



Course Prefix/Number/Title: ART 210: Art History I

Number of Credits: 3

Course Description: A survey of western art from Paleolithic to the Renaissance.

Pre-/Co-requisites: N/A

Course Objectives: This course is a survey of the history of Art. By the end of the course students will develop the necessary vocabulary to discuss art forms techniques and movements, improve visual literacy and critical thinking skills through course attendance, lectures and discussions. Students will engage all of the following skills:

1. **Critical Thinking.** Students will be asked to read the assigned text and respond in class. We will encourage students to analyze works of art and express their findings through evaluation and in class discussions.
2. **Communication.** Students will be asked to participate in class discussions. For this reason **attendance is critical.** We will employ art historical methodologies to analyze contemporary scholarship as well as assigned visual objects. Students will be expected to form clear and concise interpretations and then communicate these both in a written and oral format.
3. **Social Awareness.** The study of art gives students the opportunity to reflect upon the impact of artists and their art. Moreover, students will gain a better understanding of the global context that gives art its intrinsic meaning. By the end of this course students should be able to identify historical periods and discuss the impact social, political and technological change has upon art.

Instructor: Dr. Zahra M. Moss

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Office Hours:

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Lecture/Lab Schedule:

Textbook(s): *Gardner's Art through the Ages: a Concise Global History*. 3rd Ed.
ISBN: 978-1111-840730 *Additional resources will be provided to students as needed*

Course Requirements:

Attendance and Participation: This is an integral part of succeeding in this course. Students are responsible for course content that is covered in the book, but also material that is discussed in lecture. In class discussion and participation is essential to ensure success. For this reason, attendance is mandatory.

Course Readings: Assigned readings will be listed in a course reading schedule available on the Blackboard site. Please verify that you have completed the appropriate course reading before the lecture they correspond to. All students should come to class prepared to discuss the assigned text.

Assessments:

Evaluation:	Scheduled Date:	Point Value:
Identification Quiz 1		10
Identification Quiz 2		10
Identification Quiz 3		10
Identification Quiz 4		10
Identification Quiz 5		10
Art Evaluation Assignment		20
Independent Artifact Assessment 1		30
Independent Artifact Assessment 2		30
Group Assignment		20
Midterm Assignment		30
Final Assignment		50
		Totals: 230

Course Assignments:

Students will be responsible for the above outlined assessments. Requirements are delineated as follows.

Identification Quiz: Students will be asked to identify 5 objects of visual culture. Date of production, title and geographic area of production are required for total points. Each ID has a point value of 2 points per item.

Art Evaluation Assignment: Students will select one out of five available visual objects for examination. Students will have to identify in a short three paragraph in class essay the following: historical and global context the item was produced, clear identification of art forms and design, discuss the role of artists in the contribution of ideologies that reflect the impact of art within the contemporary society.

Gallery Evaluation Assignment: Students will select an online gallery exhibition. Students will identify in a short three paragraph in class essay the following: 1. Explain the purpose of the exhibition. 2. What is the curatorial vision? 3. How does the arrangement of artifacts tell a story? 4. How can gallery exhibitions teach modern viewers about the cultures and civilizations of the past? *NOT REQUIRED*

Independent Artifact Assessments: Students will be required to select an artifact for examination. The instructor will provide the assignment to students.

Group Assignment: Students will be divided into groups by the Instructor. While the students will work together as a group, each student must turn in their own written version of the assignment.

Reading Response: Students are responsible for submitting a paragraph long reading response to the assigned reading. This response will include a reaction to the art forms discussed in the text and a brief analysis of the historical contexts in which it was produced.

Midterm and Final Projects: These assignments will be given to students based upon the content covered in class up to the date of the Midterm and Final. These are NOT cumulative.

