

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: VPA-Critical Effective Fall 2011

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or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2011

APPROVED FEB 23 2011

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1. Department: ART College: CLASS
 2. Faculty Contact Person: Pat Deeves Telephone: 30936 Email: pdeeves@uh.edu

3. Course Information on New/Revised course:
- Instructional Area / Course Number / Long Course Title:
ARTH / 1380 / Art and Society: Prehistoric to Gothic
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
ARTH / 1380 / ART & SOCIETY: PREHIST-GOTHIC
 - SCH: 3.00 Level: FR CIP Code: 50.0703 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 15 2010

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4. Justification for adding/changing course: To more accurately reflect course content/level (title change)

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BA

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

ARTH / 1380 / ~~Art and Society: Prehistoric to Gothic~~ History of Art I
 • Course ID: 12546 Effective Date (currently active row): 8/21/2000

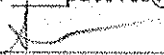
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1303. Description (30 words max.): required for art and art history majors. Art and its relationships to society in and for which it was made from the ancient world to the Gothic period.

10. Dean's Signature: _____ Date: 10/13/10

Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N
REQUEST for MODIFICATION to a CORE CURRICULUM COURSE

Originating Department/College: School of Art/College of Liberal Arts and Social Sciences
Person making request: Pat Deeves Telephone: 30936
E-mail: pdeeves@uh.edu
Dean's signature:  Date: 10/12/10

I. General Information:

Course number and title: ARTH 1380: Art and Society: Prehistoric to Gothic

II. Category of Core for which course is being proposed (mark only one):

- | | |
|------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Visual/Performing Arts Critical |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual/Performing Arts Experiential |
| <input type="checkbox"/> Mathematics/Reasoning (IDO) | <input type="checkbox"/> Natural Sciences |
| <input type="checkbox"/> American History | <input type="checkbox"/> Social/Behavioral Sciences |
| <input type="checkbox"/> Government | <input type="checkbox"/> Writing in the Disciplines (IDO) |
| <input type="checkbox"/> Humanities | |

III. Briefly state the specific changes being made to the course and/or its catalog description, with an explanation of why such changes are needed.

A. Proposed change

The proposed changes are to expand the course title and catalog description.

B. Rationale for change

The revised title and description more precisely reflect the content of the course and its focus on the relationship between visual art and the societies in which it was made and viewed. When students see the revised title "Art and Society: Prehistoric to Gothic" they will have more information than by reading the original title "History of Art I."

IV. Please attach a syllabus that clearly reflects that the Exemplary Educational Objectives are being met. If these objectives have changed from those originally tied to the course, briefly describe the change(s).

This course continues to meet the following Exemplary Educational Objectives and the proposed changes reflect these goals. A syllabus is attached.

1. To demonstrate awareness of the scope and variety of works in the arts.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To develop an awareness of the historical, sociological, cultural, and aesthetic context of works in the arts.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

**HISTORY OF WESTERN ART I:
Prehistoric through Medieval periods
(ARTH 1380)**

Professor Judith Steinhoff

Fall 2010: ARTH 1380, section 16542

Class meetings: Tues. and Thurs., 10 – 11:30 in Fine Arts Building 132A (Dudley Recital hall)

Office: 104-F Fine Arts Building (across the courtyard from the lecture hall)

Contact Information: The best way to reach me is through MAIL ON BLACKBOARD VISTA (webct).

Alternatively, you may talk to me immediately before or after class or call my office phone: (713) 743- 2839 to schedule an appointment.

If you leave me a phone message, be sure to include your NAME and phone number!

COURSE DESCRIPTION

This course is concerned with the history of art and is very different from a course on art appreciation. It provides a chronological survey of works of Western European art and architecture from the prehistoric through the medieval periods in relation to their social, political, and economic contexts. Attention is given not only to the style or visual properties of works of art, but also to the way style and subject matter together express the ideas, experiences, and values of their patrons, audiences, and artists. The function of art objects within their culture and the methods and materials of art-making in the periods covered will also be emphasized.

COURSE GOALS

Visual Skills

In this course you will learn how to look closely and critically at a work of art or architecture and to identify the key elements of its style.

Cultural and Historical Knowledge

Students will acquire an understanding of works of art as the product of many forces and factors. These include the contributions of the artist and the patron, and the ideas and values shared widely within the culture from which the work comes.

