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ARTS1303.001/.151  
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## ARTS1303 Art History I- Prehistoric to the 14<sup>th</sup> century

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric time to the 14<sup>th</sup> century.

### LEARNING OUTCOMES:

1. Identify and describe works of art based on their chronology and style, using standard categories and terminology.
2. Investigate major artistic developments and significant works of art from prehistoric times to the 14<sup>th</sup> century.
3. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.
4. Critically interpret and evaluate works of art.

### Textbook:

*Art History, Volume 1, 6<sup>th</sup> ed.* Stokstad and Cothren.

### SPC TexBook Syllabus Statement

**TexBook Program:** *This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course.*

- **What is TexBook?** The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The charge for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition.
- **How do I access my TexBook?** Your course material is in your Blackboard course from the first day of class. Access to your course material is provided either by VitalSource or other links inside your Blackboard course. VitalSource (and many publisher's) ebook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download 100% of the book for offline access.
- **Help with TexBook issues and support:** check with your professor or visit: <https://support.vitalsource.com/hc/en-us/requests/new> (available 24/7 via chat, email, phone, and text)
- **Opting out of TexBook:** Participating in TexBook is not mandatory, and you can choose to opt out. However, by opting out you will lose access to the course textbook/digital content and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the TexBook fee will be automatically refunded to your SPC account. The opt-out deadline for Fall and Spring is the twelfth-class day. The opt-out deadline for shorter terms varies between the second- and third-class day.

NOTE: Please consult with your professor before deciding to opt-out. If you still feel that you should purchase the course textbook/materials on your own, send an OPT-OUT EMAIL to [pwells@texasbook.com](mailto:pwells@texasbook.com) Please include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC bookstore:

Email: [pwells@texasbook.com](mailto:pwells@texasbook.com) phone: 806-716-2399

**This course is designed to satisfy three hours of Creative Arts credit in the Foundation Component Area:**

1. Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
2. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

**Courses in the Creative Arts will satisfy the THECB Core Objectives of:**

1. **Communications Skills:** “to include effective development, interpretation and expression of ideas through written, oral and visual communication.”
2. **Critical Thinking Skills:** “to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.”
3. **Teamwork:** “to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”
4. **Social Responsibility:** “to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.”

**Course Outline:**

Module 1: Introduction (xxii-xxxvii)

Module 2: Ch 1 Prehistoric Art

Module 3: Ch 2 Art of the Ancient Near East & Ch 3 Art of Ancient Egypt

Module 4: Ch 4 Art of the Ancient Aegean & Ch 5 Art of Ancient Greece

Module 5: Ch 6 Etruscan and Roman Art

Module 6: Ch 7 Jewish and Early Christian Art & Ch 8 Byzantine Art

Module 7: Ch 15 Early Medieval Art in Europe

Module 8: Ch 16 Romanesque Art

Module 9: Ch 17 Gothic Art of the Twelfth and Thirteenth Centuries

Module 10: Ch 18 Fourteenth Century Art in Europe

Our course is broken into 10 content learning modules. These will open and close every two weeks and will be staggered. Please refer to the course calendar.

**Please note:**

I do not use the “announcement” or “due date” systems on Blackboard. These don’t apply to our open and close cycle of tests and discussion question availability. Please consult your “calendar” that accompanies this course, as found in the “start here” link within our class site.

**CALCULATION OF FINAL GRADES:**

30% 10 Chapter Tests

30% 10 Discussion questions including Teamwork assignments

30% Final paper- Topic Assignments to be discussed later.

10% Class participation in discussion questions, preparedness, attitude & attendance

**GENERAL COURSE REQUIREMENTS:**

1. **Attendance:** student is required to attend for the entire class period, every class
2. **Participation:** student is required to participate in class discussions, exercises, and field activities.
3. **Preparation:** student should be prepared with the textbook, read the necessary materials, engage in class, complete their assignments in a timely manner. Our Students will contribute to an asynchronous discussion board. Students will be expected to read and comment on one of their classmates’ original postings. This will be part of the discussion question grade and class participation.
4. **Discipline:** every student in the class has the right to be in the class and is therefore entitled to an optimal learning environment. Disruption of that environment will be dealt with by first a warning, second a conference, third a dismissal from class and last, expulsion from the course. Disruptions include but are not limited to: speech inappropriate to the classroom, disrespectful messages and or content on the discussion board, or to the professor via messaging.
5. **Attitude:** student is expected to have an attitude conducive to learning; a cooperative and open-minded attitude is essential to learning about something that is new to you. In this class you will be visual art historians.
6. **Commitment to the course:** You can expect to spend 6 or more hours per week on work related to this course. This includes completion of the readings, research and writing assignments.
7. **Teamwork:** This course may emphasize group activities. Several discussion questions may be worked within team settings.
8. **ART:** this class deals with artworks from other periods and cultures, there may be some images or themes discussed that may be offensive to some students. Please feel free to calmly discuss and defend your point of view. Please recognize though, not everyone thinks and believes alike. It is best to keep an open mind when viewing art.

