

Department of Arts, Media, & Performance at Los Angeles Mission College  
Art 101 Survey of Art History 3 Units Lecture: 3 hours



Bust of Queen Nefertiti from Armana, Thutmosis's workshop, c.1350 BCE.

**Prerequisite:** None | **Advisory:** English 101

**Associate Degree Applicable:** Gen.Ed. and IGETC Humanities Credit

**Transferable:** U.C., C.S.U.

**Professor Tom Folland**

**contact:** [follantf@lamission.edu](mailto:follantf@lamission.edu)

office phone: 818-364-7625

3126

6:50pm - 10:00pm Th

INST 2004

**Office Hours:** 9.30 - 10.25 am/ 1.50 - 3.20 pm on M/W

**Office Locations:** Instructional Building Faculty Office #34

*Textbook: Janson's History of Art* by Davies, ISBN: 0205685188

**Course Description:**

A survey of Western Art and Architecture from Pre-historic through Medieval periods; students develop perceptual and critical skills by analyzing the evolution and function of art within historical, cultural, and philosophical contexts.

### **COURSE GOALS AND PERFORMANCE OBJECTIVES:**

- \*Students will gain a general knowledge of various ancient civilizations through artifacts and archaeological remains.
- \*Students will be able to identify major monuments and artistic styles according to culture and historical period (Paleolithic through Gothic).
- \*Students will have a general knowledge of the religious and/or historical circumstances in which the works of art were produced.
- \* Students will have an awareness and appreciation of archaeological finds and early artistic endeavors.
- \* Students will have knowledge of fundamental art historical terminology and methodologies of the discipline.
- \* Students will be able to utilize an analytical framework for historical and aesthetic evaluation of the works of art.

### **Student Learning Outcomes:**

1. Analyze the evolution and function of Western art within historical, cultural, and philosophical contexts of the Pre-historic through Medieval periods.
2. Compare and contrast works of Western art and architecture from Pre-historic through Medieval periods in terms of function and style.

### **COURSE REQUIREMENTS AND GRADE BREAKDOWN:**

* Attendance, participation and homework:	15%
* Quizzes	30%
* Midterm April 3	20%
* Final June 5	20%
* Analysis Paper due week of May 5-8in class	15%

Final grades will be determined on the basis of examinations, paper, attendance, participation, homework assignments and quiz scores. If you have any questions concerning your grade at any time, feel free to meet with me during office hours to discuss your work and how to improve. I am invested in your success and am always willing to talk about strategies to improve your work!

Students should endeavor to review class notes and assigned readings on a weekly basis: the vast quantity of material covered within each unit simply cannot be mastered in a quick cram session before an exam. If you need advice or assistance with your studies, please make an appointment with the Learning Center in the library or contact me for guidance.

<http://www.lamission.edu/learningcenter/>

**HOMEWORK AND QUIZZES:**

Homework assignments will be announced in class, along with their due dates. There will be 5 quizzes but I will drop your lowest score. These exercises are designed to reward students who are keeping up with assigned readings, taking careful lecture notes, and reviewing the aforementioned in preparation for exams. If you miss a class, or are uncertain about an upcoming assignment, it is your responsibility to a fellow student for clarification. Late homework assignments will not be accepted, and there will be no make-up quizzes.

**EXAMS:**

Exams are not cumulative. Each exam will consist of objective questions (slide identifications, vocabulary) and subjective questions (single slide essays, slide comparison essays). Your essays should be based on class lectures and assigned readings. Please note that there are no alternate assignments.

**ATTENDANCE:**

Punctual attendance is required at every class meeting, and attendance will be recorded at the beginning of class time. If you are late for a particular class, it is your responsibility to alert me of your presence at the end of that class period so that I can record your attendance. Late/Absences will negatively impact your overall grade for the course. The only excused absences for lectures or exams are documented health emergencies, which render the student physically incapable of attendance. In order for such an absence to be excused, the student is required to provide me with proper documentation in the class immediately following the one that was missed. I reserve the right to make the decision as to whether a makeup exam is justified. An unexcused absence for any test results in a zero on the examination. Students are allowed one unexcused absence overall outside of exams and tests or quizzes; each absence after that will effectively lower the participation grade. Students are responsible for all material missed in class.