Writing About Art

Students will enhance their general writing skills as well as developing the specific skills necessary to describe a work of art or architecture and analyze that work as an expression of its ideas and its values.

BLACKBOARD VISTA

The Blackboard Vista site is a crucial component for this course.

All assignments and study aids marked with an asterisk (*) here are on the Blackboard site for this course. These include:

ASSIGNMENTS:

- ❖ ALL out-of-textbook readings (including Required and Recommended)
- ❖ Paper Assignments (I and II) and Guidelines (for both papers)
- ❖ QUIZZES (you may try each quiz twice and the better grade will count)

STUDY GUIDES & AIDS

- ❖ Terms and People lists 1 and 2
- ❖ Short Instructional Videos made by ME & other UH faculty!
- ❖ Test Study Guides (for Tests 1 and 2)
- ❖ Image Pairs for Study (for Tests 1 and 2)
- ❖ Powerpoints from classes (will be posted a week before test)

Each student is responsible for browsing the Blackboard site and USING the materials there!

SEE: **How to Access Blackboard Vista** handout (if you misplace yours, ask for another!!)

CHECK BLACKBOARD OFTEN FOR POSSIBLE SCHEDULE CHANGES and ANNOUNCEMENTS!

READING ASSIGNMENTS

Textbook:

The textbook we will use is **Gardner's Art Through the Ages, ENHANCED 13th edition, VOL I.** (This is a NEW edition)

I strongly recommend that you purchase it in paperback. We are using the Enhanced edition which comes with Art Study On-line.

Other REQUIRED Readings

The following readings are also required and are available on the course **Blackboard Vista** site:

- ***O. Demus, "Byzantine Mosaics"** (excerpt from H. Spencer, ed. Readings in Art History, vol. I).
- ***A. Katzenellenbogen:** "The Iconography of a Romanesque Tympanum at Vezelay" (excerpt from Spencer)

HIGHLY Recommended Readings

A few additional readings are listed as recommended and are also available on Blackboard. These readings are **not required** but will enhance your knowledge and enable you to do better on the tests and papers than if you only do the assigned readings and attend class.

- **C.M. Havelock**, “Mourners on Greek Vases: Remarks on the Social History of Women” in Broude and Garrard, Feminism and Art library History
- **J. Pollitt**: “Art and Experience in Ancient Greece”(excerpt from Spencer, vol. I)
- **W.L. McDonald**: “Roman Architecture” (excerpt from Spencer, vol I)
- **D. Williams**: “Ancient Greek Pottery”

NOTE:

Class lectures and reading assignments are designed to supplement and enhance one another. One does not repeat and therefore cannot substitute for the other. **TO DO WELL IN THIS COURSE YOU WILL NEED TO BOTH ATTEND CLASS AND DO THE READING.** I strongly urge you to take notes both on the readings and class lectures.

GRADING and COURSE REQUIREMENTS

You must take both tests and write both papers in a timely manner in order to pass the course. FAILURE TO COMPLETE ONE OF THESE ASSESSMENTS WILL RESULT IN AN “F” FOR THE COURSE.

If you fail to take one or more of the quizzes, your grade will be reduced by the relevant number of points.

Each test and paper will be worth 20% of your total course grade; quizzes will be worth a total of 20% for all quizzes.

However, IF one of either your **FIRST paper** or **FIRST test** grades is significantly lower than the other paper or test grades, then it will be given slightly less weight in order to encourage improvement during the course.

Second paper and test grades will be given full weight in your final course grade.

Extra Credit

Your participation in class discussion makes the class more interesting and a better learning experience for everyone. If you are a frequent contributor, it is also an opportunity for extra credit.

TESTS, QUIZZES, and TEST STUDY GUIDES

TESTS

Two tests will be given IN CLASS as scheduled on the list of Topics and Assignments below. If any changes are made to this schedule they will be changed and announced on Blackboard as well as in class.

The first test will deal with material from the first half of the course; the second will cover material from the second part of the course but will also depend on concepts developed throughout the entire course.

There is no “final exam” for this course: the last test will be given during the last class meeting.

Format and Coverage:

Tests will be entirely multiple-choice in format. Some questions will be accompanied by images; others will rely on your knowledge without reference to a specific image.

Concepts will be emphasized over purely factual data. Understanding why a work looks the way it does, and what it meant to the people for whom it was made are more important than memorization of ID information about the works.

