

PREHISTORIC TO 1400 [ART111, SECTION 71] FALL 2017

Instructor: Emily Merrill, MAVCS and MFA
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Wednesdays: 6:00-8:54
September 7th - December 20th
LISD Tech, Room # 205
Course Fulfills: 3 credits of Gen. Ed. requirements
Prerequisites: English 085

TEXTBOOK

Kleiner, Fred S. *Gardner's Art Through the Ages: A Concise Global History*, 4th Edition. (Boston: Cengage Learning, 2017).
ISBN: 978-1-305-57780-0

Electronic version of text is available from *Text Book Zero* via The Jackson College bookstore website, Amazon/Kindle edition, and Barnes and Noble/NOOK edition.

COURSE OVERVIEW

Prehistoric Art to 1400 is a wide-ranging study of Western art from the Prehistoric era through the Middle Ages. The course will examine art from the following periods/societies: Prehistoric, the first civilizations of Mesopotamia and Persian, Ancient Greece, the Roman Empire, Early Christian, Byzantium, Islam, early Medieval and Romanesque and Gothic/Late Medieval.

COURSE OBJECTIVES

- To identify specific eras/regions/styles of art and architecture from the prehistoric era to 1400.
- Develop a critical understanding of art forms in their historical, philosophical and cultural context.
- Provide an in-depth understanding of the origins of Western art, culture and society.
- Establish a foundational knowledge of art historical methods, vocabulary, concepts and tools.
- Place in context past historical era and their relationships and contrasts to modern art, society and culture.
- Grow and enhance critical thinking skills and creativity through in-class discussion and activities, writing, and studying the arts.

JACKSON COLLEGE'S GENERAL EDUCATION PHILOSOPHY

General education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically and is proficient at fundamental skills. General education engages students in active learning by providing opportunities to observe, analyze and evaluate, and to apply these skills critically to problems. General education fosters the development of responsible, ethical human beings dedicated to improving their own lives and the lives of others through work, family life, social and political action, cultural awareness and service to others. Because JC's vision includes a variety of educational, cultural and economic goals, the general education requirements involve both traditional intellectual pursuits and practical skill development. As the general education requirements are designed to ensure breadth and depth of knowledge, they are met through carefully designed programs of study. Programs of study help students meet these goals by addressing each of the skill areas identified in the General Education Outcomes. These are skills which the JC Board of Trustees has determined students should develop or enhance while enrolled in the college.

General Education Outcomes

1. Write clearly, concisely and intelligibly
2. Speak clearly, concisely and intelligibly
3. Demonstrate computational skills and mathematical reasoning
4. Demonstrate scientific reasoning
5. Understand human behavior and social systems, and the principles which govern them.
6. Understand aesthetic experience and artistic creativity
7. Understand and respect the diversity and interdependence of the world's peoples and cultures

In addition to the GEOs listed above, the college is committed to helping students develop three Essential Competencies. These skills are embedded in each program of study, and are shaped by the program focus and the pathway within which the program is hosted.

Essential Competencies:

1. Think critically and act responsibly
2. Work productively with others, recognizing individual contributions to group success
3. Exhibit technological literacy

COURSE FORMAT

The class's format will be a combination of lectures, slides, videos, in-class discussions and activities. You are responsible for reading the assigned text **before** each class so you can participate in class discussions, group activities and engage the coursework on a collegiate level (for example: if the date on the course calendar states that we will be covering Early Christian art, you are expected to have already read that section). 10% of your grade (class participation) is based upon the relevance and thoughtfulness of your comments and your participation in activities and assignments, so please come prepared

and ready to take part. We will be taking a short break (10 minutes) around 7:20 and class will resume by 7:30.

COURSE ASSESSMENT

Worksheets

There will be a weekly worksheet handed out at the end of each class period. Each worksheet covers the assigned reading due for the next class period and will feature a combination of short answer: identification/description, short essays and one larger response essay (200 words). Worksheets are aimed to assist you in retaining key points, thinking critically, exploring topics creatively and remembering important names/dates of styles, artists and artworks presented. Each worksheet is worth 24 points, and combined these assignments will makeup 30% of your final grade. Therefore, it is important that you fully complete the worksheets and answer each question thoroughly and thoughtfully. You will be graded on the clarity and insightfulness of your responses and the completeness of your answers.

Please bring the handout to class the following week as a guide/reference so that you can easily answer questions and participate in class discussions and activities. If there is a portion of the worksheet/text you need further clarified or have questions on please don't hesitate to email me or ask me for help at class. We will be dedicating the last portion of class every other week to discussing your responses.

In addition, the worksheets will be an **indispensable guide for the upcoming test**, since all three tests will be based primarily upon the material covered in them. All worksheets will be due on the day of the test and must be fully complete prior to handing them in.

Tests

There will be three tests during this course: September 27th, October 25th and November 29th. The tests will be primarily based on your worksheets; the worksheets are your study guide and your preparation for the tests. All tests will be a combination of slide identification, short answers (1-2 sentences), short essays (1 paragraph) and one response essay (2-3 paragraphs). You will have the whole class to complete the test.

If you know in advance that you are going to be absent on a test date please let me know ahead of time and we can plan another date to take it on. If some unforeseeable emergency/circumstance may occur and you are absent on a test day, contact me as soon as possible, so we can schedule a time for you to take it. If a class is canceled for any reason on a test day, the test will take place the next class meeting.

