

# **ARHI 101**

## **Introduction to the History of Art**

### **Fall 2019**

### **3 Hours**



## **INSTRUCTOR INFORMATION**

Instructor: Dr. Katherine T. Brown, Dir. Museum Studies & Assoc. Prof. of Art History  
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Phone: 330-490-7509  
Virtual Office Hours: by email anytime between 9 am – 9 pm

### **About the Professor**

Since Fall 2011, I have served Walsh University as both the Director of the Museum Studies Program and Associate Professor of Art History. Thus, my course loads are typically split evenly between Museum Studies and Art History. Prior to coming to Walsh, my professional experiences have been divided between working in museums and teaching Art History at the university level. In the realm of museums, I have served as Director of Hay House, an historic house museum owned by The Georgia Trust for Historic Preservation (2006-2011); Curator for Historic Macon Foundation in Macon, GA (2004-2006); Head of Education at the American Federation of Arts in NY (1997-1999); Curator of Education at Joslyn Art Museum in Omaha, NE (1995-1999); and Curator of Education at the Georgia Museum of Art in Athens, GA (1993-1995). Teaching experience in Art History abroad included a four-year appointment as resident Art Historian and Program Coordinator at the University of Georgia Study Abroad Program in Cortona, Italy (2000-2004), as well as adjunct positions at Wesleyan College in Macon, GA; Hunter College and City College (CUNY) in New York; and the University of Nebraska at Omaha. In terms of Study Abroad experience at Walsh, I have taken groups to London during the Winters of 2013-14 and 2017-18 and led student groups to Rome in 2012, 2015, and 2018, as well as established our first international internship there. My Ph.D. (1998) and M.A. (1992) in Italian Renaissance Art History are both from Indiana University-Bloomington, where I held graduate assistantships in research and in the Education department of the IU art museum. I have recently (2017) published a book titled *Mary of Mercy in Medieval and Renaissance Italian Art: Devotional Image and Civic Emblem* (NY: Routledge). I am currently working on a new title, *The Legend of Veronica in Early Modern Art*, forthcoming sometime in 2020, also from Routledge. In terms of Museum Studies, my interests are focused on using the museum as an advocate for social change within communities. I served as a Board Member of the Ohio Museums Association 2011-2019.

## **COURSE DESCRIPTION**

Welcome! This introductory course in Art History provides an overview of world art and architecture with a focus on major monuments. We will approach works of art in terms of subject matter, style, function, and meanings. This course can be differentiated from Art Appreciation, which is a more basic approach to art in terms of visual elements and composition within the realm of taste and aesthetics. Instead, in this Art History course, we will be using works of art, artifacts, and architecture as points of departure for exploring world cultures and their related time periods. We will learn about historic events, geography, language, and faith traditions in order to discern the subject matter (iconography), styles, mediums, techniques, meanings, uses, and functions of works of art within the societies that produced them over the arc of human civilization. Visual literacy is critical to understanding the meanings of symbols in our contemporary society. Students will learn to “read” visual clues by conducting stylistic analyses of works of art and architecture and evaluating the relationship of text to image. Students can utilize these analytical skills in interpreting the visual world around them.

**Course Prerequisites: None**

## PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

- PSLO 1 - Critique works of art in a variety of media (paintings, sculpture, architecture, public urban spaces, fibers, metalwork, multimedia installation, ceramics, stained glass) with the goal of understanding aesthetics, historical context, and visual analysis
- PSLO 2 - Communicate clearly and effectively to a variety of audiences through speaking, writing, and digital media
- PSLO 3 - Analyze works of art in a global context, inclusive of world cultures and demonstrating a diversity of race, gender, and faith traditions
- PSLO 4 - Apply research skills to address contemporary problems in Art History

## COURSE STUDENT LEARNING OUTCOMES (CSLOS)

**Upon completion of this course, students will be able to:**

- Look critically at works of art from prehistory to the modern era, inclusive of world cultures and conduct visual analyses
- Apply analytical, writing, research, and oral presentation skills to art historical problems

## REQUIRED COURSE MATERIALS

- *Revel: Art: A Brief History (7th edition)* by Marilyn Stokstad and Michael Cothren (Pearson, 2020). This is an ebook, for which you purchase a Student Access Card through Walsh's Bookstore. ISBN: 9780135233344

Students are responsible for all material discussed and assigned in class throughout the semester.

