

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>ART 200</b>	<b>Art History: Prehistory to Early Renaissance</b>	<b>Prerequisite: None</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Kristen Pauch-Nolin, MFA	<b>First Day of Classes:</b>	January 10, 2022
<b>Days:</b>	M	<b>Email:</b>	Kristen.Pauch-Nolin@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 23, 2022
<b>Time:</b>	6:15-9:15 p.m.	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	March 18, 2022
<b>Room:</b>	A2133	<b>Office:</b>	n/a	<b>Last Day to Apply for Extension:</b>	March 28, 2022
<b>Lab/Tutorial:</b>	n/a	<b>Office Hours:</b>	Email for appointment	<b>Last Day of Classes:</b>	April 14, 2022
<b>Final Exam:</b>	Office of the Registrar will publish Final Exam Schedule				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

M, Jan 10: 1<sup>st</sup> Day of Classes

\*M, Jan 10, 17, 24: Classes will be held online to mitigate COVID-19 transmission

M-F, Feb 21-25: Reading Week, No Classes

Th, Mar 30: Ambrose Research Conference (ARC), No daytime classes

Th, Apr 14: Last Day of Classes

W-W, Apr 20-27 Final Exams

### Course Description

This course provides a chronological and historical survey examining painting, sculpture, and architecture of Western cultures beginning with prehistory to the fifteenth century. This course will focus on significant developments in the visual arts and their connection to and reflection of the political, religious and social influences of the time. In addition, the course will consider how art can be interpreted through a Christian worldview.

### Expected Learning Outcomes

1. Identify key attributes of historical genres in art history

2. Identify how political, religious and social influences at every given time impact and inspire artists and how these influences are reflected in the works of art that they create
3. Effectively research current and historical time periods, artists and thought leaders
4. Consider how art can be understood through a Christian worldview
5. Contextualize their ideas and own artistic work within current and historical contexts
6. Use historical visual art and artistic practices to inspire current ideas, artwork and new conceptual directions
7. Develop dynamic writing and presentation techniques

### Textbooks

*Janson's History of Art, The Western Tradition* (reissued 8th Edition). By Penelope JE Davies, Walter B. Denny, Frima Fox Hofrichter, Joseph Jacobs, Ann M. Roberts, and David L. Simon.

### Course Schedule

<b>January 10 (ONLINE)</b>	<b>Introduction to the course, textbook and assignments</b> <b>Lecture and discussion: Prehistoric Art</b>
<b>January 17 (ONLINE)</b>	<b>Lecture and discussion: Ancient Near Eastern Art</b>
<b>January 24 (ONLINE)</b>	<b>Lecture and discussion: Egyptian Art</b>
<b>January 31</b>	<b>Studio exploration: Stamp (personal seal or logo)</b> <b>Assignment #1: Critical essay-and/or review of artwork or exhibition</b>
<b>February 7</b>	<b>Lecture and discussion: Aegean and Greek Art</b>
<b>March 14</b>	<b>Lecture and discussion: Early Jewish, Christian and Byzantine Art</b>
<b>February 21</b>	<b>Reading Week-NO CLASS</b>
<b>February 28</b>	<b>Mid-Term Exam</b>
<b>March 7</b>	<b>Lecture and discussion: Islamic Art</b>
<b>March 14</b>	<b>Studio explorations: Islamic Pattern making</b>
<b>March 21</b>	<b>Lecture and discussion: Early Medieval and Romanesque Art</b>
<b>March 28</b>	<b>Lecture and discussion: Gothic Art</b> <b>Assignment #2: Artists bio and artist statement from History</b>
<b>April 4</b>	<b>Studio exploration: Designing a Gothic Cathedral to be constructed out of LEGO</b>
<b>April 11</b>	<b>Review of class materials for Final Exam</b>
<b>April 25</b>	<b>Final Exam</b>

### Requirements:

**Lectures:** Some class will time include traditional lectures supported by PowerPoint presentations-with the lecturer providing a summary of foundational information, explaining key concepts, and providing context (historical, contemporary, through a Christian worldview, etc.)

**Discussions:** During lecture classes students will participate in group discussions-where they will be asked to consider questions that are relevant to the day's lecture. Working together with their peers, students will analyse various points of view and develop critical arguments that support a clearly formed position on the topic being discussed. Each session will conclude by opening up the discussion to the full class. **EXAMPLE QUESTION FOR DISCUSSION:** Is the success of an artwork rooted in its decorative/entertainment value or its ability to communicate a deeper meaning/message?

**Studio explorations:** In addition to lectures and discussions, classroom time will include opportunities for students to explore and experience aspects of historical genres by creating their own art projects. The projects will involve hands on interactions

with artistic materials and processes. The finished works will be graded based on the student's participation in the creative process, the success of the finished product and the discussions that follow (critiques).

**Assignments:** Students will be required to complete independent assignments that explore aspects of the topics discussed in class. The topics can be explored through various methods including written, pictorial, video, or live presentation but should be approved by the instructor. The finished assignments will be graded based on the student's ability to pick a compelling topic, complete and demonstrate effective research, effectively communicate a point of view, and execute finished work with technical success.

**Midterm and Final Exams:** Exams will cover the material presented during lectures (up to the examination period). The exam format will include multiple choice, identification of images (artist, date, and era) and definitions. NOTE: During lecture classes the teacher will indicate particularly impactful artworks and concepts of extra significance. All images, concepts and definitions included in exams will have been shown/discussed in class and will also appear in the textbook.

### **Attendance:**

Students are expected to attend classes, arrive on time, be prepared for class (have all materials available), participate in class discussions and exercises, and maintain a professional demeanor at all times.

Students will be docked marks for unexcused absences, poor punctuality, coming to class unprepared (such as coming to class without required preliminary work and materials), and for exhibiting unproductive, disruptive or disrespectful behavior during class.

If a student misses a class, the student is responsible to find out what they missed and to catch up on their own time. If a student is late for class and attendance has already been recorded, it is the responsibility of the student to notify the Instructor that they were late. Failure to do so will result in the official attendance record indicating that the student was absent for that class.

### **Grade Summary:**

Students will be evaluated on their understanding of the course material, class participation, execution of work, and a final exam. The marks will be evaluated out of a possible 100% based on the following:

<b>Assignments:</b>	20% of the final mark
<b>Studio explorations:</b>	20% of the final mark
<b>Mid Term Exam:</b>	25% of the final mark
<b>In class participation:</b>	10% of the final mark
<b>Final Exam:</b>	25% of the final mark

A pass mark of 50% will be required for this course and a letter grade will be assigned according to the following scale:

<u>Letter Grade/Percentage</u>	<u>Description</u>
A+ 90-100%	
A 80-89%	Excellent
B+ 75-79%	
B 70-74%	Good
C+ 65-69%	
C 60-64%	Satisfactory
D 50-59%	Minimal Pass
F 0-49%	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but

plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all

course work submitted after the revised due date provided by an approved extension to coursework.

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

<b>Note:</b> Students are strongly advised to retain this syllabus for their records.
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