

## **ARTH 101 — Survey of Art and Culture I** **Ivy Tech Community College of Indiana**

**Professor:** Anthony Sams

**Email:** asams1@ivytech.edu

**Office:** Pfau Hall P16B

**Office Phone:** (812) 246-3301, ext. 4221

**Office Hours:** 9:30-1 MW; 2:30-4 MW

**Course Hours:** 1-2:15 p.m., T/Th

**Course Room:** Ogle Hall 232

**Section/CRN:** 26M/24709

**School:** Liberal Arts and Sciences

**Credit/Contact Hours:** 3/3, Lecture

“Modern man has been in search of a new language of form to satisfy new longings and aspirations—longings for mental appeasement, aspirations to unity, harmony, serenity - an end to his alienation from nature. All these arts of remote times or strange cultures either give or suggest to the modern artist forms which he can adapt to his needs, the elements of a new iconography.” — Herbert Read, *A Concise History of Modern Painting*

### **I. Prerequisites**

Students will have demonstrated competency through appropriate assessment or earning a grade of “C” or better in ENGL 083 Reading Strategies for College and ENGL 093 Introduction to College Writing.

### **II. Texts**

Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History, Volume 1*. 14th edition. Boston: Wadsworth, 2013; all readings distributed in class and/or through Blackboard.

### **III. Catalog Description**

Survey of Art and Culture I examines painting, sculpture, and architectural styles from ancient cultures to the proto-Renaissance era. An emphasis is placed on understanding the historical and global contexts of art movements and analyzing the works of individual artists.

### **IV. Major Course Objectives**

The College expects that upon successful completion of this course, students will:

- (1) Recognize the impact of art and artists within cultures and through time.
- (2) Identify the broad outlines of the historical and global contexts that give meaning to art (Eastern, Western, and African) through the proto-Renaissance era.
- (3) Employ appropriate vocabulary for discussing art forms, techniques, and movements.
- (4) Identify and evaluate the contributions of artists within historical and global contexts, including our own.
- (5) Compare and contrast art forms and variant traditions in world art through the proto-Renaissance era.
- (6) Identify and discuss the role of ideologies and religions in art and the historical contexts studied.
- (7) Observe and comment upon the effects of political, social, and technological change on all forms of art and culture, and the impact of art within societies.
- (8) Recognize and discuss the presence of abstract form and design in prehistoric cultures.
- (9) Recognize and discuss the contribution of women artists to world culture.
- (10) Develop and demonstrate descriptive and analytical skills through academic writing.

### **V. Course Content**

Topical areas of study will include: the birth of art; art in global contexts; the art of the ancient Near East; the art of the ancient Egypt; the art of the Aegean; the art of the Etruscans; the art of ancient Greece; the art of ancient Rome; the art of Byzantium; Romanesque art; the art of late antiquity; early medieval art in the West; and Gothic art.

## VI. Grading

The grade breakdown is as follows:

Exams	40%
Analysis Papers	35%
Reading Responses	15%
Quizzes & Participation	10%

- **Exams:** You will have two take-home exams that will require paragraph-length answers or applications of what has been studied to that point in the course. Exams will likely be 15-20 questions. You will have ten calendar days to complete each exam, and each will be worth 20% of the final grade.
- **Analysis Papers:** One shorter paper (3-5 pp.) will analyze the formal elements of a single work. One longer paper (5-7 pp.) will analyze the formal, cultural, historical, and aesthetic elements of multiple works across eras.
- **Reading Responses:** Weekly reading responses posted to the class blog on Blackboard will encourage you to stay up-to-date on readings and practice your analysis skills in advance of the formal analysis papers.
- **Quizzes:** Quizzes may be posted to Blackboard or distributed in class at various unannounced times throughout the semester. Participation is defined as active and frequent participation during class discussions; merely showing up for class does not count as participation.

I consider myself a tough but fair grader. This does not mean that an “A” is impossible. What it does mean, though, is that I have high standards and expect you to put in hard work and time in order to achieve your desired grade. If you prefer to procrastinate, write quickly, hit print, and submit an unorganized work full of stylistic errors and sloppy thinking, you won’t do well in this course.

Late work will receive 15% penalty. I will not round up any grade, especially the final grade, no matter the circumstances. Extra credit assignments will not be offered. The grading scale is as follows:

A: 90-100%	B: 89.9-80%	C: 79.9-70%	D: 69.9-60%	F: 59.9-0%
(excellent)	(good)	(average)	(below average)	(failure)

## VII. General Expectations

- Students at the college level are accountable and responsible for their education. I am always pleased to help you, but I will not force you to let me help you. When it comes to education, you get back what you put in.
- Activities that distract me or other students during course hours will not be tolerated. I reserve the right to ask you to leave.
- In addition to teaching and grading, I will perform academic and creative work outside of class with the aim of making myself a more informed professor and writer. Because of this and the high level of involvement with which I treat all my students, assignments will be returned within one to two weeks. If desired, please see me during office hours for more feedback and discussion.

## VIII. Attendance

Attending each session is expected and is a key factor in your academic success; simply put, you will only hurt yourself if you do not regularly attend and actively engage in the coursework. Attendance will be recorded for College records. Please be punctual and respect course hours.

## **IX. Correspondence, Conference, and Tutoring**

Please check your College email regularly—at least once a day, preferably in the morning. Upon receiving your email, I will respond; if you don't receive a response, I never received your message.

I encourage you to email me with any questions or comments. I also *strongly* encourage you to meet with me regularly outside of class for additional assistance. My office hours are available for you. If you cannot make my posted office hours, please consider avenues, such as a writing tutor.