## STUDENT REQUIREMENTS AND EXPECTATIONS

### Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

### Digital Literacy

Students are expected to use the Microsoft Office Suite, specifically Microsoft Word to write a short paper and Power Point to create a presentation. Also for the presentation, students can choose to either insert/embed Audio of their own voices into the Power Point OR use Zoom or their iPhones to make a video of the presentation delivery. Students choosing this option may upload the video to YouTube and create a link. Some supplemental videos may require the installation of Flash. Students are expected to be able to use ECN, including the Lockdown Browser for Exams. Students should use Walsh email accounts to contact the professor and are expected to check their email daily.

### Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings.

**NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.**

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief – try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

### **Assignments**

All course written requirements should be submitted by using the Assignments function in ECN. Lessons will run Friday at 8 am through the following Sunday at 9pm of each course week. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Sunday) at 9 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete assignments from previous weeks once the due date is passed.

### **Computerized Web-Based Evaluations for Courses/Faculty**

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

### **Communicate with Your Instructor**

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email (see Page 1) with any personal and/or private issues or questions.

### **Instructor's Communication with You**

The instructor will respond to each initial post in the Discussion Forum. The instructor reads but may not respond to your posts on other students' posts, primarily so that students can discuss the material together. However, the instructor may respond within a thread of posts to clarify points, offer encouragement, or add new information as necessary. Most responses to Discussion Forum posts will be in the evenings. Exams, papers, and presentations will be evaluated within one week unless otherwise noted by the instructor using the Announcements tool.

## GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points (%)
Discussion Forum	20%
Exam 1	20%
Exam 2	20%
Paper	20%
Presentation	20%
<b>TOTAL:</b>	<b>100%</b>

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage
A	93% - 100%
A -	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	Below 60%

### Late Assignments

All assignments are due by on the day indicated on the assignment. If accepted by the instructor, late submissions (via email, Assignments, DropBox, etc.) will be assessed a penalty.

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

### Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

### Privacy Policies

- [Pearson/Revel](#)
- [Khan Academy](#)
- [YouTube](#)

### Accessibility Policy

- [Pearson/Revel](#)

## PAPER & PRESENTATION GUIDELINES

Focus on **single work of art** as your chosen topic. This assignment is not a report on an artist, nor is it a report on a monument. Rather, this assignment is a short research paper that requires you to synthesize several different kinds of sources in order to analyze and present your chosen work in its historical and stylistic context.