You will be responsible for:

- ***TERMS and PEOPLE** from the lists on Blackboard (what or who they were and how they were important for art and the history of art)
- **IMAGES** that are discussed in class AND ARE ALSO in your readings (including out-of-textbook required readings)
- **INFORMATION** from BOTH the readings and class that pertains to those images.

Make-up tests

Part of your responsibility as a student in this course is to arrange your schedule so that you can take the tests at the scheduled times. Make-up tests for Test #1 will be given ONLY in case of serious, documented illness or other difficulties that are beyond the student's control. **NO MAKE-UP TEST will be given for the final test except in case of dire emergency.**

If you need a make-up test, it is your responsibility to contact me about it as soon as possible. Make-up tests are normally scheduled the week after the regular test.

***TEST STUDY GUIDES** for each test and ***Image Pairs for Study** are available on the Blackboard site to help you prepare for the tests.
ALSO view relevant movies to help you review for tests and quizzes.

***QUIZZES**

- A few short quizzes are located on the Blackboard and are to be taken there according to the schedule on the list of Topics and Assignments. One of these is an opportunity to see how well-prepared you are for Test 1; others are directly related to the Quicktime movies on Blackboard.
- You may take each quiz TWICE and the better score will automatically upload to the gradebook.
- You will have a window of one week in which to take the quiz in order to get a grade for it. If you do not take the quiz, you will get a “0” for that assignment.

PAPERS

Two short papers (approximately 3 pages for Paper #1, and 4-5 pages for Paper #2) are required for this course. They are part of the Visual and Performing Arts requirement that this course fulfills. You will be graded on writing skills as well as on content.

These will not be research papers but, instead, will be opportunities to look closely at works of art in local museums and to analyze them using the information, terms, and concepts learned in this course.

When you use ANY source of information and ideas, (except your notes from in class) you MUST CITE that source. Failure to do so is PLAGIARISM and will result in a failing grade for the course.

SEE General Guidelines for Papers for details on how to cite sources.

***Paper Assignments** are available on Blackboard. I will remind the class about paper assignments when the due date is 3 weeks away. However, students with complicated schedules or transportation difficulties should be sure to schedule ample time to complete these assignments by the due dates on the **Schedule of Topics and Assignments** below.

***General Paper Guidelines** provides guidance for writing style and format for **both papers**.
YOU ARE RESPONSIBLE FOR READING AND USING THE PAPER GUIDELINES.

Submitting Your Papers

We are using TURNITIN assignment tool in Blackboard Vista as a means of detecting and preventing plagiarism. TURNITIN also records the time and date that you turn in your paper.

You WILL NOT turn in a hard copy of your paper but ONLY upload it to
TURNITIN.COM.

To post your papers on Blackboard Vista
-Go to the course homepage on Blackboard Vista

-Go to Paper Assignments

- Click on the computer-like link for the Assignment you want to upload
- This should bring up a screen with an option to upload your paper.
- Click Upload to submit your paper. Be sure all your pages are in **one document!**

**BE SURE TO PRINT OUT A RECEIPT
TO SHOW THAT YOUR PAPER HAS UPLOADED CORRECTLY!**

IF YOU HAVE TROUBLE UPLOADING YOUR PAPER

- Immediately contact the help line at the bottom of the course Blackboard homepage
- Notify me through mail on Blackboard Vista.

NOTE:

PAPERS WILL NOT BE ACCEPTED BY FAX OR E-MAIL.

It is your responsibility to schedule time to visit the museum where the assigned works of art are located in time to complete the paper by the due date. I

recommend that you allow yourself AT LEAST THREE WEEKS to complete each paper, to make sure that you schedule time to visit the museum and to produce a well-worked out paper.

If you have trouble getting transportation talk to me early!!!

Late Papers and Extensions

Late papers will be accepted for full credit ONLY if an extension is granted.

Papers that are turned in late (without an extension) will lose 5 points for each day of lateness (eg. 85 becomes 80, etc.).

Each part of a day after the paper is due counts as a full day of lateness (-5 points).

Papers will NOT BE ACCEPTED if turned in MORE THAN ONE WEEK after the due date unless an extension is arranged.

Extensions will be granted on a case-by-case basis, at my discretion.

If you believe you need an extension, TALK TO ME! If an extension is granted, another due date will be determined which you will be expected to meet.

If you need help with writing skills consult with the

Writing Center (713) 643-3016

www.uh.edu/writecen

Schedule ahead!