**GRADING SCALE:**

A+ 100-97%  
A 96.9-90%  
A- 89.9%-89  
B+ 88.9-87%  
B 86.9-80%  
B- 79.9%-78  
C+ 77.9-77%  
C 76.7-70%  
C- 69.9 - 60%  
D 59.9- 55%  
F 54.9% and below

**Explanation of grading scale:**

“A” means exceptional work from a student whose work demonstrates thorough comprehension of the course material as well as originality of insight, developed critical thinking and research skills. An “A” is

given for consistently excellent work (written assignments for example have excellent grammar, composition, proper citation, and clear, well-organized writing), timely completed assignments and near perfect scores on exams. (90– 100 % score).

B: “B” means above average work. All assignments are completed in a timely fashion and B is given to students who demonstrate a commitment to the course work, through participation, engagement with the reading, and excellent attendance, even if they find it difficult. (80 – 89 % scores).

C. “C” equals an average accomplishment. Assignments weren’t done thoroughly or fully and a passing score is given on exams. High exam scores can raise a C to a B. If all assignments are completed and near-passing scores are received on the exam, C will be given. (60 – 79 % scores).

D. “D” is given to poorly or half-completed assignments and barely passing grades on the exams. Poor attendance, demonstrated lack of participation and/or reading of required material. (50 – 59 % scores).

F. F is only given if course work is not completed. If all assignments are completed and the exams are not a pass, I will allow additional work to give a passing grade (C or D).

### **Los Angeles Mission College Policies**

**Attendance:** Students who have pre-registered for a class and who do not attend the first meeting of the class forfeit their right to a place in the class.

Students are expected to attend every meeting of all classes for which he or she is registered. A student absent from classes for emergency reasons must inform the instructor of the reason for the absence. Whenever absence “in hours” exceed the number of hours the class meets per week, the instructor may exclude the student from the class. This means if you miss more than one class, you may be excluded. It is the student’s responsibility to officially drop any class he/she does not continue to attend.

### **Students with Disabilities: Disabled Students Programs and Services (DSP&S) at Los Angeles**

Mission College is a support system that enables students to fully participate in the college’s regular programs and activities. DSP&S provides a variety of services from academic and vocational support to assistance with Financial Aid. If you are a disabled student and need a modification, special assistance or accommodation in order to participate in this class, alert the instructor promptly and contact the DSP&S office at 818 364-7732 or 818 364-7861. Modifications, special assistance or accommodations can only be made with proper documentation and coordination with DSP&S.

**Standards of Student Conduct:** Students are expected to maintain a professional level of conduct to facilitate a learning environment. Use of profanity in class is not appropriate and will not be tolerated.

**Cheating and Plagiarism:** The instructor reserves the right to determine if cheating or plagiarism has occurred; if it does the student will receive a “F” on the assignment or exam, and may receive a “F” for the course.

**Children and Animals:** Children and Animals are not allowed in the classroom for safety purposes (other than registered dogs that help people with physical challenges).

**Cell Phones:** Turn them off or set to vibrate, as to not disrupt lectures and learning environment. Do not talk/text on your cell phone during class.

**Breaks:** Breaks will be given every hour; please do not get and up leave class unless it is for an emergency.

**Final:** If you cannot attend the final you must make arrangements with the instructor prior to this date. A student who does not participate in the final or does not turn in the final assignment and does not qualify for an "Incomplete" will be assigned the grade of "F" for the final. This grade will be averaged in to determine the course grade.