## **About the discussion questions...**

1. Write a minimum of 3 full paragraphs for the regular discussion questions. I am looking for ideas and concepts not word count. Read the questions carefully and answer fully, some questions may have other specific requirements.
2. Prepare to answer your discussion question by writing your answer in a word document. Use Times New Roman 12-point font and single or 1 ½ line spacing, not double spaced. Use regular font, not italics. Correct your spelling and grammatical errors and create paragraph organization. Citations are expected for all information. Copy and paste this document into the discussion question submission box. Save all of your DQ postings in a file folder on your desktop to have a record of your work for this class. Use citations, simple (text, page#) and if you use other sources cite them accurately, use formal citation methods. Remember though, your textbook is your *primary* source, use it before you use anything else.
3. In the totally online class you are also required to “reply” to one other student’s original posting. This reply is worth 20 points. Each discussion question is a combined 100 points (80 points max for your answer to the DQ and 20 points for your reply posting). Face to face classes need not post a reply on the discussion board.
4. DQ answers that do not reflect an informed attitude, that is, that reflect that you have not read the material or answering the questions in a non-serious and informed fashion will be graded down substantially. Repeated violations will be treated in a manner consistent with no answer submitted for the question. And posts with no original submission but do have one reply posting will likewise be a zero “0”.

### **GRADING SCALE:**

100-90: A  
89-80: B  
79-70: C  
69-60: D  
59 & below: F

### **GRADING SCALE:**

A+		The work is exceedingly excellent
A	95	Exceptional work, outstanding, high level of maturity, perception and clarity.
A-		Work is slightly weaker than above mentioned.
B+		Work is above average, but not quite up to the expectations of "A" work.
B	85	The work level, effort and accomplishment is beyond the norm. Very good
		development and understanding of the material.

B-		Work is not quite a full-fledged "B". A few areas may need further attention.
C+		Work is above average
C	75	Work is satisfactory. Good completion of assignment. Basically meeting the assigned requirements, improvement is expected.
C-		A clear message that the work is barely satisfactory
D+		Work is poor in execution and effort
D	65	Barely passing. Not meeting designated criteria set forth; weak effort, inconsistent in thought, poor grammar and spelling.
F	59	Failed. Work is unacceptable, late, incomplete, not meeting criteria set
& below		forth, inconsistent, sloppy, poor in quality, not showing any effort.

### **ACADEMIC HONESTY POLICY:**

The faculty is strongly committed to upholding standards of academic integrity. These standards, at the minimum require that students never present the work of others as their own. CHEATING WILL NOT BE TOLERATED.

#### **4.1.1.1. Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

#### **4.1.1.2. Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

#### **4.1.1.3 Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

#### **4.1.1.4 Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

#### **4.1.1.5 OPTIONAL STATEMENT - *Campus Concealed Carry Statement (Rev. 7/28/2021)***

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

#### **AI Statement**

- **Purpose of Artificial Intelligence (AI) Applications:**

AI applications such as ChatGPT, OpenAI, Bard, Grammarly, WordTune and others are advanced language models designed to aid and engage in meaningful conversations, as well as, generate and revise content. AI is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

- **Academic Integrity:**

Using AI to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of SPC academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research, synthesis, and analysis and appropriately cites all sources, including AI.

- **Collaboration and Consultation:**

While AI can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on AI for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing AI as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

- **Critical Thinking and Originality:**

AI usage can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on AI for answers deprives students of the opportunity to develop their analytical and problem-solving skills. In assignments where originality, creativity, and independent thinking are valued, AI would be detrimental to the student learning process. Critical thinking and originality emphasize the importance of independent thinking in all academic endeavors as part of the student's learning experience apart from outside influence and offers the student the opportunity to refine their unique, individual voice through academic discourse with other students and faculty.

- **Ethical Use and Bias Awareness:**

AI is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by AI. Therefore, when using AI, just like with using any other database, students must verify that the information is from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

- **Responsible Engagement:**

Students should engage with AI in a respectful and responsible manner and avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Students should also uphold the standards of respectful communication in addressing both AI and fellow classmates.

- **Compliance with South Plains College Policies:**

Policies regarding the appropriate use of AI in South Plains College courses are set by instructional departments and individual instructors. Appropriate use of AI may range from strict prohibition to assignments they may require the use of AI. Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties.

Students are expected to familiarize themselves with the specific course policies regarding the use of AI and adhere to them throughout the semester.

- Remember, AI can be a tool to support your learning in certain courses and assignments, but it cannot replace the critical thinking, creativity, and independent work that are integral to your overall academic growth.