Visual Analysis: Museum Paper

In the last month of the course you will be writing a visual analysis on an artwork, or artifact from a museum exhibition within the scope of the class's focus (prehistoric-1400). The paper is required to be minimum of 1200 words (approximately 5 p., Times New Roman font, doubled spaced) and will require you to cite at least three s For 10/18

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76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D
59.99 %	0.00 %	F

STUDENT RESPONSIBILITIES

- Missed Assignments: If you know you will be absent in advance let me know and we can make prior arrangements about any assignments/information you may have missed. If you miss a class and need the worksheet for that week's text, please email me and I will send you a copy.
- Late Assignments: will be automatically marked down 5% off all possible points/ per day it is late. You **must** hand in your final paper on time; failure to do so will result in an F and an automatic 15% grade reduction. If you have an unforeseeable circumstance and your paper is going to be late, contact me **immediately**, since your grades are due by the 23rd. Late tests must be made up, or else your final grade will be marked down by 15%.
- Tardiness: Please do not come in late or leave early (unless it has been prearranged with me), the door will shut when class begins and you will cause a disturbance if you are late. If you need to leave early due to an unforeseeable event please let me know, failure to do otherwise will result in an absence. Every tardy over 2 will be deducted from your participation grade.
- Notes: I highly suggest that you take notes on the material presented. I will be furthering elaborating on the material presented in the Gardner's text, and this information will be very helpful in the essay portion of your test. In the case that you are absent, it is your responsibility to get any in-class notes from another student.
- Ask Questions and be Respectful: Please feel free to ask questions during lectures and discussions. There are no right or wrong/good or bad question. And most importantly all questions and comments must be received by the class in a respectful manner. If you have a question or concern you might feel uncomfortable addressing in front of the class, please see me before or after class, during break or email me about it.
- Academic Assistance: If you need assistance in completing your assignments there are many resources the college offers. Please visit the following link from the Jackson College website for more information on tutoring and writing assistance: <https://www.jccmi.edu/center-for-student-success/>
- Absences: you are allowed three, anymore beyond this will greatly effect you overall grade.

- And of course, you may at anytime email me with any questions, concerns, clarifications or anything else regarding class, your grade, a test or an assignment. If you would like assistance with proofreading/grammar with any class assignment or paper let me know—I am happy to help.
- Plagiarizing: Please don't plagiarize. If you paraphrase another person—cite them, if you quote someone—cite them. Plagiarism is an academic violation and can easily be averted by doing your own work and giving credit where credit is due. Plus, these days it is very easy to find out if you simply copy and pasted something of the Internet.
- Devices: Cell phones, ipads, computers and any other type of device or gadget are prohibited unless otherwise used for taking notes or viewing the daily class reading/assignments. Texting, or any other distracting classroom activity is unacceptable and will impact your participation grade.
- And please, **silence your phone or turn it off during class.**

COURSE CALANDAR

*This calendar is tentative and some adjustments may be made.

September 6th

Introductions, syllabus, and review of art history concepts/in-class activity

For 9/13:

- Read pages 15-30 in Chapter 1/ Prehistoric Art, Ancient Mesopotamia and Persia
- Complete worksheet 1 on assigned text.

September 13th

Prehistoric Art and Ancient Mesopotamia and Persia

For 9/20:

- Read Pages 30-43/ Chapter 1 covering ancient Egypt.
- Complete worksheet 2 on assigned text.

September 20th

Ancient Egypt

-Go over worksheet 1& 2 as a class.

For 9/27:

- Prepare for test 1

September 27th

Test 1: Prehistoric-Egyptian Art

Worksheet 1 & 2 due

For 10/4:

- Read pages 45-62/Chapter 2 covering Prehistoric Aegean art and Greek Archaic art
- Complete worksheet 3 on assigned text.

October 4th

Prehistoric Aegean Art & Greek Archaic art

For 10/11

- Read pages 62-88/Chapter 2 covering Early to Late Classical Greek art and Etruscan art
- Complete worksheet 4 on assigned text.

October 11th

Early to Late Classical Greek Art, Etruscan art

Go over worksheet 3 & 4 as a class

For 10/18

- Read pages 88-114/ Chapter 3 covering Roman art.
- Complete worksheet 5 on assigned text.

October 18th

Roman Art

-Go over worksheet 5 as a class

For 10/25

-Prepare for test 2

October 25th

Test 2: Aegean-Roman Art

Worksheet 3, 4, & 5 due

For 11/1:

- Read pages 117-140/Chapter 4 covering Early Christian to Byzantium art
- Complete worksheet 6 on assigned text

November 1

Early Christian to Byzantium Art

Go over visual analysis paper requirements, MLA formatting guidelines and citations.

For 11/8:

- Read pages 143-154/Chapter 5 covering Islamic art
- Complete worksheet 7 on assigned text

November 8th

Islamic Art

Go over worksheet 6&7 as a class

For 11/15

- Read pages 157-169/Chapter 6 covering the art of Early Medieval Europe
- Complete worksheet 8 on assigned text

November 15th

Art of Early Medieval Europe

Short group discussion on visual analysis paper topic/database/library tutorial

For 11/29:

- Read pages 169-184/Chapter 6 covering the art of Romanesque Europe.
- Complete worksheet 9 on assigned text
- Research your paper topic

November 22nd

NO CLASS

November 29th

Art of Romanesque Europe

Go over worksheet 8&9 as a class

For 12/6:

- Research paper topic and begin working on your papers!
- Prepare for test

December 6th

Test 3: Early Christian-Romanesque art

Worksheets 6-9 due

For 12/13:

- Read pages 187-214/Chapter 7 covering Gothic and Late Medieval Europe
- Work on papers
- If you would like me to proofread your final paper or read over a rough draft for corrections please **email me a copy by 12/10**

December 13th

Gothic and Late Medieval Europe

2nd part of class will be an in-class writing & proofreading paper workshop

For 12/20:

Final paper due on 20th

December 20th

Late Medieval and Gothic Europe

Final papers due