### **Schedule of Classes and Readings**

*All reading should be done in the week during which they are assigned. Holidays indicated in BLUE. Exams are noted in RED.*

#### **Week 1 February 10- 13**

– Introduction to Art History

*Textbook: Janson's History of Art "Introduction"*

#### **Week 2 February 17- 20 February 17, 2014 Monday President's day HOLIDAY**

*Textbook: Janson's History of Art 1 Prehistoric Art*

#### **Week 3 February 24-27**

*Textbook: Janson's History of Art 2 Ancient Near Easter Art*

#### **Week 4 March 3-6**

*Textbook: Janson's History of Art 3 Egyptian Art*

#### **Week 5 March 10-13**

*Textbook: Janson's History of Art 4 Aegean Art*

#### **Week 6 March 17- 20**

*Textbook: Janson's History of Art 5 Greek Art*

#### **Week 7 March 24-27**

*Textbook: Janson's History of Art 5 Greek Art*

#### **Week 8 March 31- April 3 March 31, 2014 Monday Cesar Chavez Day**

*Textbook: Janson's History of Art 5 Greek Art*

#### **Midterm Exam April 3**

#### **Week 9 April 7 - 13 Spring Break**

#### **Week 10 April 14-17**

*Textbook: Janson's History of Art 6 Etruscan Art*

#### **Week 11 April 21- 24**

*Textbook: Janson's History of Art 7 Roman Art*

**Week 12 April 28 – May 1**

*Textbook: Janson's History of Art, 8 Early Jewish, Christian and Byzantine*

**Week 13 May 5- 8**

*Textbook: Janson's History of Art 8 Early Jewish, Christian and Byzantine*

**Papers due in class May 8**

**Week 14 May 12-15**

*Textbook: Janson's History of Art 9 Islamic Art and Architecture*

**Week 15 May 19-22**

*Textbook: Janson's History of Art 10 Early Medieval Art*

**Week 16 May 26-29 May 26, 2014 Monday Memorial Day**

*Textbook: Janson's History of Art, 11 and 12 Romanesque and Gothic Art*

*Exam week: June 5*

Section #:

Class time/Room:

Final exam:

3126 6:50pm - 10:00pm

Th INST 2004

final 8-10 pm June 5

**Analysis Paper**

**15%**

Papers should be a maximum of 5 pages (but not any shorter than 4 ½ pages) in length. Please double space your paper, use 12-point Times New Roman font, 1-inch margins and page numbers.

Here is a great guide to writing art history papers from the University of Arkansas

<http://ualr.edu/art/art-history-resources/papers-and-projects/guidelines-for-writing-art-history-research-papers/>

Papers are due in class week of May 5-8. Please make sure you wrote your name of section number of class on top of first page. **No late papers or emailed papers will be accepted.**

**Roman Portraiture at the Getty Center, Brentwood.**

**Please note:** *it is not required you do so, but visiting the museum to see the stature is recommended.*

**Objects to be discussed:**

*Bust of L(ucius) Licinius Nepos*, Roman, ca. AD 100, 85.AA.111 (No. 731)

In the North Pavilion, on the left side as you enter.

<http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=12936>

**Background Information:**

L. Licinius Nepos was a member of a high-ranking senatorial family under the emperor (ruled AD 98-117). The inscription on the bust states that he made a *casulam* (little house, presumably a tomb). Thus, the bust came from a tomb. It must have meant to be set into a sculptured body, probably one wearing a toga (a Roman garment worn by upper class males). The back of the head is roughly worked, so it was clearly not meant to be seen.

**Essay Topic:**

What image of him do you think L. Licinius Nepos wished to project? Do you think that it is idealizing or veristic (i.e., very realistic?). It might be appropriate to compare this image to other Roman statues of males, such as the patrician with the busts of his ancestors, the Prima Porta Augustus, and portraits of emperors such as Titus and Trajan. Make sure to include a brief **visual/formal analysis** of the bust in your paper and to provide visual evidence to back up your argument, pointing to specific aspects of the reliefs that support your claims. You are required to use the readings below in formulating your ideas.

**Reading:**

- Sheldon Nodelman, "How to read a Roman Portrait", in *Art History 50 Anthology*, pp. 183-198
- Richard Brilliant, "Roman Portraiture", in *Art History 50 Anthology*, pp. 167-73
- Ramage and Ramage, *Roman Art*, pp. 77-79, 140-144; 157-158.

Museum Paper Grading Criteria	Maximum Points 15 %
Describe artwork in visual/formal terms	2.5
Answer topic question	5
Apply information appropriately from scholarly research sources	2.5
Provide citations and a Works Cited section list in MLA formatting. Proofread spelling and grammar	5
<b>Total:</b>	<b>15</b>