

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ART 101**

**Year: 2022-2023**

**Course Title: Art History: Ancient to Early Medieval**

**Credit Hours: 3**

**I. Course Description:** This course is a survey of representative works of art through Prehistory and Prehistoric Art in Europe to Early Medieval Art. The course is designed to develop critical thinking skills by promoting the ability to recognize, examine, interpret, investigate, and articulate an understanding of art history in written, visual, and verbal forms. Works are analyzed within their historic, social, religious, and political contexts. To foster a broader understanding of the global impact art has on culture and society emphasis will also be focused on exploring art's cross-cultural influences and the connections between art history and contemporary art, design, and aesthetics. Class discussions will encourage an informed dialogue that explores cultural heritage and global awareness. Art of the Western world is featured in the course, but non-European works will be explored. A diverse collection of objects are surveyed in the course from applied to fine art such as jewelry, ceramics, textiles, architecture, painting, and sculpture. ART 101 fulfills the SUNY General Education requirement in The Arts or Western Civilization. Prerequisites: ENGL 100; RDNG 116 if required by placement. 3 Cr. (3 Lec.) Fall semester.

**II. Additional Course Information:**

1. This course is a requirement for the Graphic Design, New Media, and Photography degree programs.
2. Lectures will incorporate organized digital slideshows with images from a professional image bank that incorporate text and images together on slides and foster a visual and textual understanding of the context, identification, and cultural influences and references of the presented works of art. Slides should also develop connections between art and historical and religious, political, social, cross-cultural, and current contexts. Slideshows will also be infused with guided class discussions on relevant topics.
3. Course topics will be presented thematically, rather than strictly chronologically, in order to provide a holistic view of art history and help students draw connections and discover common threads and trends throughout history.
4. This course will foster the student's understanding of art history using written, visual, and verbal forms in assigned work.
5. Audio and video media, such as short documentaries, will be presented for class discussion.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Identify and describe works of art in their historical context using appropriate terminology.
2. Identify, discuss, and analyze the defining styles, cultural significance, and compositional formal elements (principles and elements of art) of various media, artworks, techniques, artists, and movements using appropriate art terminology in written and verbal forms.
3. Interpret and explore works art and their thematic, historical, and stylistic connections through group discussion, writing, and visual exercises.

**IV. Tompkins Cortland General Education Goals & SUNY Competencies**

Critical thinking

The course includes exam based and other assessments in which students must synthesize larger ideas and make conclusions based on specific works of art. Students engage in group discussions and visual exercises to make connections between art history and contemporary art, design, and aesthetics and explore the global impact of art on culture and society. Visual projects include exercises to show art history's current influence and use in the modern world such as creating a visual timeline or map or photographing local architecture.

Social/Global Awareness

Students will understand all creative work is contextual to the greater culture from which it is made. Non-western art is shown to contrast the difference and similarity to art from western traditions. This promotes awareness of a world where creative output is informed and shaped by influences from different cultures. Through comparisons students learn that art is part of larger cultural exchange across time and place.

Information Management

This course does not address any of the above Goals/Competencies.

## V. Essential Topics/Themes

1. Works of art from the following time periods will be presented, with an emphasis on Western art: <ul style="list-style-type: none"><li>○ Prehistory and Prehistoric Art in Europe</li><li>○ Art of the Ancient Near East</li><li>○ Art of Ancient Egypt</li><li>○ Aegean Art</li><li>○ Greek Art</li><li>○ Roman Art</li><li>○ Jewish and Early Christian Art</li><li>○ Byzantine Art and Architecture</li><li>○ Islamic Art</li><li>○ Buddhist Art and Architecture Before 1200</li><li>○ Hindu Art and Architecture Before 1300</li><li>○ Chinese Art Before 1300</li><li>○ Japanese Art Before 1392</li><li>○ Art of the Americas Before 1300</li><li>○ Early Medieval Art</li></ul>
2. Principles and Elements of Art
3. Field related terminology
4. Connections between art history and contemporary art, design, and aesthetics
5. Global impact of art on culture and society

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams & Quizzes with image identification and short reflection-based essays	30-50%
2. Short Written Reflection based Essays & Exercises	20-35%
3. Visual Assignments & Exercises	5-15%

4. Participation in group discussions	10-20%
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**VII. Texts –  Required  Recommended  Used for more than one course (list courses)**  
ART 101, ART 102

Relevant textbook/s of choice, preferably OER such as Lumen Learning Art Appreciation, or a textbook that students can rent such as Gardner's *Art Through the Ages*:

1. Kleiner, Fred <i>Gardner's Art Through the Ages: The Western Perspective, Vol. 1.</i> 2020, 16 <sup>th</sup> ed. ISBN-10: 0357370384
2. OER Lumen Learning Art Appreciation <a href="https://courses.lumenlearning.com/masteryart1/">https://courses.lumenlearning.com/masteryart1/</a>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials**

**ONLINE:**

1. Lumen Learning <a href="https://courses.lumenlearning.com/masteryart1/">https://courses.lumenlearning.com/masteryart1/</a>
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**RECOMMENDED:**

1. Barnet, Sylvan. <i>Short Guide to Writing About Art.</i> 11th ed., 2014. (ISBN-10: 9780205886999)
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**ADDITIONAL BIBLIOGRAPHY:**

1. Berger, John. <i>Ways of Seeing.</i> ISBN-10: 0140135154
2. Gombrich, Ernst. <i>The Story of Art</i> 16th ed. 1995 ISBN-10: 0714832472
3. Strickland, Carol. <i>The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to the Present</i> (vol. 3), 2018. ISBN-10: 1449482139
4. Strickland, Carol. <i>The Annotated Arch: A Crash Course in the History of Architecture.</i> 2018. ISBN-10: 1635617421

**IX. Other Learning Resources**

**Electronic:** A vast amount of content can be found on the Web. In addition, the college library has Interlibrary loan possibilities, articles, and databases of art and other resources available for students and faculty including Films on Demand, Netflix, Amazon.com Video on Demand and CAMIO.

**Professional High Definition Images:** Professional high definition Art History images must be acquired through databases such as Art Museum Image Gallery available through the college library or Web Gallery of Art <https://www.wga.hu/index1.html>

**Websites:**

<https://smarthistory.org/>

<https://www.metmuseum.org/toah/essays/>

Metropolitan Museum of Art

[www.metmuseum.org](http://www.metmuseum.org)

Metropolitan Museum of Art Timeline of Art History

<http://www.metmuseum.org/toah/>

Smarthistory

[www.smarthistory.org](http://www.smarthistory.org)

National Gallery of Art-Washington DC

<http://www.nga.gov/>

National Gallery-London

<http://www.nationalgallery.org.uk/>

**Other:**

The Herbert F. Johnson Museum of Art is nearby and has frequent free public programs with nationally recognized artists, and is actively assembling a collection of contemporary art, which includes new media.

The George Eastman House Museum is a ninety-minute drive, and specializes in all aspects of photography and imaging, including new media.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*