

# Art 204

## History of Western Art

### *Prehistory to the Middle Ages*



Fall 2018  
Linn-Benton Community College

CRN 20231  
10-11:20 am  
Location: NSH 106

Professor: Isabelle Havet

Email: [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu)  
Office: SSH 116C  
Office Hours: TR 9-10 am  
& by appointment

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Professor: Isabelle Havet  
E-mail: [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu)  
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### Purpose of the Syllabus

This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. Since this is a valuable document, you should read it carefully and refer to it regularly throughout the term. **The better you know the syllabus, the better the chance that you’ll do well in the course.**

### Course Description

This course provides an overview of the History of Art from Prehistory to the Middle Ages. Significant artworks, including painting, sculpture, architecture, and the decorative arts are examined within their historical, social, and cultural contexts. Students will develop an understanding and appreciation of the major periods, styles, and artworks produced by different artists and civilizations. This class is the first part of the three-part History of Western Art sequence (ART 204, 205 & 206). It is recommended, but not required, that the courses be taken in sequence.

### “No-Show” Policy

Students will be automatically withdrawn from the course if they miss the first day of class, or if they do not complete all assignments due in Moodle by Sunday of Week 1. This is to ensure that the class will be a good fit for you this term.

### Learning Outcomes

- Articulate verbally and in writing an understanding of the significance of art relative to the prehistoric and ancient cultures that produced them.
- Identify and describe verbally and in writing, specific two and three-dimensional works of art from these early societies, using appropriate art vocabulary.
- Articulate verbally and in writing the form and content of specific and significant works of art from the ancient cultures that produced them.

### Course Information

**Credits:** 3 credits; 3 hours of class per week.

**General Education Requirements:** AS Literature & the Arts, AS Western Culture, AAS Human Relations, AS Liberal Arts Core 2, Cultural Literacy AAOT/AAS, AAOT Arts & Letters, AGS

Humanities/Arts.

**Prerequisites:** None. **Recommended (not required):** College-level reading and writing skills.

## Required Textbook

Fred S. Kleiner, *Gardner's Art through the Ages: A Global History*, Volume I. Cengage Learning, 15<sup>th</sup> edition. ISBN-10: 1285837843. ISBN-13: 978-1285837840.

## Additional Materials

A phone with picture-taking capabilities or a digital camera for uploading visual assignments. A laptop or tablet will be useful in class, but **electronics are allowed strictly for class purposes.**

## Class Policies

### Communication

The best ways to reach me is via email at [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu). I try to respond to emails within 24 hours during weekdays. Please do not send Moodle messages.

### How to Address Emails for this Course

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, I emphasize this skill in my courses. There is no need to be overly formal in your emails; however, it is important to understand that emailing in a college setting is a professional interaction.

You are welcome to email me anytime with questions, concerns, or anything else! When you do, please follow this formula:

- **Heading: in the subject line of your email, please write:**  
**Your first & last name, the course number, and a short reason for your email** (e.g.: Jane Smith, ART 102 Online–Request for Appointment). This will help me respond MUCH more quickly to your email, as I receive emails from students across multiple sections and courses. Don't forget to tell me your section time!
- Include a salutation (Hello, Hi, Dear, Greetings, etc...)
- I encourage you to email me with questions or anything else, but please take some care that your email is clear and concise. **Because of the high volume of emails I receive, I ask that your email pose a direct question in the event that you make a request or require a response. If your email does not pose a clear question, I may not respond.**
- **Do not write in text message language or very informal language.**
- **Double-check that your email is appropriate and professional.** I love teaching, and I truly enjoy interacting with students inside and outside of class. However, it can be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely, and is more often than not unintentional. However, please be aware that this method of communication is neither helpful to student nor professor, and runs counter to LBCC Core Values; therefore, it is unacceptable. I may ask you to rephrase your email, or speak to me in-person. In very rare cases, I may refer the situation to the Dean of Arts and Social Science and Dean of Students.

## Sample Email

Subject line of email: Jane Smith, ART 102 MW 1-2pm–Request for Appointment

Hi Professor Havet,

Would it be possible to schedule an appointment on campus this Wednesday around 11:00 am? I have some questions about my paper draft.

