**SYLLABUS**

**Three Rivers Community College**

**ART K101 Art History I CRN 30986**

**Fall 2018 TR 12:30 pm—1:45 pm Meeting Location: Room D107**

**Linda Legassie, Adjunct Professor**

**e-mail:** [**llegassie@trcc.commnet.edu**](mailto:llegassie@trcc.commnet.edu) **office hours: by appointment**

Course Description

This course provides you with an introduction to the history of art from prehistory through the mid-15th century from a global perspective. Major works in many media including painting, sculpture, and architecture will be covered. By the end of the course, students will have a visual vocabulary with which they can intelligently discuss and write about works of art. Regardless of whether the work is accessible and easy to admire or difficult and not readily understood, students will understand how to evaluate works of art not only for their beauty, but for other intrinsic values such as power of expression and boldness of communication. Outside readings and papers are required.

Course Objectives:

In following the assignments outlined in this syllabus, the student will achieve these results:

* Using an informed visual vocabulary utilizing the principles of design, the student will speak and write about paintings, sculpture, and architecture discussed in this course.
* Recall, define, and list characteristics of the major cultural periods and movements covered in this course.
* The basic elements of art will become familiar to the student and the student will understand how to apply these elements of art to describe various works of art.
* The student will recognize, identify, and discuss many art mediums.
* In an objective manner, the student will defend, judge, select, and support works of art for both their formal qualities or for other qualities, such as expression of emotion or communication of ideas.

Course Outcomes:

Upon successful completion of this course, the student should:

* Be able to speak and write about visual art using an informed visual vocabulary.
* Be able to demonstrate familiarity with the basic elements of a work of art.
* Be able to demonstrate familiarity with many art mediums.
* Be able to evaluate works of art objectively, both for their formal qualities and for other

qualities such as expression of emotions and communication of ideas.

* Be able to articulate an appreciation and find merit in challenging works of art you may

have dismissed previous to taking this course.

* Be able to identify the characteristics of the major periods and movements covered in the

course and place a work of art in its appropriate time period and historical context.

Instructional Materials

1) Textbook: *Art History: Portable Edition, Sixth Edition, Volume I*

by Marilyn Stokstad and Michael W. Cothren

2) Notebook

Evaluation Procedures

* A mid-term exam and a final exam will be given. A study guide for the mid-term exam and the final exam will be available.
* As shown in the syllabus class outline section, chapter readings are assigned for each class. These readings are discussed with in-class lectures accompanied by image and/or video presentations with student discussions on that material.
* Chapter quizzes are indicated in the outline section.
* Chapter essays are also indicated in the outline section. These 1- to 1-1/2-page essays address an assigned question as shown in the outline section. Guidelines for the one-page essays assignments are outlined in the handout “Guidelines for Homework Essays.”
* Oral Presentations researched and prepared by students working in 2-3 person groups on a selected chapter topic is required. Further instructions will follow.

Class Discussion

Students are expected to be in class with a positive attitude. Participating in class discussions is to everyone’s benefit. Those who participate often receive a higher grade in this area. Students should expect to spend a minimum of one hour in preparation for each class hour and to attend each class so that participation is maximized.

Course Requirements

Attendance—Please plan to attend all classes and to miss class only for extenuating circumstances.

Tardiness/Leaving Early—Class announcements are generally made either at the beginning or end of class. Students who arrive late to class or leave early will not only miss hearing important information, but also are disruptive to the rest of the class, as the instructor may have to repeat information.

Deadlines—Essays are expected to be handed-in when due as indicated on the syllabus. Failure to complete weekly essays results in a grade of zero.

Explanation of Criteria for Evaluations/Grade Weights

Average of Essays 30%

Average of Mid Term Exam and Final Exam 30%

Participation and Attendance 20%

Oral Presentation 20%

Grading System: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Numerical Components:

A 93-100 /+ 87-100 D+ 67-69

A- 90-92 D 63-66

B+ 87-89 D- 60-62

B 83-86 / 73-86 F 0-59

B- 80-82

C+ 77-79

C 73-76 /- 60-72

C- 70-72

Digication Statement

     All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

Academic Dishonesty

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student’s academic performance, including by not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed, or otherwise obtained) as one’s own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course work previously presented in another course, and (g) knowingly and intentionally assisting another student in any if the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Cell Phones

Cell phones and beepers are allowed in class only if they are turned OFF or on SILENT MODE. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

Revisions to Syllabus

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that are made.

College Withdrawal Policy

A student who finds it necessary to discontinue a course once class has met, must provide written notice to the Registrar at Three Rivers Community College. Withdrawal forms are available at the Registrar’s Office. Nonpunitive “W” grades are assigned to any withdrawal requested before the various restricted withdrawal deadlines listed in the TRCC calendar published in the front of each session’s course listings. Withdrawal requests received after these deadlines must bear the instructor signatures. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes run the risk of receiving an “F” grade for the course.

Disabilities Statement

If you have a hidden or visible disability which may require classroom or test-taking modification, please see the instructor as soon as possible. Students with learning disabilities should contact Matt Liscum, Counselor, or Elizabeth Wilcox, Advisor, at the Student Development Office, Room A113.

