Syllabus – Fall 2014

Department: 

ART

Course Number/Section: 1303-01

Course Title: Survey of Art I

Professor: Megan Koza Young
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Office hours

COURSE DESCRIPTION
A survey of painting, sculpture, architecture and the minor arts from prehistoric times to the 14th Century.

PREREQUISITES
There are no prerequisites for this course.

REQUIRED TEXT AND READINGS
John Berger, Ways of Seeing – This text is available in the LU Bookstore and through multiple online vendors such as amazon.com

All other readings, listed in the Course Schedule, will be made available to you through either Blackboard, under the “Assigned Readings” tab, or via hyperlink on the course schedule.

STUDENT LEARNING OUTCOMES
The purpose of this course is to familiarize the student with the earliest history of art and its social, cultural, and economic contexts. Upon successful completion of this course students will be able to identify and analyze various works of art. Utilizing critical thinking skills, they will be able to interpret, analyze and assess works of art based upon formal concerns, iconography, historical context and art historical theory. The objective of this course is to develop each student’s understanding of the visual arts as they exist in an historical context, as well as his/her visual literacy and ability to employ the terms and methods of formal and cultural analysis.

CORE CURRICULUM OBJECTIVES:
A successful student in this course will gain or refine their critical thinking skills, their communication skills (both written and verbal), as well as their ability to work
effectively in a **group or teamwork** capacity. Students will also deepen their understanding of and ability to enact **social and personal responsibility**

**STUDENTS WITH DISABILITIES**
The Office of Services for Students with Disabilities (SFSWD) offers a variety of services designed to provide students with disabilities (SWD) equal access to academic services. Some of the services include academic adjustments, physical access, assistive technology, priority registration, sign language interpreters, and note-takers. Documentation of disability is required to receive accommodations/academic adjustments/services. Persons with disabilities should notify the coordinator of SFSWD prior to registration in any university program. A meeting with the person and Coordinator will be arranged in order to assign appropriate accommodations, academic adjustments or services. The office of SFSWD is located in 101A of the Wimberly Building. Students also may write to P.O. Box 10087, Beaumont, Texas 77710, e-mail tra-hancf@hal.lamar.edu or call 880-8347

**ACADEMIC HONESTY**
All students are expected to familiarize themselves with all university policies pertaining to academic performance and conduct. As stated in the Lamar Student Handbook, all students should maintain complete honesty and integrity in their academic experiences. In this course, disciplinary action will be brought against any student found guilty of academic dishonesty including, but not limited to, cheating on an examination or other academic work to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating, plagiarism, collusion, and the abuse of resource materials are defined on page 82 of the Student Handbook. In addition, by University policy, a student cannot avoid any penalty for cheating set forth by the instructor in a course syllabus by dropping the course. Procedures for disciplinary action due to academic dishonesty shall be the same as in other violations of the Student Code of Conduct (see Student Handbook) except that all academic dishonesty cases shall first be considered and reviewed by the faculty member. The process of appeal is located in the Student Handbook available online. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor.

**DROP:**
It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is **your responsibility** to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible. **[Optional]**

**ATTENDANCE POLICY**
Regular attendance plays a key role in the successful completion of this course. Students are expected to attend all class meetings. However, students are allowed excused absences either in the case of a university-sponsored activity or by seeking the prior approval of the instructor. The latter excused absence is given at the discretion of the instructor ONLY in cases of personal emergency. As per university policy, approved absences call for the privilege to make up examinations and assignments without penalty; this privilege does not extend to unapproved absences. Therefore, a student's unapproved absences may interfere seriously with classroom performance. In this course, the privilege to make up missed work extends to presentations ONLY. Once missed, participation in the class discussion and the Question of the Day cannot be made up due to the nature of the course.

The following Department of Art policies apply to missed classes. Three unexcused absences will automatically result in a lowered letter grade. After that, the course letter grade will be lowered half a letter grade for each additional absence. Finally, six unexcused absences will result in an instructor initiated drop and the student being dropped from the class. Students will be marked present if present at time of attendance taking, marked tardy if attending the class late but within the first half of the class, and absent if arrival is after class midpoint or student is not present. Two tardies are the equivalent of an absence. A student absent on the day of scheduled presentation/exam or other in-class work, or who fails to present on the day of scheduled presentation/exam or other in-class work while in attendance without prior instructor approval for rescheduling his/her presentation/exam or other in-class work WILL NOT be granted the privilege of rescheduling.

