

Long Beach City College
ART 1: Art and Civilization: Prehistory to Gothic Era
Spring 2016 Semester
February 8, 2016 – June 8, 2016

Instructor: Dianna M. Santillano
Class: Fridays 8:50am - 12:00pm, PCC- MM126A
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(Email is preferable means of communication)
Class website: withoutahammer.com
Office Hours: As I do not have an office at the PCC campus, I will hold my office hours every Friday after class in the classroom, or by appointment.

Text Required:

- Gardner's Art through the ages. 14th Edition, Volume 1, Thomson Wadsworth, 2013
- Various PDF readings to supplement text

Course Description:

This course explores the artistic heritage of Western civilization from prehistory to the end of the Gothic period through the study of major monuments of painting, sculpture and architecture. It emphasizes the development of art forms as reflective of the social, political, religious, and aesthetic sensibilities of the historical periods covered. The approach is at once historical, in that visual form and types of images are studied in their development over time and across cultures, and anthropological, in the sense that cultures are studied at isolated moments as a way of better understanding the significant roles art and architecture play within them. Emphasis is placed on the ways in which ancient cultures represented the human form, visual symbolism and architecture; and on the social and religious meanings and contexts of ancient art, and the political uses to which ancient art was used. It is designed to be of interest and value to the art and non-art major alike.

Goals:

To expose students to outstanding examples of world art (including painting, sculpture, and architecture) and challenge and inspire to explore beyond the works to learn about the elements, specialized vocabulary, and historical context of those works. An in-depth understanding of these essential tools will facilitate the interpretation and appreciation of art of all periods and areas.

- A. Analyze a given work of art in terms of its formalistic elements: terminology, mediums, type of artwork, etc.
- B. Identify artists and styles related to course content.
To identify and differentiate between the major art-historical divisions, and their respective visual styles.
- C. Explain the relationship of ancient art to environmental and social factors such as religion, war, economy; to understand the reasons for the shifts and changes in style. To have an awareness of the underlying forces (religious, geographical, socio-political, economic, philosophical, scientific) that inspired, sustained, fostered or inhibited the creative impulse in each succeeding age.
- D. To understand the social and politics forces that helped to inspire/fund/promote the various creative outputs and expressions.
- E. Compare and contrast a variety of art styles and movements, as related to course content, as well as understand the interconnectedness of art movements and trends
- F. Demonstrate a greater awareness of art resources in your area, such as galleries and museums.
- G. To develop an appreciation and understanding of art that will lead to a lifetime of well-informed enjoyment of the arts. After taking this course, as Janson suggests, "you will find that the world will not look the same."

Student Learning Outcomes:

As a result of the activities and study in this course, students will demonstrate the ability to:

1. Identify and analyze works of art and how they relate to the cultures that produced them.
2. Situate and demonstrate an understanding of visual works of art within historical contexts.
3. Understand the distinctions among the various media that artists have used through history.
4. Identify key works of Western art and their artists or designers.
5. Analyze and critique various art works through written analysis.
6. Demonstrate an understanding and employ critical terminology.

At the end of the course, students will be able to appreciate art through its socio/historical contexts and evaluate the different styles that developed through the periods and the geographical areas in the world. Emphases will be on giving students an understanding of all of the visual arts.

Classroom Etiquette:

As I encourage classroom discussion whenever possible, I will expect all students to abide by a very basic classroom principle: R-E-S-P-E-C-T. There are NO stupid questions. There are NO stupid people. We are simply on an intellectual journey together. And our goal shall be to have a calm (but spirited) level of discourse that is mutually respectful of differing opinions and differing experiences.

Students are expected to take good notes of lectures, during discussions, films, and of all presentations that take place during class. Students will be responsible for all material presented.

Assessments / Grading:

Learning outcomes will be assessed through the following methods:

Students will be graded on their performance during class time, which includes participation, preparation, and presence. Students are expected to come prepared and ready to discuss the assigned readings. It is therefore crucial to read ahead of the subject covered in class so you are prepared to discuss it and have an active participation.

Attendance is taken seriously and it is mandatory. I will call roll at the beginning of every class. As exam material will be drawn from class lectures as well as the required text, it is important to attend all lectures if you intend to fare well in this class. The student will be allowed only two absences. Each additional absence will discount 10 points of the student's final grade. Students who are repeatedly tardy will be marked absent after the third tardy. If you are planning to leave the class early for whatever reason, please notify the instructor at the beginning of the class. The instructor will not drop students who are no longer attending the class. Students are to be responsible for dropping or withdrawing from the course.

Exams:

There is a mid-term and final exam worth 150 points each. The exams will include slide identifications and short essays. Midterm and final exams will cover the first and the second half of the class respectively.

Blue Books and/or 886-E Scantron form (2 total) are required for the midterm and the final. There will be no make-up tests permitted except for unusual circumstances that must be cleared with the Instructor **BEFORE** the day of the Exam. Students **MUST** be present at the final. There will be no make-up exams. If a student misses an exam a ZERO will be given.

Museum Report:

A 3 – 5 page Museum paper worth 300 points is due around the 12th week. You will be asked to visit a museum that has been approved by the Instructor, conduct research and write on (1) art object of your choice or compare and contrast (2) art objects. The work(s) must correspond to the periods discussed in this course. You may visit the Los Angeles County Museum of Art (LACMA), the Getty Villa, or the Getty Center for this assignment (among others). I will provide you with the complete parameters of this assignment on a separate sheet of paper.

