

ARTC105 : Survey of Western Art from Prehistory through the Middle Ages

General Information

Author:	<ul style="list-style-type: none">• Lisa Darty• King, Sarah• Sandvik, Loren
Course Code (CB01) :	ARTC105
Course Title (CB02) :	Survey of Western Art from Prehistory through the Middle Ages
Department:	Visual & Performing Arts
Proposal Start:	Fall 2020
TOP Code (CB03) :	(1001.00) Fine Arts, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000561116
Curriculum Committee Approval Date:	04/17/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course provides an overview of western art and architecture from prehistory through the Middle Ages.
Submission Type:	Mandatory Revision This is a cyclical review, with updated methods of instruction, methods of evaluation, and textbook. This course was last assessed in Spring 2015; the assessment did not affect this revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Art• Art History
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CC Studio Arts for Transfer

A.A. Degree for Transfer

Summer 2018

Associate in Arts in Art History for Transfer Degree

A.A. Degree for Transfer

Spring 2018 to Fall 2018

History Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

History Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 3.2	Humanities Arts	Approved	No value	No Comparable Course defined.

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area C.1	Arts & Humanities Arts	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 3.A	Arts & Humanities Arts	Approved	No value	No Comparable Course defined.

C-ID

C-ID	Categories	Status	Approval Date	Comparable Course
Art History	C-ID discipline	Pending	No value	ARTH C110

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In ART 105, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English C101: Freshman Composition. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction	
Methods of Instruction	Written work
Rationale	Students write a 750 word essay on the influence of Catholicism on Gothic Art.
Methods of Instruction	
Methods of Instruction	Audiovisual

Rationale	Students review a curated series of images of illuminated manuscripts.			
Methods of Instruction	Discussion			
Rationale	Instructor moderates a student discussion on the evolution of subject matter from the Byzantine to the Gothic eras.			
Methods of Instruction	Lecture			
Rationale	Lecture on the significance of the Lascaux cave paintings.			
Assignments				
<p>1. Weekly reading assignments from the textbook;</p> <p>2. Take-home exams: Students will write two to three 500-word essays that examine artworks of the teacher's choice. Example 1: Identify, describe, and analyze The Snake Goddess, c. 1650 BCE in terms of gender, fertility, and animal symbolism. Example 2: Compare and contrast the narrative and symbolic qualities of The Palette of King Narmer, c. 3150 BCE and The Book of the Dead of Hunefer, c. 1285 BCE. Example 3: Compare and contrast Greek and Roman sculpture as a reflection of artistic and cultural values;</p> <p>3. 1500-2000 research paper examining a work of art relating its historical, cultural, and compositional significance. For this project, students may visit a local museum.</p>				
Methods of Evaluation		Rationale		
Tests	<p>Image identification quizzes - students must identify the artist, date, time period and style of predetermined slides.</p> <p>Essay exams - The exam may include several parts, including identification, analysis and interpretation of an assigned work of art; comparison of two or more works of art; and/or exploration of a particular historical topic relevant to the era or genre under question. Example: A. Please provide the vital statistics of The Pantheon and Hagia Sophia (artist, style, date, medium, current location); B. Compare the style, composition, and form of each edifice—both the exterior and interior—using terminology specific to architecture; C. Interpret the cultural significance of the works shown. How were these structures used? Were they political, religious, both? How do they illustrate the evolution of the Roman Empire?</p>			
Research Paper	Museum research paper and/or presentation - students may visit a museum in their local areas to conduct research on a chosen work of art. Research then provides basis for final written paper using similar organizational format in essay exams (identify, analyze, interpret).			
Participation	<p>Classroom discussions - Students discuss both visual and cultural components of a particular artistic style, relating them to larger social/historical trends.</p> <p>Example 1: Discuss ways ancient Near Eastern art visualized political or religious power by exploring Hammurabi's purpose in creating a law code.</p> <p>Example 2: How does the treatment of the human figure in Carolingian art differ from that of Greece and Rome? Please include an analysis of subject matter, drapery, space, line, etc.</p>			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN

Kleiner, F.S.

Gardner's Art Through the Ages:
A Global History, Volume II, 16th
edition

Cengage

2018

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify, examine, and assess representative works of art and architecture from prehistory through the Middle Ages employing appropriate art historical terminology. Expected SLO Performance: 70.0

ISLOs
Core ISLOs Students who are completing a program will be able to access, evaluate, and effectively use information.

