ART111: Art History Ancient/Medieval: GT-AH1

Required Course Learning Outcomes:

1. Analyze information and ideas from multiple perspectives based on works of visual art from the Ancient through the Medieval periods.
2. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art from the Ancient through the Medieval periods.
3. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks from the Ancient through the Medieval periods.
4. Apply visual literacy skills to interpret the visual arts from the Ancient through the Medieval periods.
5. Explain various media and techniques from the Ancient through the Medieval periods.
6. Identify themes or major concepts in the visual arts from the Ancient through the Medieval periods.
7. Analyze visual forms and processes as expressed in art from the Ancient through the Medieval periods.

Course Description

Provides the knowledge base to understand the visual arts, especially as related to Western culture. Surveys the visual arts from the Ancient through the Medieval periods. This is a statewide Guaranteed Transfer course in the GT-AH1 category.

The Colorado Commission on Higher Education has approved ART111 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that
is to be included on all syllabi starting Fall 2018, go to Required Course Syllabus Language.

This course is one of the Statewide Guaranteed Transfer courses.

- **ART111 Required Syllabus Info**

**CREDIT HOURS**

3

**SUGGESTED PREREQUISITE KNOWLEDGE**

None
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

SOURCES OF OTHER COURSE READINGS

- Throughout the Exploration content, you will view interactive material to include videos, e-learning activities, and interactive PDFs.
- Smarthistory
- The Metropolitan Museum of Art's Heilbrunn of Timeline of Art History
Course Competencies and Outcomes

Student Competencies

The competencies you will demonstrate in this course are as follows:

1. Analyze information and ideas from multiple perspectives based on works of visual art from the Ancient through the Medieval periods.
2. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art from the Ancient through the Medieval periods.
3. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks from the Ancient through the Medieval periods.
4. Apply visual literacy skills to interpret the visual arts from the Ancient through the Medieval periods.
5. Explain various media and techniques from the Ancient through the Medieval periods.
6. Identify themes or major concepts in the visual arts from the Ancient through the Medieval periods.
7. Analyze visual forms and processes as expressed in art from the Ancient through the Medieval periods.

The module outcomes that will permit you to demonstrate course competencies are:

Module 1

Outcomes
1. Identify and contextualize examples of Paleolithic, Neolithic, and Sumerian art.
2. Understand and apply the vocabulary of visual analysis to analyze and contextualize a work of art in written form.
3. Understand and apply basic archaeological concepts to actual sites and evaluate their effectiveness.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 4, 7
1, 2, 3, 6
Module 2
Outcomes
1 Identify and contextualize examples of Indic, Egyptian, Aegean, and early American art.
2 Understand and apply basic archaeological concepts to actual sites and evaluate their effectiveness.
3 Understand and apply the vocabulary of visual analysis to analyze and compare two works of art in written form.
4 Apply analytical skills to formulate a thesis statement and organize a comparative argument.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 6
1, 2, 3, 4, 7
3, 4, 7

Module 3
Outcomes
1 Identify and contextualize examples of Near Eastern, Egyptian, Greek, and Chinese art.
2 Identify and analyze the techniques rulers have used to express power and dominance through art.
3 Understand and apply the vocabulary of visual analysis to analyze and compare two works of art in written form.
4 Apply analytical skills to formulate a thesis statement and organize a comparative argument.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 6
1, 2, 3, 4, 7
3, 4, 7

Module 4
Outcomes
1 Identify and contextualize examples of Roman, Mayan, and ancient African art.
2 Identify and analyze techniques rulers have used to express power and dominance through art.
3 Understand and apply the vocabulary of visual analysis to analyze and compare an image with its textual source in written form.
4 Apply analytical skills to formulate a thesis statement and organize a comparative argument.
5 Understand the differences among quoting, paraphrasing, and summarizing sources and apply these techniques to an analytical argument.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 6
1, 2, 3, 4, 7
3, 4, 7
3, 4

Module 5
Outcomes
1 Identify and contextualize examples of Hindu and Buddhist art from Asian cultures.
2 Identify and analyze the basics of religious iconography and its function in religious practice.
3 Understand and apply the vocabulary of visual analysis to analyze and compare an image with its textual source in written form.
4 Apply analytical skills to formulate a thesis statement and organize a comparative argument.
5 Understand the differences among quoting, paraphrasing, and summarizing sources and apply these techniques to an analytical argument.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 6
1, 2, 3, 4, 7
3, 4, 7
3, 4
Module 6

Outcomes
1. Identify and contextualize examples of Jewish, Christian, and Islamic art from the late antique and medieval world.
2. Identify and analyze the basics of religious iconography and its function in religious practice.
3. Summarize and analyze the major themes of this course.
4. Apply acquired knowledge and visual literacy to unfamiliar art.

Competencies
1, 3, 5, 6, 7
1, 2, 3, 6
1, 2, 6, 7
1, 2, 3, 5, 6, 7
GRADING AND EVALUATION

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

GRADING POLICIES

Mark all module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (6 @ 40 points each)</td>
<td>240</td>
<td>24%</td>
</tr>
<tr>
<td>Writing Assignments (5 @ 100 points each)</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes (6 @ 20 points each)</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Final Project (1 @ 140 points each)</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below

DISCUSSIONS

Participation in Discussions is vital to both your understanding of the material and your experience with larger theoretical concepts, giving you the opportunity to experiment with key ideas while benefiting from the perspective of other class members. For each discussion, you must respond to the initial prompt in full, answering all questions posted by the instructor. In addition to your initial post, you will need to respond to two classmate’s posts throughout the duration of each discussion. Replies are expected to be helpful and insightful, actively and positively engaging with your classmates’ ideas throughout the module. Once a discussion is closed, no more posts or replies can be submitted. You will be graded on the quality of your initial post, the quality of your replies, the timeliness of your posts, and the clarity of your writing. Review the Discussions grading rubric for more information on how you will be evaluated for this portion of the course.