Thank you,

Jane Smith

## Requirements & Grading Policy

### Participation & Class Activities (20%)

#### *Participation*

Being present in an online class is just as important as in traditional classes. You will frequently participate in activities such as group projects and forum discussions. Your presence and participation will form an important part of your grade, as it is crucial for an effective classroom experience for all students. To receive full credit, you must be present and active! Students who participate in discussions and activities, and demonstrate that they are adequately prepared for each week, will be rewarded. Students who do not complete all assignments on time or participate in classroom activities will not receive a passing grade. You will get what you put into this class.

#### *Weekly Class Activities*

**Class Activities** in the form of discussions, small self-directed activities, reflections, and creative projects (in which a student creates a visual object) reinforce lessons. They are a fun hands on way to delve more deeply into course topics. Instead of receiving written feedback, assignments will be graded on this 10-point scale:

10-9 = Excellent to very good

8 = Good

7 = Adequate

6 = Inadequate

5 and below = Fundamentally flawed

#### **Weekly Quizzes**

Quizzes are due in Moodle each week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.

#### **Midterm**

#### **Comparative Analysis Paper**

A 3-page formal analysis paper on an artwork.

## Final Exam & Creative Project

The Final Exam & Creative Project will consist of an online multiple choice exam administered in Moodle, and a One-Pager creative project on a select course topic, chosen and refined to a manageable topic in consultation with the professor. The multiple choice exam will emphasize topics from the second half of the course.

## Grading

Assignment	% of Final Grade
Weekly Quizzes	25%
Participation & Class Activities	25%
Comparative Analysis Paper	25%
Final Exam & Creative Project	25%
<b>Total</b>	<b>100%</b>

*Failure to submit work on time will result in a 0 for that assignment.*

## Grading Scale

Grade	Total Points	Description
A	90-100% (450-500 points)	Passing work that is excellent
B	80-89% (400-449 points)	Passing work that is good
C	70-79% (350-399 points)	Passing work that is average
D	60-69% (300-349 points)	Non-Passing work that is below average
F	59% or below (299 or fewer points)	Non-passing work that is fundamentally lacking

**Please be aware that final grades will not be inflated in this course** (for example, a final grade of 89% will result in B-grade for the course). It is highly recommended that you keep track of your progress in the course, and take advantage of the many extra credit opportunities offered throughout the term should you wish to raise your score. You can also speak to the professor at any time about strategies for improving your grade.

## Moodle

This course uses the Moodle learning platform. Think of Moodle as the online class hub: you will use the Moodle course site to access announcements, the syllabus and schedule, assignment guidelines, lecture slides, videos, readings, and more.

## Keeping up with Moodle Content

You are expected to keep up with all readings and videos posted under each week's module. I will check your Moodle progress throughout the term. As the minimum requirements of the course are that the assigned readings and assignments be completed on their due dates, students who do not fulfill these requirements have not fulfilled their responsibilities in this course.

**Failure to make adequate weekly progress in Moodle (by keeping up with all assigned readings and videos) will result in a significantly lower course grade.**

### Turning in Assignments in Moodle

- All assignments must be uploaded in the specified file format (usually PDF). Do NOT upload documents in alternate file formats from what is specified for the assignment; many formats cause problems in Moodle. If you use a program like Google Docs or Word, you can convert the file by clicking File>Download As>PDF.
- **EMAILED ASSIGNMENTS WILL NEVER BE ACCEPTED.** I keep all records of student work in Moodle. Do NOT email me assignments “just as insurance” or because you are having difficulty using Moodle. See Moodle troubleshooting below. If it’s not in Moodle, it’s not submitted, and will not be graded.

### I’m having trouble uploading an assignment in Moodle. What do I do?

- Make sure you have a strong internet connection.
- Try using a different web browser.
- Try using a different electronic device.
- If the problem persists, try uploading the document a little later. Sometimes the server gets overloaded, especially during peak traffic times (e.g., on Sunday night when everyone is rushing to submit assignments by deadline).
- For continued problems, contact the Student Help Desk or email me right away (before the deadline!) Do not wait until the last minute to turn in work!