MAKE–UP/LATE WORK POLICY
Students are expected to submit all work at the specified times unless emergencies or extreme circumstances prohibit them from doing so. In case of such emergencies the student is required to notify the professor PRIOR to the day of the assignment. Students missing an in-class essay with legitimate reasons (as determined by the professor) will be given a Take Home Essay. Students missing class day when Reading Questions are due, with legitimate reasons (as determined by the professor), may turn them in at the next class meeting. If a student KNOWS they are going to be absent it is their responsibility to let the professor know and turn in all assignments PRIOR to their absence. It is NOT possible to make-up quizzes.

Note regarding late work: You are expected to hand in your work at the beginning of lecture on the day the assignment is due. For every day that an assignment is late, ten percent (10%) of the assignment grade will be subtracted. For example, a paper that would have received a 100 would receive a 90, and so on. I do not accept work via email unless specified in the assignment.

APPROXIMATE GRADING VALUES
In-Class Essays: 30%
Quizzes and in-class writing: 5%
Reading Response Questions: 20%
In-Class Group Presentation: 20%
Papers: 25%
**Active participation in the class will positively affect your grade. These percentages are approximates**

**COURSE EVALUATION**
Course evaluation will consist of In-Class Essays given approximately every two weeks; weekly Reading Response Questions; two (2) short papers; one (1) in-class presentation; and in-class quizzes/discussions. For every hour of in-class instruction the student may expect to contribute a minimum of two sustained hours outside class on pertinent course work.

- **IN-CLASS ESSAYS**
  In-Class Essays are given in lieu of larger examinations. Further information about the In-Class Essays will be provided prior to each In-Class Essay on the “Essay Preparation” page of the course website.

- **READING RESPONSE QUESTIONS**
  Each week a series of questions on the assigned readings will be posted. The answers to these questions are to be submitted via Blackboard by 3:00PM on the date noted on the course schedule. These assignments will count as 20% of your final grade.

- **PAPERS**
  All students will write two short papers (750-1500 words) in the course of the semester. Instructions for paper assignments will be posted on Blackboard a minimum of two weeks before the due date under the ‘Assignments’ tab. All papers must be typed in 12-point Times New Roman font with 1-inch margins and double-spaced. The papers will be due in class, in hard copy, on the dates specified in the course schedule, and may not be turned in late without a documented excuse. These papers are worth a total of 30% of your grade.

- **IN-CLASS PRESENTATION**
  During the second week of class students will be broken up into small groups for the purposes of creating a presentation for the entire class. Groups will be assigned topics and then sign up for a presentation date. Presentations will include a written component, visual component, and peer evaluation. Complete guidelines for In-Class Presentations will be distributed the day groups are assigned.

- **IN-CLASS WRITING EXERCISES AND QUIZZES**
  Periodic unannounced in-class writing exercises and quizzes will give you opportunities to practice analyzing works of art and architecture and will aid you in developing a working knowledge of art historical terms and concepts.
They will also help prepare you for the exams. You must be present in class to take these quizzes and do these writing exercises; they cannot be made up. The writing exercises and quizzes will count for 10% of the course grade of all students.

**GRADING SCALE**

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

**LECTURE AND ASSIGNMENT SCHEDULE**

*Note: Please complete the assigned reading BEFORE you come to lecture. Every class requires your active participation in class discussion. The instructor reserves the right to make changes to this schedule.*

**JANUARY**

1/17 – Course Introduction  
   Syllabus  
   Blackboard

1/22 – **READ:** John Berger, *Ways of Seeing*  
   **SKILLS:** Verbal Communication; Critical Thinking; Personal Responsibility

1/24 – **READ:** John Berger, *Ways of Seeing*  
   **DUE:** Reading Questions #1  
   **SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

1/29 – Birth of Art: Prehistory  
   **READ:** Jean Clottes, “The Lascaux Cave” in *Cave Art*  
   **IN-CLASS ESSAY #1**  
   **SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

1/31 – Birth of Art: Neolithic Period  
   **DUE:** Reading Questions #2  
   **Student Presentations #1**  
   **SKILLS:** Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

**FEBRUARY**

2/5 – Rise of Civilization: Ancient Near East  
   **READ:** “Art Tragedy in Iraq”
**SKILLS:** Verbal Communication; Critical Thinking; Personal Responsibility

2/7 – Rise of Civilization: Ancient Near East  
**READ:** The Epic of Gilgamesh  
**DUE:** Reading Questions #3  
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