Tentative Course Outline:

Course Schedule:

Date	Lecture Topic	Reading
Week 1		
08/24	Course Introduction; Fundamental Methods of Analysis	Syllabus Introduction Pp.1-13
08/26	Art Before History; Paleolithic and Neolithic Art	Pp. 14-29
Week 2		
08/31	The Cradle of Modern Civilization; Mesopotamia/Persia	Pp. 30-53
09/02	Image Review:	Identification Quiz 1
Week 3		
09/07	Egypt and the Pharaohs	Pp. 54-83
09/09	Ancient Greece Image Review:	Pp. 104-163 Identification Quiz 2
Week 4		
09/14	The Etruscans	Pp. 164-177
09/16	Late Antiquity Image Review:	Pp. 232-253 Identification Quiz 3
Week 5		
09/21	Byzantium (Early, Middle and Late)	Pp. 254-281
09/23	Geography and Historical Context Image Review:	Maps and Handout Reading Response 1
Week 6		
09/28	The Islamic World (Early and Late works of Art)	Pp. 282-305 Identification Quiz 4
09/30	Geography and Historical Context Image Review: Drawing Geometrical Shapes	Maps and Handout Reading Response 2
Week 7		
10/05	Early Medieval Europe Geography and Historical Context	Pp. 306-331 Maps and Handout
10/07	Romanesque Europe and Monumental Sculpture	Pp. 332-363 Identification Quiz 5
Week 8		
10/12	Midterm	
10/14	Gothic Cathedrals and Architecture	Maps and Handouts Building gothic trusses

Week 9		
10/19	Late Medieval Italy	Pp. 400-421 Independent Artifact Assessment 1
10/21	Geography and Historical Context	Maps and Handouts
Week 10		
10/26	China and Korea to 1279	Pp. 448-473
10/28	Geography and Historical Context	Maps and Handouts Reading Response 3
Week 11		
11/02	Japan before 1333	Pp. 474-489
11/04	Calligraphy	
Week 12		
11/09	Indigenous Art of the Americas	In class film (TBA) Pp. 490-519
11/11	Indigenous Art of the Americas (Cont.)	In class film (cont.) Independent Artifact Assessment 2
Week 13		
11/16	Museum Studies: an Introduction	In Class Assignment
11/18	Online Gallery review	Group Assignment
Week 14		
11/23	Africa Before 1800 Geography and Historical Context Thanksgiving break no Class	Maps and Handouts Pp. 520-533
11/25	Thanksgiving break no Class	
Week 15		
11/30	Renaissance in Northern Europe	Pp. 534-557
12/02		
Week 16		
12/07	The Roman Empire	
12/09	Roman Innovation and Architecture	Reading Response 4
	Final Examination Scheduled by Admin	Dec 13-17th

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course aligns with the specific general education guidelines established by Dakota College at Bottineau. Specifically students will address the following goals: Students will be able to analyze art using the appropriate terminology, evaluate aesthetics and coherently explain the relationships between the arts, humanities and society as outlined in Goal 7. Specifically Objectives 2, 3 and 4.

Relationship to Campus Focus: This course uses the campus theme of “Nature, Technology and Beyond,” in part to explore how pre-modern and modern art forms draw inspiration from the natural world. Moreover we explore the complex dynamic relationship between science, nature and art to describe the world at specific moments in time. Using art forms as case studies we can learn more about the development of art mediums, iconography and technology on a global scale.

Classroom Policies: Our classroom is a safe place and comfortable learning environment. Student comments, and actions should be relevant to daily subject matter. Please note that students are expected to be respectful of their colleagues by refraining from use of cellular devices, and limiting computer use to note taking only. Talking amongst peers is encouraged specifically in group activities as well as before

and after class. Once class is in session students should be well read, and versed in the subject material and ready to work. While it is important to share opinions and ideas regarding the subject matter **DISRESPECTFUL AND/OR THREATENING BEHAVIOR WILL NOT BE TOLERATED.** Such behavior will be reported to University officials, and if need be, the necessary authorities. For questions regarding these, and other university behavior policies, please refer to the following website: <http://www.dakotacollege.edu/handbook/>

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.