**Bibliography** (List of References) must include a minimum of 5 approved sources, including at least one scholarly, academic journal article. Your textbook can be one of the sources. If you use a website other than a major museum's site, email me the link first for approval. **For citations, which are required, APA, MLA or Chicago style are preferred. But any style is fine as long as you are consistent. Lack of citations is a violation of the Academic Integrity Policy and will result in a grade of 0 for this assignment.** See the end of this section for the Policy. Organize your paper into five (5) sections. These sections should flow together **without subheadings**. In the **Introduction**, you can give the basic information about the work, including the culture or artist's name, title or subject, country of origin, date, and current location (name of museum and city). For the artist's name, at first mention, use both first and last name, followed by birth-death dates in parentheses. Example: Jane Smith (1923-1990). After that, just use the last name. In the second section of **Content**, answer the questions "What is it?" "Who is it?" and "Where is it?" If there is a narrative involved, tell the event, story, or myth. If there is important historical background, include that here. If it is a building or site, tell what and where it is. If it is a portrait, who is the subject? In the third section of **Style**, answer the questions "How was it made?" and "How does it look?" Discuss size or scale, medium, technique, style (realistic or abstract or both?) If it is a building, what architectural style or terms can you use to describe it? If it is a specific style of painting (Impressionism, Abstract Expressionism, Renaissance, etc), what characteristics of this style are evident? This section would be a good place to bring in at least one comparison (another work showing a similar subject or style). In the fourth section of **Meaning and Function**, offer various interpretations according to the scholars' journal articles or books you have read about what it might have meant, or how it functioned in the culture that produced it. Answer the question "Why did someone make/paint/sculpt/build/commission/use/want this?" In the **Conclusion**, switch to "I" and give your opinion. Make sure your conclusion is substantial and more than you liked it. At the end of your paper (not in the body of your text), include a high-quality (300 dpi or larger) image of your work of art, color preferred but black-and-white is fine. Caption the illustration and include an image citation (web address of where you found this image, but not a long URL string. Examples: Wikimedia Commons. Cleveland Museum of Art).

**Format:** 3-5 pages of text, double-spaced, 1-inch margins on all 4 sides, 12-point Times New Roman font. Submit using the Assignments function in ECN. Cover sheet: your name, title of your paper (be sure the title of your paper includes the title of the work of art and artist), Semester/Year, ARHI 101. The cover sheet, bibliography, and image do not count in the 3-5 pages of text. Make sure titles of works of art are either in *italics* or underlined ("not in quotation marks," and **not bolded**). Number your pages, starting with 1 on the first page of text.

**For your presentation,** use Power Point with 3-5 images, and aim for 5-7 minutes. Focus your Power Point presentation design on the images (i.e. use very minimal text on the slides, just identifying the works). Black or other solid, dark backgrounds are best for studying images. **Insert audio for each slide OR videotape yourself giving the presentation. The audio or video must be own voice. Do not insert pre-recorded or published audio or video with anyone else's voice but your own.** Make sure your first image is your focus monument. Submit the Power Point with audio using the Assignments function on ECN. So that is a total of TWO (2) files I am looking for 1) Word document as your paper, and 2) Power Point document as your presentation.

**HELP:** For research questions, ask the **Reference Librarians (call, email, stop by, or chat online)**. For writing help, including citations and footnotes, visit or call the **Academic Support Center**, 2<sup>nd</sup> floor of Farrell Hall. **Research tutorial videos, style guides, and sample papers with citation examples are located on the Get Help -Students section of the Walsh Library website. Look for the link Writing & Citing.** I will give you several benchmarks throughout the 8 week course to give you direct feedback and individual help on your papers. These benchmarks will be announced as an Announcement on ECN.

# UNIVERSITY AND DEPARTMENTAL POLICIES

## Academic Integrity

Plagiarism is the representation of the works, ideas, data, or arguments of others as one's own. Whether quoting, paraphrasing, or reiterating others' ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks, and/or other forms of documentation. Sources include books, magazines, newspapers, electronic media, private letters, interviews, or other individuals' work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources. Every student is required to read the Plagiarism Guide link on the left-hand tool bar.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

## Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

## University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

## STUDENT SUCCESS SUPPORT

Olivia Justus  
Student Support Manager  
Cell Phone: 330-316-4625  
Email: ojustus@walsh.edu