Visual & Performing Arts
Default Department A.A. Degree for Transfer 3. Apply art historical terminology and methodology in analyzing and interpreting works of art. Assessment: Exam in Art C105, Art C106, Art C106H, Art C107, and Art C108. Essay or written critique in Art C111.

Visual & Performing Arts
Studio Arts AA Degree for Transfer 2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment: This will be assessed through participation in group and individual critiques in oral or written formats.

Social Science
PLOs for CSU GE COA Evaluate the significance of artistic and cultural constructions.

Social Science
IGETC PLOs Evaluate the significance of artistic and cultural constructions.

Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. Expected SLO Performance: 70.0

Visual & Performing Arts
Default Department A.A. Degree for Transfer 2. Discuss works of art representative of diverse cultures and regions within a historical and social context. Assessment: Essay, scored with a rubric in Art C101, Art C105, Art C106, Art C106H, Art C107, and Art C108. Quiz in Art C115.

Visual & Performing Arts
Studio Arts AA Degree for Transfer 1. Demonstrate knowledge of the arts through associated terminology, historical practices and contemporary developments. Assessment: This will be assessed with the following tools: quizzes, tests and written assignments.

English
Liberal Arts: Arts & Humanities AA Degree Evaluate, create, or perform artistic and cultural constructions.

ISLOs
Core ISLOs

Students who are completing a program will be able to think critically and creatively and apply reasoning.

Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the Middle Ages. Expected SLO Performance: 70.0

*Visual &
Performing Arts*
Studio Arts AA
Degree for
Transfer

2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment: This will be assessed through participation in group and individual critiques in oral or written formats.

*Visual &
Performing Arts*
Default
Department
A.A. Degree for
Transfer

1. Analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator. Assessment: Essay, scored with a rubric in Art C105, Art C106, Art C106H, Art C107, and Art C108. Written journal entry in Art C101. Oral or written critique in Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

English
Liberal Arts: Arts
& Humanities
AA Degree

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Outline

Course Outline

I. Introduction

- A. Basic components of Art History
- B. Art in context
- C. What is art?
- D. Aesthetics
- E. Formal elements of art

II. Ancient Art

- A. Prehistoric Art
- B. Ancient Near East: Sumerian; Babylonian; Assyrian Art

III. Art of Ancient Egypt

- A. Old Kingdom
- B. New Kingdom
- C. Comparison and contrast of Near East and Egyptian Art

IV. Art of Ancient Greece

- A. Aegean Art
- B. Archaic
- C. Classical
- D. Hellenistic

V. Art of Ancient Rome

- A. Etruscan Art
- B. Republic
- C. Early and Late Empire
- D. Comparison and contrast of Greek and Roman Art

VI. Art of the Middle Ages

- A. Early Christianity
- B. Byzantine Art
- C. Romanesque
- D. Gothic

I. Introduction

- A. Basic components of Art History
- B. Art in Context
- C. What is art?
- D. Aesthetics
- E. Formal Elements of Art

II. Ancient Art

- A. Prehistoric Art
- B. Ancient Near East: Sumerian; Babylonian; Assyrian Art

III. Art of Ancient Egypt

- A. Old Kingdom
- B. New Kingdom
- C. Comparison and contrast of Near East and Egyptian Art

IV. Art of Ancient Greece

- A. Aegean Art
- B. Archaic
- C. Classical
- D. Hellenistic

V. Art of Ancient Rome

- A. Etruscan Art
- B. Republic
- C. Early and Late Empire
- D. Comparison and contrast of Greek and Roman Art

VI. Art of the Middle Ages

- A. Early Christianity
- B. Byzantine Art
- C. Romanesque
- D. Gothic

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of Art C105 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground courses, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use written lectures and videos. The documentation of completed work is done through the uploading of documents in specific file formats. Student-instructor contact may include, but is not limited to, the following: discussion forums, learning management system messages, announcements, email, chat, online video conference, and feedback on each student's work. Student-student contact may include, but is not limited to, the following: discussion forums, chat, online video conference, learning management system messages, email, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail

- Face-to-face meeting(s)
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 for all sections, both on site and online