ASSIGNMENTS

Writing Assignments introduce and assess the basic analytical and writing skills associated with art historical writing and research. The writing assignment for Module 1 will be self-contained within that Module while the writing assignments for Modules 2-5 will be scaffolded and spread over two Modules. The first part of these writing assignments (Modules 2 and 4) will consist of preparatory techniques like
outlining and research while the second part (Modules 3 and 5) will apply that preparation in executing a final paper. Each of these assignments is a part of an increasingly complex and sophisticated progression of skills learned throughout the course. Each assignment will be assessed with its own rubric. NOTE: All papers must contain citations that follow the Chicago Manual of Style, which includes footnotes and a works cited at the end of the document. Instructions on this citation style are included in the instructions for the Module 1 Essay.

**Quizzes**

Each quiz is a combination of 20 multiple choice and matching questions, which will be graded automatically and exported to the gradebook upon submission. Knowledge Checks within the Explorations are ungraded self-assessments.

**Final Project**

The Final Project is a cumulative exercise that requires you to create an exhibit that summarizes the major themes of this course using images from museum collections. This exhibit will consist of six images, one representing each of the Modules, as well as accompanying text that will introduce the exhibit, explain each of the images’ role in the exhibit, and summarize the exhibit in a conclusion. The images and text will be organized in a PDF document that may be created in any presentation or word processing software. You will be assessed on your choice of images, your ability to contextualize those images in writing, and the overall clarity of your writing. Note: Just like the writing assignments, you will be required to include citations in the Chicago Manual of Style.

**Late Work Policy**

**Discussions**

No message posts may be submitted to a discussion after its closing date/deadline.

**Quizzes**

No quizzes may be taken or submitted after their respective due dates/deadlines.

**Essays**

Late essays may be submitted for up to two weeks after their due dates, but a late penalty will be applied. The penalty for submitting late work is 5% per day late (i.e., 5% off for each day after the assignment was due).

Late essays must be submitted to the relevant assignment folder and may not be submitted via email. Note that late essays may not be graded until the end of the semester. Note also that no late essays will be accepted during the final week of the course, or after the course has closed, without exception.

**Emergencies**
In the rare event that you cannot submit a particular assignment due to a genuine emergency (e.g., a serious medical problem), please contact me in advance of the assignment deadline, so that we can discuss strategies for completing the assignment. Please be prepared to provide concrete documentation of your situation, and please note that emergencies are considered only when they are conveyed to me in advance of the assignment being due.
**COURSE SCHEDULE**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module Assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

### MODULE 1

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration: Starting with the Image</td>
<td></td>
</tr>
<tr>
<td>Exploration: The Problem with Paleolithic Art</td>
<td></td>
</tr>
<tr>
<td>Exploration: The So-Called &quot;Neolithic Revolution&quot;</td>
<td></td>
</tr>
<tr>
<td>Exploration: Sumerian City-States</td>
<td></td>
</tr>
<tr>
<td>Discussion: Student Introductions</td>
<td></td>
</tr>
<tr>
<td>Discussion: Thinking About Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>Assignment: You are the archaeologist!</td>
<td></td>
</tr>
<tr>
<td>Quiz: Module 1 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

### MODULE 2

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration: The Indus Valley</td>
<td></td>
</tr>
<tr>
<td>Exploration: Cities of the Dead</td>
<td></td>
</tr>
<tr>
<td>Exploration: Ancient Aegean</td>
<td></td>
</tr>
<tr>
<td>Exploration: American Controversies</td>
<td></td>
</tr>
<tr>
<td>Discussion: Comparing Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>Assignment: Outlining the Mythological Comparison</td>
<td></td>
</tr>
<tr>
<td>Quiz: Module 2 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

### MODULE 3

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration: Instruments of Power in the Ancient Near East</td>
<td></td>
</tr>
<tr>
<td>Exploration: Keeping Order in Ancient Egypt</td>
<td></td>
</tr>
<tr>
<td>Exploration: The Power of Perfection in Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>Exploration: Ruling Philosophies in Imperial China</td>
<td></td>
</tr>
<tr>
<td>Discussion: Power Walk!</td>
<td></td>
</tr>
<tr>
<td>Assignment: Mythological Comparison Essay</td>
<td></td>
</tr>
<tr>
<td>Quiz: Module 3 Quiz</td>
<td></td>
</tr>
</tbody>
</table>
**MODULE 4**

**Reading/Assignments/Exams**
- Exploration: Bread and Circuses
- Exploration: Divine Kingship Among the Maya
- Exploration: Ideal Kingship in West Africa
- Discussion: Taking in the Spectacle
- Assignment: Image and Text Essay (Part #1)
- Quiz: Module 4 Quiz

**MODULE 5**

**Reading/Assignments/Exams**
- Exploration: Hindu Art in South and Southeast Asia
- Exploration: Buddhism in South and Southeast Asia
- Exploration: Buddhism in China
- Exploration: Buddhism in Japan
- Discussion: Repetition, Meditation, and Prayer
- Assignment: Image and Text Essay (Part #2)
- Quiz: Module 5 Quiz

**MODULE 6**

**Reading/Assignments/Exams**
- Exploration: Late Antiquity
- Exploration: Icons and Iconoclasm
- Exploration: Cathedrals and Controversy in Romanesque and Gothic Art and Architecture
- Discussion: The Forbidden Image
- Assignment: Google Art Project
- Quiz: Module 6 Quiz

Last modified 11/01/2019 ACE