### Behavior and Expectations

I expect each of you to be sensitive, conscientious, and interested. You will frequently share and work with your peers. I encourage the discussion of different, even opposing, viewpoints as long as this is done in a respectful manner. Some of the issues we will cover will be sensitive, for many different reasons. Keep an open mind, be critical, and listen to each other. If at any time (and this does happen) you say something in class that is inappropriate or that is even deemed offensive by others, please treat this as a learning experience. Let down your defense systems and learn to appreciate that you may not always be right, and that that is OK. That is part of learning, too. Also be OK with the fact that you may feel one way one day and feel differently another. And, please, feel free to come see me if you are having any issues in the classroom!

### Academic Honesty

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty will be reported to the Dean of Students and the Dean of Arts, Social Science & Humanities.



## College Policies

### LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### Accessibility Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

### Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## Campus Resources

### Moodle Support

If you have questions about Moodle or need technical support, contact:

- ❖ **Student Help Desk** (in the Library): Visit, call (541)917-4630, or email [student.helpdesk@linnbenton.edu](mailto:student.helpdesk@linnbenton.edu)
- ❖ **LBCC Moodle User Support Forum**: Look up answers or post questions: <http://elearning.linnbenton.edu/mod/forum/view.php?id=2697>

### Writing Center

**Writing Center Website:** <https://www.linnbenton.edu/writing-center>

There are 3 ways to use the Writing Center:

- Schedule a 30-minute appointment (highly recommended);
- Use Drop-In Services;
- Use OWL (Online Writing Lab).

### Veterans

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the professor.

## Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Single Stop Office for support (SinglestopatLBCC@linnbenton.edu, 541-917- 4877, or visit us on the web [www.linnbenton.edu](http://www.linnbenton.edu) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

## What Do I need to do to be successful in this class?

1. **Check your LBCC email regularly (preferably daily).** It is the student's responsibility to receive and read messages in a timely manner.
2. **Communicate regularly.**
3. **When in class, focus on class.** Class time is valuable. You should be focused on class while you are in the room; if you can't focus, leave the room. **If you have personal business (e.g. phones calls/texting, other class work), take care of it outside of the classroom. If I see you engaging in any above behaviors, I will call you on it.** I expect you to apply yourself to your education during class hours. **You are the person who has the greatest impact on your learning and your grade.**
4. **Keep up with the material.** Readings/videos are substantial and build on each other. Do not let your work snowball on you. You should spend about 60 minutes reviewing materials and taking notes before class.
5. **Take notes of readings/video/lectures.** These will be useful when completing assignments.
6. **Be a good class citizen.** This means be open to: 1) working with others, 2) being respectful of your peers, and 3) trying new things. It's always OK to be unsure about how to do something; it's never OK to give up without trying.
7. **Be accountable.** Bottom line: you'll get what you put into this class. You are the person who has the greatest impact on your learning, and ultimately, on your grade.
8. **Be positive and have fun!** This course is about stretching our thinking and learning together. We will also be looking at cool art and stuff.



## Extra Credit Opportunities!

### Extra Credit Option 1: Use the Writing Center for your Formal Analysis

You can receive up to a third of a letter grade (3 points) extra credit on the Formal Analysis Paper by using the Writing Center and attaching proof at the end of your paper. This service is highly recommended!



**To receive credit for using the Writing Center:** Attach proof to the **end** of your paper (a picture of the Writing Center dated stamp, email receipt, etc). Make sure to ask for a stamp at your appointment. Proof **must** be attached to the bottom of the paper; not sent separately.

### **Option 2: Attend a campus/local lecture or exhibition**

During the term, I will announce campus/local lectures and exhibitions that are of interest to the class. You can receive up to five (5) extra credit points added to your final course grade for each event you attend by turning in a **1-2 page reflection paper on the event**. In your reflection, you may discuss any aspect of the lecture or exhibition that struck you or that you feel ties into issues we've explored in the class, as long as you include specific details showing you attended the event. Imagine you're a reporter or blogger writing a review of the event. Including pictures in your write-up is great! You are encouraged to request permission to do an extra credit write-up of an alternative local event/exhibition you wish to attend; professor approval required.

### **Option 3: Watch an Approved Art Film**

Approved films will be announced in class. You can receive up to five (5) extra credit points added to your course grade by turning in a **1-2 page reflection paper on the film**.

### **Changes to the Syllabus and Schedule**

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted along the term for many good reasons. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.