

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 2/4/13

Department of Art and Design

A. Protocol

Course Name: Art History: Ancient-Medieval
Course Number: ART 308
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): 70
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

In the context of the art within up to the 14th centuries:

- a. Students will be able to explain how this history of art was shaped.
- b. They will be able to recognize archetypal historical influences, trends, and styles, and attribute them to appropriate artists, events, artworks, and time frames.
- c. Students will be able to connect the visual art and artists of these centuries to their respective outstanding “non-art” events of that time, and, to our present world.
- d. Students will develop abilities in: visual thinking from “reading” visual art, critical visual analysis, visual communication, historical analysis, and connecting the ideas of visual art to their own personal experiences of the world.

C. Catalog Description:

Art History: Ancient-Medieval introduces students to the historical unfolding of the earliest significant ideas, images, events, artists, and personalities involved with the visual arts – from cave art to the dawning of the Renaissance. The textual focus is upon these earliest visual arts from Europe, Asia, and Northern Africa. Through lectures, visual aids, and opportunities for study in the field, students with or without

any prior knowledge of visual art will learn how to make the art of this period accessible and useful.

D. Outline of the Course:

Lecture and discussion will take place each class period about the periods of art listed below (following the outline of the Primary Required Text: Janson, H. W. & Janson, Anthony F. History of Art, Vol. I, 5th ed., rev. New York: Prentice Hall, Inc., & Harry N. Abrams, Inc. 1997.):

- a. Prehistoric Art
- b. Egyptian Art
- c. Ancient Near Eastern Art
- d. Aegean Art
- e. Greek Art
- f. Etruscan Art
- g. Roman Art
- h. Early Christian Art
- i. Byzantine Art
- j. Early Medieval Art
- k. Romanesque Art
- l. Gothic Architecture
- m. Gothic Sculpture and Painting

E. Teaching Methodology:

Traditional Classroom Methodology

The instructor will draw upon a core of media support from slides, video, internet, books and periodicals. When possible, the class will have an opportunity for off-site, ‘in the field’ visits to see actual works of art. The text will serve as a structural platform of information. The instructor will add supplementary information. The historical context of the time, the aesthetic ideas and trends, and the technologies present, will be connected to the development and influences of the personalities, artists, and artworks. In this way, art is not presented as something created in a vacuum, but as a body of creative historical contributions that is connected to the world.

F. Text

Janson, H. W. & Janson, Anthony F. History of Art, Vol. I, 5th ed., rev. New York: Prentice Hall, Inc. & Harry N. Abrams, Inc. 1997.

G. Assessment Activities:

Traditional Classroom Assessment

1. journal (personal text book)--(25 pages)
2. thematic essays and essay exams (10 pages)
3. object analysis paper broken down into components of writing: thesis statement, outline, draft, and completed essay (7 pages)

Writing is an integral part of this course. At the core of the course is the notion that writing is thinking, and therefore writing is integrated into every class meeting.

Students complete assignment a. based on careful class notes and assigned readings. After every session, students rewrite their class notes and integrate ideas from their text as well as quote primary texts (artists' letters, contemporaneous art criticism, artistic manifestos, etc.) to explain images from class that illustrate the journal. After written faculty feedback of the journal, students revise their project and submit it for a grade. This project models the process of writing to learn and typically comprises twenty-five pages.

Students complete assignment b. by identifying a major theme in the course through class discussion. An outline of the essay is formed in class and students write the essay based on readings and discussions. After faculty written feedback on the draft of the essay, the question appears on the exam. Students complete two of these assignments to model the process for a total of approximately ten pages.

Students complete assignment c. after examining an original art work. They turn in a thesis statement and outline, which they revise after faculty criticism. Based on the thesis statement and outline, students complete a draft for faculty feedback and then revise it for a grade. This project comprises typically seven pages of revised writing.

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.

- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

1. Periodicals

- a. New Art Examiner (vols. 15-19)
- b. Art in America

2. Slides Collection in the Department of Art and Design

Additional Information for Course Proposals

J. Proposed Instructors:

Art Historian, or qualified faculty in the Art and Design Department.

K. Rationale for the Course:

This is a necessary course to satisfy NASAD guidelines for art history program content. The course is also in keeping with state and national Art Education curriculum standards. Art History: Ancient-Medieval introduces students to the historical unfolding of the earliest significant ideas, images, events, artists, and personalities involved with the visual arts – from cave art to the dawning of the Renaissance. Thus, this survey of the earliest period of art history is an important foundation course for all art majors.

L. Specialized Equipment or Supplies Needed:

The course requires a smart classroom; digital images of works of art studied are viewed during every class session.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
The course does not require additional human resources.
2. Does the course require additional physical resources? (Please explain)
No additional physical resources are necessary for the course to be taught except the smart classroom mentioned above.
3. Does the course change the requirements in any particular major?
(Please explain)
The course does not change requirements for any major.
4. Does the course replace an existing course in your program? (If so, list the course)
No it does not.
5. How often will the course be taught?
The course will be taught at least one semester per academic year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
This course does not duplicate any University course offerings.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

It does not.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

The course will not be proposed as a General Education menu course.