Communication of College Announcements

All students are encouraged to sign up for myCommNet Alert, a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Also, TRCC sends messages when the college is delayed or closed due to weather. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site at:

[http://www.trcc.commnet.edu/div\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](https://www.mail.commnet.edu/owa/redir.aspx?C=43c326ea954f4503a76fdcc68574c783&URL=http%3a%2f%2fwww.trcc.commnet.edu%2fdiv_it%2feducationaltechnology%2fTutorials%2fmyCommNetAlert%2fMIR3.html)

The Sexual Misconduct Statement and the Title IX Statement

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

 Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

*“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”*

 UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

*“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.*

*Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”*

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact the Admissions Welcome Center, Office A116; phone 860.215.9255.

Class Outline

[Schedule subject to change when necessary. Effective date: 08/28/2018]

T 8/28/18 Introduction to class

R 8/30/18 Introduction and Chapter 1 Prehistoric Art in Europe; pp. xxiii—xxxvii; 1-25

Essay: How did Paleolithic culture differ from Neolothic culture? Explain.

T 9/04/18 Chapter 2 Art of the Ancient Near East; pp. 26-47

R 9/06/18 Chapter 3 Art of Ancient Egypt; Part I; pp. 48-63

T 9/11/18 Chapter 3 Art of Ancient Egypt; Part II: pp. 63-81

Essay: How does sculpture of the Ancient Near East the differ from ancient Egyptian sculpture? Explain. Compare one example of a sculpture each culture.

R 9/13/18 Chapter 4 Aegean Art; pp. 82-101

T 9/18/18 Chapter 5 Art of Ancient Greece: Part I; pp. 102-130

Essay: Compare an ancient Aegean object made primarily from metal with an object from ancient Greek, also created primarily from metal. What are the similarities? Can you identify specific techniques used?

R 9/20/18 Chapter 5 Art of Ancient Greece: Part II; pp. 130-157

T 9/25/18 Chapter 6 Etruscan and Roman Art: Part I; pp. 158-190

R 9/27/18 Chapter 6 Etruscan and Roman Art: Part II; pp. 190-215

T 10/02/18 Museum Visit: The Slater Memorial Museum

The Norwich Free Academy; 108 Crescent Street; Norwich, CT

Details will follow.

R 10/04/18 Chapter 7 Jewish, Early Christian Art; pp. 216-235

Essay: Both Etruscans and Early Christians often painted interior wall of their tombs. Discuss themes chosen for the murals in these two examples: Fig. 6-6 and Fig. 7-1. Are the images related to life, to death, or to life after death? How are the styles and subjects related to these two cultures?

T 10/09/18 Chapter 8 Byzantine Art; pp. 236-267

Essay: How does the dome of Hagia Sophia (fig. 8-3) differ from the dome of the Pantheon (fig. 6-51)?

R 10/11/18 Chapter 9 Islamic Art; pp. 268-297

Essay: Images of people are not allowed in Islamic religious contexts, but mosques and other religious buildings are lavishly decorated. What artistic decorative motifs and techniques used? Explain.

T 10/16/18 Reading Day

R 10/18/18 Mid-Term Exam---A Study Guide will be available.

T 10/23/18 Chapter 10 Art of South and Southeast Asia Before 1200; pp. 298-333

Essay: Select one architectural work and one work of sculpture from this chapter. Explain how either Buddhist or Hindu ideas are expressed through their decoration, form, or iconography.

R10/25/18 Chapter 11 Chinese and Korean Art Before 1279; pp. 334-363

Essay: Select one of the Song-era Chinese landscape paintings included in this chapter and explain

the embodiment of philosophical or religious ideals.

T 11/30/18 Chapter 12 Japanese Art Before 1392; pp. 364-385

R 11/01/18 Chapter 13 Art of the Americas Before 1300; pp. 386-411

Essay: Choose an object from an ancient Japanese art form and one from an ancient Native American art form and compare the function of these objects within their original cultural context. Are there similarities? What are the differences?

T 11/06/18 Chapter 14 Early African Art; pp. 412-439

R 11/08/18 Chapter 15 Early Medieval Art in Europe; pp. 440-469

Essay: The equestrian portrait in fig. 15-15 emulates the Roman tradition exemplified in the work of art shown in fig. 6-57. For the Early Middle Ages, this sort of appropriation was common artistic practice. Discuss what it tells us about the Carolingians, grounding your answer in a discussion of these two works. Explain the reference to ancient Roman tradition in the small bronze portrait of a Carolingian emperor shown in fig. 15-15.

T 11/13/18 Chapter 16 Romanesque Art; pp. 470-505

Essay: Compare Fig. 14-15 with Fig. 18-22. Both of these objects depict a ceremonial occasion. Discuss the similarities and differences in materials, technique and use. Discuss how does each object represent the culture that produced it? How does each form relate to the function it serves?

R 11/15/18 Chapter 17 Gothic Art of the Twelfth and Thirteenth Centuries; pp. 506-419

T 11/20/18 Chapter 18 Fourteenth-Century Art in Europe; pp. 542-5735

Essay: Depictions of the Virgin Mary holding the infant Jesus represent a continuing theme in the history of European Christian art, developed early on, and continues to this day. Describe the relationship between the mother and child in these two examples: Fig. 17-23 and Fig. 18-18. How does the choice of medium contribute to the distinction between them? How were they used?

R 11/22/18 Thanksgiving Recess---No Class

T 11/27/18 Presentations

R 11/29/18 Presentations

T 12/04/18 Presentations

R 12/06/18 Presentations

T 12/08/18 Final Exam----A Study Guide will be available.