STUDY GUIDES

***Terms and Important People**

Lists of ***Terms and Important People I** and ***II** pertain to the first and second halves of the course, respectively. The terms and people will be discussed in class.

YOU WILL BE EXPECTED TO KNOW THEM ON YOUR TESTS AND TO USE THEM AS APPROPRIATE IN YOUR PAPERS. Many, but not all of these are also in your textbook.

***Image Pairs for Study**: Sets of image pairs are also available on Blackboard to help you study the points made in class. On occasion I may ask you to study these pairs on your own and bring your conclusions to class for discussion.

***Instructional Videos**: Short videos on Blackboard clarify and expand on key concepts. Some of these are also accompanied by a short quiz that counts toward your course grade.

General Suggestions for Studying

Take notes on both reading assignments and class lectures in such a way that you can correlate notes on a particular work from both sources of information

Review your notes and highlight important points each week (don't wait for test time!)

-Pick out one or two of your favorite pieces and outline what you know about them

Write down **questions** or things you don't understand left over from class and readings; either raise them in class or make an appointment to discuss them with me.

Print out the syllabus and other materials on the website and keep them in a notebook with your notes from class and readings.

IF YOU MISS A CLASS, try to get the notes from someone in the class. If you do not know anyone post your request on the DISCUSSION TOOL of Blackboard. If no one responds after a week, please let me know.

Above all, remember that analysis and understanding are more important than memorization in this class!

SCHEDULE OF TOPICS AND ASSIGNMENTS

Introduction: Tues., Aug. 24

Review of Syllabus, course requirements and policies, and study materials on Blackboard Vista

The Ancient World

Prehistoric Art (The Stone Age): Thurs., Aug. 26

Reading: Gardner chapter 1

The Ancient Near East/Mesopotamia (especially Sumer and Assyria): Tues., Aug. 31

Reading: Gardner chapter 2

Ancient Egypt: Thurs., Sept. 2

Reading: Gardner chapter 3

NOTE: In the next several classes, we will follow a different order of topics on Greek art and architecture than in your textbook, allowing us to get a somewhat different perspective on the material. I have given the page numbers that cover the material for each class. You may follow them or simply read through Chapter 5 on Greek art in the textbook by the time we finish the subject in class.

In addition to the readings below, you are expected to WATCH THE MOVIES ON GREEK ART: “Characteristics of Greek Classical Art” and “Contrapposto” on Blackboard Vista!

Prehistoric Aegean and Ancient Greece

Art of the Prehistoric Aegean AND Introduction to Ancient Greece: Tues., Sept. 7

Reading: Gardner chapter 4 and pp. 99-101

**TAKE QUIZ #1 (Prehistoric – Egyptian) on Blackboard Vista
(Thurs., Sept. 2 – Thurs., Sept. 9)**

Thurs., Sept. 9: NO CLASS

Greek Vessel Painting AND Architecture: Tues., Sept. 14

Reading: Gardner p. 102 (“Geometric Art”); p. 104 (“Greek Vase painting”); pp. 114-116 (“Vase painting”); pp. 134-136 (“Painting”)
pp. 109-113, 143-145 (Architecture)

*Recommended reading: C.M. Havelock, “Mourners on Greek Vases: Remarks on the Social History of Women,” in Broude and Garrard, Feminism and Art History

Geometric, Archaic, and Early Classical Sculpture: Thurs., Sept. 16

Reading: Gardner pp. 102, 105-109, 117-122.

The High Classical Moment: Tues., Sept. 21

Reading: Gardner pp. 124-133

*Recommended reading: Pollitt: "Art and Experience in Ancient Greece"

Late Classical and Hellenistic Periods: Thurs., Sept. 23

Reading: Gardner pp. 137=142; 147-154

Etruscan and Ancient Roman Art

NOTE: As with Greek art, we will follow a different order of topics than your textbook. I have given the page numbers and identified the material that will be covered in each class. You may follow them or simply read through Chapter 10 on Roman art by the time we finish the subject in class. ***WATCH MOVIES ON: "Classicizing" and "Naturalism" on Blackboard Vista**

Art of the Etruscans, Intro to Roman Art. AND Roman Portrait Sculpture: Tues., Sept. 28

