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# ART 204

## History of Western Art: Prehistory to the Middle Ages

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Fall 2020  
CRN: 20230 (online) &  
20231 (virtual)

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### **Zoom Virtual Office Hours:**

Office hours are time I've set aside each week to meet with students. Come ask questions, get help, or just say hi! [Drop by my Zoom virtual office](#) on Thursdays from 1-2 pm (**Password:** paint). If you can't make this time, email me to make an appointment.

### **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 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 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.

## COURSE OBJECTIVES

- 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 MATERIALS

### Required Textbook & Materials

- Fred S. Kleiner, *Gardner's Art through the Ages: A Global History*, Volume 1, 16<sup>th</sup> edition. Buy or rent either a digital or hard copy. Using the 14th or 15th edition is fine, but be aware page numbers will be different.
- Phone that can take pictures (any will do) or a digital camera, to upload visual assignments to Moodle.

**Need to borrow a laptop or wifi hotspot?** [Request a loan through the library!](#)

## HOW TO AVOID GETTING DROPPED

Students who do not fully participate in all Week 1 activities will be institutionally withdrawn from the course at the end of Week 1. This is to ensure that the class will be a good fit for you this term. The following activities must be completed by the Week 1 deadline, or you will be dropped: Activity 1, Syllabus Quiz.

## COMMUNICATION

Communicate regularly via email with any questions. All emails will usually be answered within 24-48 hours. If you do not hear from me within 48 hours, please email me again with a polite reminder! It probably means your email slipped by me.

As this is an online course, you will be more responsible than ever for your own success. The benefit of working from home will be an advantage for many of you, but if you are struggling or need help, it is up to YOU to reach out with questions.

In your emails, be professional and clear with what you are asking. I receive a lot of emails, and by following these guidelines, I can help you much more quickly!

Read [this article on professional email etiquette](#). Do not treat email like a casual text message.

All emails should follow this format:

1. Subject Line should include your first and last name, the course number/section, and your topic (e.g., "Jane Janeson, ART 204 Online–Question about Activity 3")
2. In the Email message itself, use this format:

Hi Professor Havet,  
[Type your clear, concise question here.]

Best,  
[Your first and last name]

You may of course use your preferred name. As this is an online course, it may take me a bit longer to learn your preferred name, but I will try to learn it quickly. If at all possible, please use the same name consistently through email correspondence, Moodle, etc, so as to avoid confusion. In the event that you are using different names across platforms, make sure to always sign off with your preferred name, and be patient if I forget which one you go by. Feel free to correct me.

### Using LBCC Email

Per College policy, you must use your LBCC email account to correspond with me.

### Moodle Announcements

When I need to send the class an update or reminder, or if anything significant changes (such as a due date), I will post an announcement via Moodle. Moodle announcements are automatically forwarded to your LBCC email. If you ever want to refer back to a message sent to the class, go to the Announcements block in Moodle for an archive of all class messages.

**It is critical that you check your LBCC email frequently, preferably every 24 hours, but at least every 48 hours.**

It is your responsibility to be up to date with class announcements. I frequently send announcements, and one of the biggest roadblocks to student success, in my experience, is not consistently “checking in” and missing timely information.

### A NOTE ON TAKING ONLINE CLASSES

Online classes can be terrific learning environments. They offer unique educational opportunities coupled with added flexibility. That being said, online classes are different from face-to-face classes but no less rigorous. Online classes can be just as much work, if not more, than traditional classes.

In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively
- Build a successful routine
- Work consistently throughout the term
- Keep deadlines
- Know when to ask for help

It is important to keep pace with materials and meet deadlines. Lessons build on each other and it is easy to fall behind.

[Here is a resource on time management & online learning.](#)

## Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post the current week's content and assignments
- Facilitate lessons, discussions, and activities
- Be available to support your learning when requested
- Hold you accountable

## Student Responsibilities

- Check your LBCC email daily (at minimum every 48 hours)
- Use your [LBCC email account](#) to communicate with me
- Keep up with course materials each week
- Critically read/analyze assigned information
- Contribute to a positive learning environment. This means 1) being open 2) working with others, 3) being respectful of others, and 4) collaborating in a timely manner

## USING TECHNOLOGY IN THIS COURSE

This is an online course, so using technology tools is a requirement to pass the class. Keep in mind that sometimes your internet might fail, your pet chimpanzee might spill orange juice on your laptop, etc. Do not wait until the deadline to turn things in. Because many classes have the same or similar end of week deadlines, the Moodle server might be overloaded at times and it might take longer than expected to turn in assignments. It is your responsibility to submit your work on time—do not blame technology for this. I highly recommend keeping a weekly schedule where you plan to get your assignments in by Friday morning.

