



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Introduction to Art History I

Course Number: ARTH 110

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An introduction to the history of painting, sculpture and architecture from prehistoric to medieval times. Students become acquainted with the arts of the past. Art forms are examined both for individual qualities and for the way they exemplify changes in Western cultural patterns.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Recognize major works of art in their cultural context.
- Use terminology important to art history and appreciation.
- Analyze the ways in which medium, subject matter, and style express cultural values.
- Outline basic human history from prehistoric through Medieval times.
- Use a systematic approach to describe how artists have used the elements of art to express ideas, emotions, cultural, personal issues and values.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College Master Course Syllabus

PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Recognize major works of art in their cultural context.
- Outline basic human history from prehistoric through Medieval times.
- Use a systematic approach to describe how artists have used the elements of art to express ideas, emotions, cultural, personal issues and values.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Use terminology important to art history and appreciation.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Recognize major works of art in their cultural context.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Recognize major works of art in their cultural context.
- Analyze the ways in which medium, subject matter, and style express cultural values.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

- Recognize major works of art in their cultural context.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Recognize major works of art in their cultural context.
- Analyze the ways in which medium, subject matter, and style express cultural values.
- Use a systematic approach to describe how artists have used the elements of art to express ideas, emotions, cultural, personal issues and values.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

- Use a systematic approach to describe how artists have used the elements of art to express ideas, emotions, cultural, personal issues and values.



North Central Michigan College Master Course Syllabus

Suggested Methods of Instruction:

The course is taught by means of slide lectures, video tapes, field trips, student reports, reading assignments, quizzes designed to reinforce reading assignments and lectures, optional student papers, and a midterm and a final test.

Suggested Methods of Assessment and Evaluation:

Course grades will be based on an average percentage for an oral report and weekly quizzes, a midterm test, and a final test. Each of these three components will be given equal weight.

Adopted Text at Time of Course Adoption/Revision:

Textbook: Art History: A View of the World Part 1 and 3, by Marilyn Stokstad and Michael Cothren

Visual Aids: Powerpoint presentations, charts, maps, videos

Field trips: One or more

Handouts: Whenever appropriate

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Introduction to Art History concepts, vocabulary.
- Week 2: Paleolithic, Mesolithic, Neolithic Art
- Week 3: Art of early civilizations – Mesopotamian, Egyptian, Indian,, Minoan, Mycenaean
- Week 4: Art of early civilizations – Mesopotamian, Egyptian, Indian,, Minoan, Mycenaean
- Week 5: Etruscan, Greek
- Week 6: Etruscan, Greek
- Week 7: Roman
- Week 8: Roman
- Week 9: Early Medieval Art
- Week 10: Byzantine, Anglo/Irish/Saxon
- Week 11: Byzantine, Anglo/Irish/Saxon
- Week 12: Carolingian, Ottonian Art
- Week 13: Romanesque, Byzantine Art
- Week 14: Gothic Art
- Week 15: Gothic Art
- Week 16: Final Review, test, course grades given

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



North Central Michigan College Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012