## TECHNICAL SUPPORT

Walsh University Help Desk  
Phone: 330-244-4357  
Email: helpdesk@walsh.edu

## COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Weekly Topic(s)	Deliverables	Due Date
<b>Week 1</b>	Lesson 1: Prehistoric/ Ancient Near East/ Egypt Read Chs. 1-3, watch embedded videos and use digital features	Sun. Sept. 1, 2019 at 9 pm
<b>Week 2</b>	Lesson 2: Early Asian/ Greek/ Roman/ Jewish/ Early Christian Read Chs. 4-6 and first part of Ch. 7, watch embedded videos and use digital features	Sun. Sept. 8, 2019 at 9 pm
<b>Week 3</b>	Lesson 3: Byzantine/Islam/Late Asian Read rest of Ch. 7 and Chs. 8-9, watch embedded videos and use digital features. <b>EXAM 1 covering Lessons 1-3</b>	Sun. Sept. 15, 2019 at 9 pm
<b>Week 4</b>	Lesson 4: Early Medieval/ Gothic/Early and High Renaissance/Reformation Read Chs. 10-13, watch embedded videos and use digital features	Sun. Sept. 22, 2019 at 9 pm
<b>Week 5</b>	Lesson 5: 17 <sup>th</sup> Century/ Americas/ Africa Read Chs. 14-16, watch embedded videos and use digital features	Sun. Sept. 29, 2019 at 9 pm
<b>Week 6</b>	Lesson 6: 18 <sup>th</sup> and 19 <sup>th</sup> Centuries in Europe & US Read Chs. 17-18, watch embedded videos and use digital features <b>EXAM 2 covering Lesson 4-6</b>	Sun. Oct. 6, 2019 at 9 pm
<b>Week 7</b>	Lesson 7: Modern/ Art since 1945 Read Chs. 19-20, watch embedded videos and use digital features	Sun. Oct. 13, 2019 at 9 pm
<b>Week 8</b>	<b>PAPERS &amp; PRESENTATIONS DUE</b>	Fri. Oct. 18, 2019 at 9 pm



## APPENDICES

### Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
<b>Quality of Information in Posting</b>	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	
<b>Citations and Resource Development</b>	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	
<b>Critical Thinking</b>	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
<b>Participation</b>	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
<b>Total Score:</b> (May be recorded in decimals or fractions)					



## Writing Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
<b>Organization &amp; Coherence</b>	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	
<b>Professional Tone/Voice</b>	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	
<b>Presentation of Ideas</b>	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	
<b>Word Choice</b>	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	
<b>Sentence Structure</b>	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	
<b>Grammar &amp; Spelling</b>	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
<b>Punctuation &amp; Capitalization</b>	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	
<b>Format (Length, Report, Essay, APA)</b>	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	
<b>Total Score:</b> (May be recorded in decimals or fractions)					

## Oral Presentation Rubric

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
<b>Organization &amp; Coherence</b>	Unorganized and incoherent.	The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.	The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.	The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.	
<b>Flow (smooth transitions from point to point &amp; slide to slide, where applicable)</b>	Fragmented.	With few exceptions, flow is generally disjointed.	Flow supports delivery of the message.	Flow is supportive and seamless.	
<b>Non-Verbal (eye contact, gestures, movement, posture)</b>	Lacking in all attributes.	Needs Improvement: eye contact, gestures, movement, posture.	Generally acceptable in all areas with minor lapses.	Exceptional in all areas.	
<b>Verbal Crutches (use of ah, um, uh, you know, etc.)</b>	Inarticulate.	Frequent use of verbal crutches.	Generally fluent with minor lapses.	Fluent throughout.	
<b>Appearance</b>	No attention to appearance.	Inappropriate appearance.	Generally professional in appearance.	Professional appearance.	
<b>Demeanor (Professional conduct)</b>	No attention to demeanor.	Inappropriate demeanor.	Generally professional in demeanor.	Professional demeanor. Exudes confidence and poise throughout.	
<b>Length</b>	> +/- 2 minutes	+/- 2 minutes	+/- 1 minute	Used allotted time.	
<b>Visual Appeal/Satisfaction (originality, creativity, charts, graphs)</b>	Ineffective or inappropriate.	Lacks variety, originality, boring. Graphics do not support the message.	Supports the message and engages audience but does little to enhance the presentation.	Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.	
<b>Total Score:</b> (May be recorded in decimals or fractions)					