## MOODLE

You will use Moodle to do your coursework, including accessing the syllabus, schedule, assignments, and gradebook. It is an expectation of this course that you will use Moodle independently and seek prompt technical assistance when necessary. If you have issues with Moodle, contact those with technical expertise ([the Student Helpdesk](#)). Never wait until the last minute to turn in work in Moodle. Submission portals close promptly by the deadline, so give yourself time in case you need to troubleshoot.

## Broken links, unavailable assignments, etc.

While I strive to conduct the course in as seamless a manner as possible, minor errors are inevitable. Oftentimes a broken link or an unavailable assignment means a resource has moved, or I have overlooked a date change, or failed to check a box somewhere. Contact me immediately if you cannot do your work because the material you need is not working/available. Email is the fastest way to reach me for urgent matters such as this. I will always do my best to fix the problem as quickly as possible.

## I Need Tech Support! Who Do I Contact?

### Student Help Desk

If you need help with Moodle, your LBCC email, or need other technical support, contact the [Student Help Desk](#). It is best to contact them right away for help troubleshooting.

### COURSE STRUCTURE

As a 3-credit class, expect to spend about 6-9 hours per week on course materials. This may seem like a lot, but the standard formula for a 3-credit class is 3 hours per week of "class"/lessons, and 2-3 times that number (6-9 hrs) to complete assignments/review.

### Assignment Due Dates

Assignments are due on Friday night at 11:59pm each week, unless otherwise noted.

### Late Assignment Policy

I offer a 48-hour grace period policy. Late assignments can be turned in for credit, no questions asked, up to 48 hours after the deadline. Late work is only accepted during the grace period.

Course Assignments
<b>Quizzes. 25%.</b> Weekly quizzes are designed to help students keep pace with the material and assess their mastery of course content along the term.
<b>Class Activities. 25%.</b> Receive points for submitting activities (group & solo activities) in Moodle. Instead of receiving written feedback, deliverables are graded on this 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.
<b>Midterm. 25%.</b>
<b>Final Project. 25%.</b>

### Course Grading

Work must be uploaded to Moodle. Do not turn your work into me via email; if it isn't in Moodle, I can't grade it. If something significant is impacting either your ability to submit work on time, or more generally your progress in this class, contact me immediately. Let's work together to find solutions.

Grading Scale		
Grade	Percentage	Description
A	90-100%	Passing work that is excellent
B	80-89%	Passing work that is good

C	70-79%	Passing work that is average
D	60-69%	Non-Passing work that is below average
F	59% or below	Non-passing work that is fundamentally lacking

**Please note: I do not inflate, or artificially raise, final course grades.** I cannot give points that have not been earned through your work. However, there are ways to raise your grade. You are highly encouraged to take advantage of the many extra credit offerings given along the term, and can contact me to discuss other ways to raise your grade.

## COLLEGE POLICIES

### 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 Dean of ASSH.

### Freedom of Inquiry and Expression

Students have a right to freedom of inquiry and expression; those rights vary depending on which location and environment a student is in at the time. [...] In Non-Public Forum (classrooms, curricular activity locations, educational lectures or debates, and staff offices), during discussion time as identified by the instructor/staff person, students shall be free to express a point of view that differs with the information or views presented by the instructor/staff without it affecting their grades or causing other penalty, as long as the disagreement is not disruptive to the instructional or educational process. Students are responsible for learning the content and taught point of view of any course for which they have enrolled even if they disagree with the course content. Students are also responsible for learning their responsibilities under this code. For more information, visit [Student Rights, Responsibilities, and Conduct Code](#).

### 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.

## Basic Needs Statement

Any student who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC)). Our office can help students get connected to resources to help.

## EXTRA CREDIT

Extra credit opportunities will be announced during the term. You can watch an approved art documentary or listen to a podcast and write a review; attend an artist talk or other approved LBCC event; use LBCC's Academic Coaching/Writing Center. Opportunities TBA.



## CHANGES TO THE SYLLABUS & SCHEDULE

I reserve the right to make changes to the Syllabus & Schedule. These may need to be adjusted along the term for many good reasons. Changes will be announced via Moodle and LBCC email.