## **X. Ivy Tech Virtual Library**

In this course we will use the Ivy Tech Virtual Library as our primary Internet research tool. It is available to students on- and off-campus, and offers full text academic journals for course assignments. Go to <http://www.ivytech.edu/library> and choose the link for our campus.

## **XI. Tech Statement**

Access to a computer and a printer is a requirement for this course. Consider opening a free account with a cloud-storage service, such as Dropbox (dropbox.com), as you *must* keep digital copies of your assignments. The campus has numerous printers you can utilize when turning in assignments.

The following software is recommended: Microsoft Office (not free, but available on campus computers and a discounted student rate from the campus bookstore) or OpenOffice Writer (a free alternative to Microsoft Word, at openoffice.org); Mozilla Firefox (a free Internet browser, at mozilla.org); and Adobe Reader (free PDF reader, at get.adobe.com/reader).

## **XII. Academic Honesty**

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Any paper with your name on it signifies that you are the sole author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. The unacknowledged use of others' words or ideas is plagiarism, and essays with plagiarism will receive a **0**.

Cheating on essays, tests, or other academic work is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of this class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

## **XIII. Copyright Statement**

Students shall adhere to the laws governing the use of copyrighted materials. Students must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

## **XIV. ADA Accommodations**

Ivy Tech seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation for a documented disability, please contact our campus Office of Disability Support Services (812-246-3301, ext. 4179). If you will require assistance during an emergency, notify me immediately.

## XV. Right of Revision

I reserve the right to addend or amend the syllabus and schedule as necessary during the semester. All students will be notified of any addendum or amendment.

## XVI. Schedule

All readings and assignments listed for a particular day's class should be completed **before** you come to class on that day. For example, a reading listed at 8/28 will be completed **before** the class that occurs on 8/28.

All page numbers refer to our textbook, *Gardner's Art through the Ages: A Global History, Volume 1* (14e).

This schedule is not totally inclusive (i.e., we may do additional tasks) and is *subject to change*. In general, I will follow the schedule closely; still, because the schedule does afford some flexibility, if you are absent it's always in your best interest to check with a classmate.

DATE	LECTURE TOPIC	READ	DUE
T 8/26	Course Introduction / Fundamentals of Art	• Introduction, pp. 1-13	
Th 8/28	Art Before History	• Chapter 1, pp. 14-29	Reading Response due by Sunday, 8/31
T 9/2	Mesopotamia and Persia	• Chapter 2, pp. 30-53	
Th 9/4	The Indus Civilization	• Chapter 15, pp. 422-428	Reading Response due by Sunday, 9/7
T 9/9	Egypt Under the Pharaohs (I)	• Chapter 3, pp. 54-83	
Th 9/11	Egypt Under the Pharaohs (II)	• Review Chapter 3, pp. 54-83	Reading Response due by Sunday, 9/14
T 9/16	The Prehistoric Aegean	• Chapter 4, pp. 84-103	
Th 9/18	Early African Art	• Chapter 19, pp. 520-526	Reading Response due by Sunday, 9/21
T 9/23	Ancient Greece (I)	• Chapter 5, pp. 104-163	
Th 9/25	Ancient Greece (II)	• Review Chapter 5, pp. 104-163	
T 9/30	The Etruscans	• Chapter 6, pp. 164-177	<b>Paper 1 due</b>
Th 10/2	The Roman Empire (I)	• Chapter 7, pp. 178-231	Reading Response due by Sunday, 10/5
T 10/7	The Roman Empire (II)	• Review Chapter 7, pp. 178-231	
Th 10/9	Chinese Dynasties	• Chapter 16, pp. 448-473	Reading Response due by Sunday, 10/12
T 10/14	South and Southeast Asia	• Chapter 15, pp. 428-446	
Th 10/16	Late Antiquity	• Chapter 8, pp. 232-253	
T 10/21	Native Arts of the Americans (I)	• Chapter 18, pp. 490-519	<b>Midterm Exam Due</b>
Th 10/23	Native Arts of the Americans (II)	• Review Chapter 18, 490-519	Reading Response due by Sunday, 10/26
T 10/28	Byzantium (I)	• Chapter 9, pp. 254-281	

Th 10/30	Byzantium (II)	• Review Chapter 9, pp. 254-281	Reading Response due by Sunday, 11/2
T 11/4	The Islamic World (I)	• Chapter 10, pp. 282-305	
Th 11/6	The Islamic World (II)	• Review Chapter 10, pp. 282-305	Reading Response due by Sunday, 11/9
T 11/11	Africa: Islam and Christianity	• Chapter 19, pp. 527-532	
Th 11/13	Writing an Art History Paper	• “How to Write an Art History Paper” handout	Reading Response due by Sunday, 11/16
T 11/18	Pre-Buddhist Japan	• Chapter 17, pp. 474-488	
Th 11/20	Early Medieval Europe	• Chapter 11, pp. 306-331	Reading Response due by Sunday, 11/23
<i>T 11/25</i> <i>Th 11/27</i>	<i>No class—Thanksgiving holiday.</i>		
T 12/2	Romanesque Europe (I)	• Chapter 12, pp. 332-363	
Th 12/4	Romanesque Europe (II)	• Review Chapter 12, pp. 332-363	Reading Response due by Sunday, 12/7
T 12/9	Gothic Europe	• Chapter 13, pp. 364-399	<b>Paper 2 due</b>
Th 12/11	Buddhism in Japan	• Chapter 17, pp. 480-488	
T 12/16	Late Medieval Italy	• Chapter 14, pp. 400-421	
Th 12/18	End-of-Term Conferences		<b>Final Exam Due</b>