Response Paper Assignment:

Upon covering the section on Greek art, we will devote a class to discussing the controversy surrounding the Parthenon sculptures that are currently in the British Museum. The Greek government has requested the return of the sculptures to Athens, while the British Museum claims that they belong in London. Our discussion will consider arguments put forth by each side, as well as the larger question of who has a rightful claim to ownership of ancient artifacts and monuments. To prepare for our discussion, please do the following:

- 1) Read the Essays provided for this assignment (PDFs and links that I will assign for you that provide support for both parties – that is: the British Museum and the Greek government).
- 2) Form an opinion about whether the sculptures should remain in London or be returned to Athens, and write a two-page paper in support of your position. Papers should be typed and double-spaced and should cite the four (required) sources provided. **Your treatment of sources should abide by the University guidelines for academic honesty.** Please note that although this is an opinion paper, it should still follow the conventions of academic writing. Papers that are overly informal or poorly written will be penalized.

Note: Since the response paper is intended to help you to prepare for our class discussion, I will not accept late papers. If you are unable to attend class that day for any reason, you are responsible for having someone deliver your paper by the beginning of class. I will not accept e-mailed papers.

PLAGIARISM:

Plagiarism and Academic Dishonesty are not tolerated at Long Beach City College. Any student caught plagiarizing will receive zero points for the assignment. Cheating will not be tolerated.

Additionally, paraphrasing is not just rearranging a few words. One needs to read the article, put it away, and then relay the information through one's own filter (the brain) using one's own words. One should also, briefly, cite the source of the information.

I do check papers for plagiarism through various methods. If plagiarism is suspected, you will have the opportunity to explain your work. If it is found that the work has been plagiarized, you will receive a 0 and will be reported to the appropriate administration. Please refer to the Student Handbook portion of the catalog for further information about Academic Integrity.

A few suggestions for course success:

- Arrive on time and be prepared for a variety of educational activities; e.g. taking notes, participating in discussions, and group work.
- Keep up with the reading assignments (this means reading the text prior to attending class!).
- Spend time looking at the artworks within the current section.
- Exchange email addresses or phone numbers with a few classmates.
- Research shows that student who study together, perform better. Therefore, you are encouraged to form study groups. If you have to teach it to someone else, I guarantee you will do better on the test.
- Make flashcards of vocabulary and concepts – and study them.
- I welcome questions and interactions – as long as it relates to the topic at hand. Please do not hesitate to ask questions or clarify points during class.
- Take advantage of instructor's office hours.
- In order to be engaged in the classroom, you need to **TURN OFF YOUR CELL PHONES!**
- Above all, be flexible and open-minded.
- Make a study guide. I do not give them out.

In short:

It is important that you attend lectures since the exam material will be drawn from lecture as well as the text. Art History not only examines artistic traits, but also probes into the deeper issues of history, sociology, philosophy and religion. Your active participation in these issues will invigorate the class environment and help with a better understanding of the subject matter. The ability to develop ideas and articulate them in oral and written form is an essential element in this class. Read ahead and be prepared to be part of it!

Grade Breakdown:

Presence and Preparation	100 points
Museum Report/Research Paper	300 points
HW Assignments (vocab, etc)	100 points
Short Response Paper to Art History debate	200 points
Mid-term and Final	300 points (150 pts each)

Total	1000 points
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A+=970-1000, A=930-969, A- = 900-929, B+= 870-899, B=830-869, B-=800-829, C+=770-799, C=730-769, C-=700-729, D+=670-699, D=630-669, D-= 600-629, F= 599

EXTRA CREDIT: No extra credit will be given for this course.

GRADE INQUIRY: It is the responsibility of the student to see the instructor if they are interested in knowing their progress.

OFFICE HOURS: Students are encouraged to visit during office hours. Students who are having trouble with the material should see the instructor. Don't wait until you are overwhelmed.

COURSE WORK: Students are expected to keep all course work for the entire semester. In addition, make a copy of all your papers and proposals prior to turning them in to the instructor. Students are responsible for handing in work on the date it is required. Late work will not be accepted.

COURSE OUTLINE

Week	Topic / Readings Schedule
I	Setting the Stage/ Introduction to the Course What is Art History, Terms of Art History, Gardner, pgs. 1-14
II	Art Before History: Paleolithic (ca.30,000-9000 BCE) to Neolithic Art (ca. 8000-2300 BCE) Chapter 1. Gardener, pgs.14- 29
III	The Cradle of Civilization: The Art of Mesopotamia and Persia Chapter 2. Reading: Gardener, pgs. 30-53
IV	Egypt Under the Pharaohs Chapter 3. Reading: Gardener, pgs. 54-83 Archaic, Old and Middle Kingdoms New Kingdom and Amarna period

- V The Art of Ancient Greece
Chapter 5. Reading: Gardener, pgs. 104-163
- VI The Art of Ancient Greece conti.
Chapter 5. Reading: Gardener, pgs. 104-163
- VII **Midterm**
The Art of the Etruscans
Chapter 6. Reading: Gardener, pgs. 164-177
- VIII **Class Debate / Response Papers Due**
The Art of Ancient Rome
Chapter 7. Reading: Gardener, pgs. 178-231
- IV The Art of Ancient Rome Conti.
Chapter 7. Reading: Gardener, pgs. 178-231
- X The Art of Late Antiquity
Romans, Jews, and Christians
Chapter 8. Reading: Gardener, pgs. 232-253
- XI The Art of Byzantium
Chapter 9. Reading: Gardener, pgs. 254-281
- XII The Art of the Islamic World
Chapter 10. Reading: Gardener, pgs. 282-305
Museum Reports Due
- XIII Early Medieval Art in the West
Chapter 11. Reading: Gardener, pgs. 306-331
- IX Romanesque Art
Chapter 12. Reading: Gardener, pgs. 332-363
- XV Gothic Art
Chapter 13. Reading: Gardener, pgs. 364-399
- XVI Finals Week

Note: the syllabus may change, according to the needs of the class.