Reading: Etruscans: Gardner Chapter 9

Intro to Roman Art: Gardner pp. 237-239

Portraiture: Gardner pp. 242-244 ("Sculpture" – Julius Caesar); pp. 254-255 ("Early Empire"); pp. 260-262 ("The Flavians"); p.267 (Hadrian); pp. 272-273 ("The Antonines" and Marcus Aurelius); pp. 276-277 ("Late Empire": The Severans and Caracalla);
p. 278 ("Soldier Emperors"); pp. 280-281; 282-284 ("Diocletian and the Tetrarchy" and Constantine)

***WATCH MOVIES ON: "Realism" AND "Naturalism" on Blackboard Vista!**

TAKE QUIZ #2 (Aegean – Greece) on Blackboard Vista

(Tues., Sept. 28 – Tues., Oct 5)

Roman Architecture: Thurs., Sept. 30

Reading: Gardner pp. 239-241; 244-245 (General Architecture and Pompeii); pp. 257-261 ("Forum of Augustus" – "Spectacles in the Colosseum"); pp. 264-266; 267-271; 284-285 (Forum and Markets of Trajan; Pantheon; Ostia); pp. 277-278 (Baths of Caracalla); pp. 284-285 (Basilica Nova, Rome/Basilica of Constantine; Aula Palatina, Trier)

*Recommended reading: McDonald: "Roman Architecture"

***WATCH MOVIE ON: "Symbolism of Architecture" (covers Egyptian and Roman architecture) on Blackboard!**

➤ **SUNDAY: OCTOBER 3 *PAPER #1 DUE*** (upload to turntin.com by 11:59 pm)

Roman Relief Sculpture AND Painting: Tues., Oct. 5

Reading: Gardner pp. 256-257 (Ara Pacis Augustae); pp. 262-263 (Arch of Titus); p. 265 (Column of Trajan); pp. 282-283 (Arch of Constantine) pp. 246-253; 275 Painting and mosaic)

THURS., OCT. 7: IN-CLASS REVIEW FOR TEST 1

SEE *Slide Pairs for Study, *Terms and People I, and * Study Guide for Test 1 on Blackboard Vista!

Come to class prepared to ask and help answer questions!

*** TUES., OCT. 12: TEST #1**

Early Medieval, Byzantine, and Islamic Art

The Art of Late Antiquity and the Early Christian Period: Thurs., Oct. 14

Reading: Gardner Chapter 11

Byzantine Art: Tues., Oct. 19

Reading: Gardner Chapter 12

***Demus: "Byzantine Mosaics"**

Islamic Art and Architecture: Thurs., Oct. 21

Reading: Gardner Chapter 13

Early Medieval Art in the West (Hiberno-Saxon, Carolingian, Ottonian): Tues., Oct. 26

AND Thurs., Oct. 28

Reading: Gardner, Chapter 16

WATCH VIDEO ON "Early Medieval Art: Localization of Medieval Style: Three Visions of St. Matthew" (Gardner Art Study Online)

Romanesque Art

Romanesque Architecture and the Pilgrimage Routes: Tues., Nov. 2

Reading: Gardner, Chapter 17

***VIEW MOVIE ON: Medieval Artists and Workshops**

Romanesque Figurative Arts: Thurs., Nov. 4

Reading: ***Katzenellenbogen: "The Iconography of a Romanesque Tympanum at Vezelay"**

Gothic Art:

Reading: Gardner Chapter 18

Introduction to Gothic: Tues., Nov. 9

***WATCH MOVIE ON St. Denis and Early Gothic on Blackboard Vista!**

THURS, NOVEMBER 11: NO CLASS

USE THE TIME TO FINISH PAPERS and CATCH UP ON READINGS

***SUNDAY, November 14: PAPER #2 DUE* (by 11:59 pm to be on time)**

Gothic Architecture in France: Tues., Nov. 16

***WATCH MOVIE on Rayonnant Gothic on Blackboard Vista!**

Gothic Sculpture and Painting in France: Thurs., Nov. 18

TUES., NOV. 23 and THURS., NOV. 25: THANKSGIVING - NO CLASS

TUES., NOV. 30: IN-CLASS REVIEW

SEE *Slide Pairs for Study, *Terms and People II, and * Study Guide for Test 2 on Blackboard Vista!

ALSO watch the videos on Medieval art on Blackboard and Gardner Art Study On Line listed above to help you review

BRING STUDY GUIDES TO CLASS!

***TEST #2*: THURS., DECEMBER 2: LAST TEST**