2/12 – Ancient Egypt  
**FILM:** Deir el-Bahri: The Temple of Hatshepsut  
**READ:** Cyril Aldred, “The Character of Egyptian Art” in *Egyptian Art*  
**IN-CLASS ESSAY #2**  
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

2/14 – Ancient Egypt  
**READ:** “Soaring Toward the Heavens,” *Civil Engineering*, 2004  
**DUE:** Reading Questions #4  
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

2/19 – Ancient Egypt  
**READ:** “Hatshepsut’s Building Projects”  
**STUDENT PRESENTATIONS #2**  
**SKILLS:** Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

2/21 – Prehistoric Aegean  
**READ:** “Archeological Site of Troy”  
**DUE:** Reading Questions #5  
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

2/26 – Prehistoric Aegean  
**READ:** Plutarch’s *Theseus*  
[http://classics.mit.edu/Plutarch/theseus.html](http://classics.mit.edu/Plutarch/theseus.html)  
**IN-CLASS ESSAY #3**  
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility
2/28 – Ancient Greece
**DUE:** Reading Questions #6

_____Student Presentations #3
**SKILLS:** Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

**MARCH**
3/5 – Ancient Greece
**READ:** John Merryman, “Who owns the Elgin Marbles?”
**SKILLS:** Verbal Communication; Critical Thinking; Personal Responsibility

3/7 – Ancient Greece
**READ:** “Unlocking the Mysteries of the Parthenon”
**DUE:** Paper #1
**Reading Questions #7**
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

3/12 – **SPRING BREAK**
3/14 – **SPRING BREAK**

3/19 – Etruscan Art
Reading Questions Due
**READ:** Nancy H. Ramage and Andrew Ramage, “The Etruscan Forerunners,” in *Roman Art*
**IN-CLASS ESSAY #4**
**SKILLS:** Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

3/21 – Ancient Rome
**READ:** “Unearthing the Colosseum’s Secrets”
**DUE:** Reading Questions #8

_____Student Presentations #4
**SKILLS:** Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

3/26 – Ancient Rome
**READ:** "The Toga: From National to Ceremonial Costume"
**SKILLS:** Verbal Communication; Critical Thinking; Personal Responsibility
3/28 – Late Antiquity
READ: “The Dura-Europos Synagogue”
DUE: Reading Questions #9
SKILLS: Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

APRIL
4/2 – Late Antiquity
IN-CLASS ESSAY #5
_____ Student Presentations #5
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

4/4 – Byzantium
READ: “Justinian’s Achievements,” in Byzantium
Reading Questions #10 Due
SKILLS: Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility

4/9 – Byzantium
READ: Marilyn Stokstad, “Rivals from the East: Byzantine and Islamic Art,” in Medieval Art
_____ Student Presentations #6
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

4/11 – Medieval Art and Islam
READ: Henry Luttikhuisen and Dorothy Verkerk, “Medieval Art and Islam,” in Snyder’s Medieval Art
DUE: Reading Questions #11
_____ Student Presentations #7
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

4/16 - The Celts and Vikings
IN-CLASS ESSAY #6
_____ Student Presentations #8
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

4/18 – Anglo Saxon, and Hiberno Saxon Art
READ: "Churches on Roman Buildings: Christian Associations and Roman Masonry in Anglo Saxon England,"
DUE: Paper #2
Reading Questions #12
SKILLS: Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

4/23 – Early Medieval Art
IN-CLASS ESSAY #7
SKILLS: Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility

4/25 – Early Medieval Art on the Continent
READ: “The Role of Byzantine Silks in the Ottonian Empire,”
DUE: Reading Questions #13
Student Presentations #9
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

4/30 – The Romanesque
READ: Romanesque Art and Thought: Visualizing Holy Bodies
SKILLS: Verbal Communication; Critical Thinking; Personal Responsibility

MAY
5/2 – The Romanesque
READ: "The Emergence of Anglo-Norman Architecture; Durham Cathedral,"
DUE: Reading Questions #14
Student Presentations #10
SKILLS: Written Communication; Verbal Communication; Teamwork; Critical Thinking; Social Responsibility; Personal Responsibility

5/7 – Gothic Art
READ: Rolf Toman, “Introduction” in Gothic Architecture, Sculpture, Painting & Henry Luttikhuizen and Dorothy Verkerk, “Saint Louis and Late Medieval France,” in Snyder’s Medieval Art
IN-CLASS ESSAY #8
DUE: Reading Questions #15
SKILLS: Written Communication; Verbal Communication; Critical Thinking; Personal Responsibility; Social Responsibility