through the instructions themselves.
- Write your assignment offline, posting it to the discussion board only after you've saved it outside Brightspace.
- Within a week, respond to TWO classmates. These make up a significant portion of your grade each week.

Discussion board points are awarded as follows:

Initial essay/primary post = up to 30 points

Comments to colleagues = up to 20 points (10 points each)

- Your comments should be substantial, and dialogue driven. They should NOT simply praise a colleague, and they should not criticize their effort, grammar, etc.
- Correct punctuation and spelling are important. Errors in spelling, punctuation, and grammar can be very distracting, and they do not enhance the credibility of the writer. There is no excuse for misspelling the name of an artist or era.
- Please format your essays with a 12-point Times or Times New Roman font and double-space them.
- I prefer that you write your initial posts (the assignments themselves) in third-person voice. (Using third-person is required on your essays; I encourage you to get used to it). Instead of saying "I think the Egyptians depict royalty in a stylized way..." just say "The Egyptians depict royalty in a stylized way." The exception? When you are asked for your own opinion and your thoughts are entirely your own.
- Attribute any quotes, or any ideas at all, that are not your own to the proper source. We watch quite a few videos in this course, and you'll often see or hear historians and archaeologists talk. In your discussions, you should name the relevant person, what they said, and what artwork they referred to. If you're not sure who said what, you must still cite the video itself. Try to be as specific and descriptive as possible about attributing ideas that aren't your own.
- Post your essays in the body of a post on the discussion board – don't simply attach them.

### ESSAYS

An important aspect of art history involves the writing and research of historical contexts. Oftentimes, this involves ways of looking, describing, and understanding works of art. We will be writing two essays through the semester, a visual analysis, and a research essay. Both will have prompts and ask you to explore a specific idea or question rooted in topics covered in the course. As with academic writing in other disciplines, a successful paper should both describe and analyze relevant items. Your thesis statement should be clear and allow for an in-depth exploration of subject matter. Essays are expected to be at least 2500 words with process writing being a focal point through drafts and writing workshops. As we work together to improve each other's writing, please be timely in completing these assignments.

## **INCLUSIVITY**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity which students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, religion, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know of ways to improve the effectiveness of this course for you personally or for other students or student groups.

## **ACCOMMODATIONS**

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need accommodation by the instructor, the student should contact Jennifer Miller, Assistant Dean for Student Success (618-537-6572) to provide the necessary documentation. All documentation and consultation will be kept confidential. I will do all I can to make reasonable accommodations after your consultation with Jennifer Miller.

## **ACADEMIC INTEGRITY**

McKendree University promotes the highest standards of academic integrity for all members of the community. Plagiarism is strictly prohibited, which includes appropriating the words (verbal or written), ideas, test answers, research, or any other work of any other person in any work submitted to McKendree University for informal or formal evaluation without complete and proper citation. Plagiarism includes direct quotation, summary, or paraphrasing without full acknowledgement of the source of those words, ideas, and concepts. Furthermore, students may not cheat on tests nor submit the same assignment for different classes; students may not submit the work of another student as their own. That is, students may not copy papers, test, exam, or quiz answers; they may not provide a substitute test-taker; they may not change already evaluated work for re-evaluation. When those standards are violated by students, the University has in place serious consequences.

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ART 210W 3 CREDITS | FALL 2021 (1<sup>st</sup> half)

## COURSE CALENDAR

(This course schedule can change. Please check Brightspace for the most accurate calendar.)

Week 1	Introduction Syllabus
Week 2	Ancient Near Eastern Art
Week 3	Aegean Art
Week 4	Etruscan Art Roman Art
Week 5	Jewish, Early Christian, Byzantine Art
Week 6	Early Medieval Art Romanesque Art
Week 7	Gothic Art
Week 8	Conclusion Final papers