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ARTS1303.001/.151
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ARTS1303 Art History I- Prehistoric to the 14th century

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric time to the 14th 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 14th 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, 6th ed.* Stokstad and Cothren.

TexBook Syllabus Statement

This course is part of your TexBook program, which means you don't need to purchase a textbook or access code for this course. TexBook is the required content (either an eBook or online Courseware) for your course and is provided for you via the Bibliu platform from Day 1 of class.

- Cost of TexBook: this required content is provided as part of a Program called 'Inclusive Access', which means that content is provided for you at the lowest price available from the publisher. The cost for this is included in your tuition.
- How to access your digital content via Bibliu: you can access your material via the Bibliu link inside your Blackboard Course, or directly via the Bibliu app. If you have issues with this, please contact your professor, the Bookstore Manager or Bibliu Support (see below).
- The Bibliu platform: you can use the Bibliu platform to enhance your learning experience, with features including: highlighting, notes and reading text aloud. For more details and support on how to use Bibliu, please visit the [BibliU support pages](#), or contact Bibliu support via the email: support@bibliu.com
- Opting out: you can Opt-Out of the TexBook Program, up until the Opt-Out deadline, via the banner displayed when you open the Bibliu platform. Remember that Opt-Out deadlines vary by term, and if you choose to Opt-Out you will lose access to this low price option, and will need to purchase the content through a different method. If you opt-Out, the fee will be refunded to your account.

Useful contacts:

1. Bookstore Manager: Christian Bruno - christian.bruno@bibliu.com
2. Bookstore Text Coordinator: Trish Wells - patricia.wells@bibliu.com (Phone: 806-716-2097)
3. Bibliu Support: email support@bibliu.com (Phone: 806-716-2397)

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:

Unit 1: Introduction (xxii-xxxvii)

Unit 1: Ch 1 Prehistoric Art

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

Unit 2: Ch 4 Art of the Ancient Aegean & Ch 5 Art of Ancient Greece

Unit 3: Ch 6 Etruscan and Roman Art

Unit 3: Ch 7 Jewish and Early Christian Art & Ch 8 Byzantine Art

Unit 4: Ch 15 Early Medieval Art in Europe

Unit 4: Ch 16 Romanesque Art

Unit 4: Ch 17 Gothic Art of the Twelfth and Thirteenth Centuries

Unit 4: Ch 18 Fourteenth Century Art in Europe

Our course is broken into 4 units. These will open and close in an overlapping, staggered manner. Please refer to the course calendar.

CALCULATION OF FINAL GRADES:

30% 4 Unit Tests average

30% 13 Chapter Essay Questions average

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

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

About the chapter essay questions...

1. Write a minimum of 3 full paragraphs for the chapter essay 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 and answers are found in the textbook reading. Answer the question fully.

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 chapter essay question submission box. Save all your CQ 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.

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.

GRADING SCALE:

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

Important – To Get Started!

The first day of class, introduce yourself to the class on the discussion board. Also, within the first few days of class, please submit to me a Syllabus Acknowledgement Statement, stating that you have read and agree to abide by the terms set forth in the syllabus. Just write the following, and send it to me via messages, here from our class site.:

“I, ___your name___, have read and agree to abide by the terms set forth in the syllabus.”

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 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.