

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-68
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Ancient to Medieval Art (AH 205)
DEPARTMENT Art
CONTACT PERSON Sandra Burwell

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
_____ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Department Curriculum Committee

College Curriculum Committee

Richard L. L. L.
Director of Liberal Studies
(where applicable)

Anthony G. DeLino
Department Chairperson

John McGraw
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC 11/10/89
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

Revised 5/88

[Attach remaining parts of
proposal to this form.]

for AH 115 - Burwell

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☐ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☒ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☐ Non-Western Cultures
- ☒ Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

☒ Regular ☐ Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? ☐ yes ☒ no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____✓_____
2. Literacy--writing, reading, speaking, listening	_____✓_____	_____
3. Understanding numerical data	_____	_____NA
4. Historical consciousness	_____✓_____	_____
5. Scientific inquiry	_____	_____✓_____
6. Values (ethical mode of thinking or application of ethical perception)	_____	_____✓_____
7. Aesthetic mode of thinking	_____✓_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____✓_____	_____
C. Understanding the Physical Nature of Human Beings	_____	_____NA
D. Certain Collateral Skills:		
1. Use of the library	_____	_____✓_____
2. Use of computing technology	_____	_____NA

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- ☐ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- ☒ 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- ☒ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking *in this case visual literacy*
- ☒ 4. Recognize creativity and engage in creative thinking. *Knowledge*
- ☒ 5. Continue learning even after the completion of their formal education.
- ☒ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

done

Part II. A (primary #2, #4, #7)

Students in AH 115 will need to read critically, listen critically and take thorough notes in order to master the information necessary to perform well on exams. There is some discussion in the class but largely the students are evaluated via their performance on 4 tests. Within those tests they must answer questions which require more than a one word answer. The course addresses the development of art in the ancient world in chronological and comparative fashion. As a result of focusing on art objects they acquire a fairly wide knowledge of history, geography, religious beliefs, technology, the arts, etc.. As well, they come to appreciate the purposes of art and the need for creative expression which is basic to human behavior. Students are exposed to analytical processes of examining art objects both in regard to compositional elements and to content. They are able through the comparison of various cultures' art works to see that tastes, styles, imagery, what is revered by the society or scholars changes from age to age.

Part II.A (secondary #1, #5, #6)

One of the major means of addressing art objects is via the "critical performance" process (Feldman's method). This involves identification/description, analysis, interpretation, and judgment. Students become involved in this through both lecture discussions and responding to test questions. Questions which have a number of divergent (yet correct) answers are asked in every test. (an example- Cite 3 specific works of Roman art that reveal Roman love of/appreciation for the beauty of nature ?) Through both text and lecture material students will be aware that many branches of science are related to this field. Some which they encounter in lectures are tombs located through aerial photography techniques, dendrochronology and radio-carbon 14 dating of very old pieces, spectro-analysis to identify paint pigments, x-ray and thermo-luminescence in conservation and restoration procedures, underwater archaeology to retrieve bronze sculptures lost in Roman shipwrecks, etc. Study of the themes, and genre subjects in art reveals the ethical perceptions of the age in which they were made. Students learn that in Greece (8th-2nd c. BC) competitions and sports are exceedingly important as religious expressions of honor to the gods or to revere a dead hero as part of his funeral ceremony. Athletic events were not sport as we view them today but rather forms of worship with great religious significance. A further example of ethical aspects might be seen in their study of Roman art. The Romans both loved and yet were horribly cruel to animals--in their amphitheaters they torture animals for entertainment while at the same time they are fascinated with exotic and unusual animals and the emperors formed zoos and had their villas decorated with paintings/ mosaics of "Nilotic" scenes (featuring the exotic flora and fauna of Africa.

Part II. B

The visual arts and imagery are one of the major forms of communication. Like music, mime, and dance they are universal (not limited by language barriers). Images form the pictorial vocabulary of visual literacy. Harry Broudy emphasizes the great importance of art education as a means of providing individuals with a store or background of images as a source upon which to draw to understand the multitude of images we encounter everyday. This knowledge is visual literacy. The majority of informational cues processed by the human mind are visual cues. This course aims at assisting students to understand the images of ancient times --a treasure of knowledge that makes comprehensible that distant world and the beliefs, values, and lives of the people who created those images. Those images are the antecedents of the images we encounter today.

C. not applicable

D. (#1 secondary, #2 not applicable)

Students are encouraged to use the library in order to review and supplement in class visuals and to use the reference materials for art and pertinent videotapes. If a student misses class it is essential that they utilize the library holdings to adequately make-up missed work.

Part III.

A. Not applicable (I am the usual instructor for this course; there is generally 1 section-50 to 60 students)

B. see the notes written in support of part IV-page 1-Knowledge.

C. see syllabus-text section.

D. It is not assumed that our majors in art have any background in ancient art (few do) and thus they take this course for the basic foundation it provides. If they wish to pursue an interest in art history on this *topic* they use this as a prerequisite to AH 412 (Classical Art). This course is one of several lower level art history courses which a student might opt to take in fulfilling requirements. As the course is designed-it is aimed at the general student not mainly to art majors.

E. #2

Students learn much new vocabulary and are required to demonstrate this on exams. Words like trompe l'oeil, kore, kouros, contrapposto, cire-perdue method, etc. are examples of art historical vocabulary. They discriminate choices in answer to short essay questions or defend a selection in answer to questions such as-"Cite an example of Greek Hellenistic style sculpture which exhibits complex space use, torsion, and contrast."

3. Students will communicate less frequently-orally and more frequently in writing their mastery of the content of this course. Communication involves, in this instance, their comprehension and knowledge of the visual images produced by ancient peoples and what we can learn from these images.

5. Through their introduction to the art of ancient times it is expected that they will be able to be better informed consumers of art and more apt to find gratifying and meaningful encounters with art objects in galleries and museums. They will be curious about and interested in this area of knowledge. The basic techniques of interacting intelligently with art objects as learned in this course can be applied to the art of any time period.

6. One example of this can be noted in realizing that ancient cultures provide us with the foundation for understanding and interpreting much that succeeded them historically. The word museum is of Greek derivation. It becomes richer and more meaningful when one knows that it is a reference to the muses who the Greeks personify as the artistic inspiration for the creative acts of man as sent from the gods. While one today may not accept the view of Greek mythology there is (not to be denied)-a magical or inexplicable quality or aura surrounding artistic creation even today. Students are exposed to many examples of the links or similarities between ancient and contemporary life and culture.

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- ☒ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ☒ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☒ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- ☒ Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- ☒ Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Course Syllabus

I. Catalogue Description

AH 105 Ancient to Medieval Art

pre-requisites (none)

3 cr.

3 lecture hrs.

Study of art from prehistoric times to the Middle Ages. Man's artistic development is seen in relation to political, social, economic, and religious events.

II. Course Objectives

1. Students will be introduced to the many purposes of art in the ancient world and to the major forms of expression created by ancient cultures. They will study the major arts (architecture, sculpture, and painting) and where appropriate, the minor arts (statuettes, ceramics, jewelry, manuscript illumination, mosaics, etc.).

2. Students will become cognizant of and knowledgeable about the tools, materials, methods, techniques and evolution of styles in ancient art.

3. Students will be able to identify terminology unique to art history and the appropriate vocabulary related to the study of ancient art. They will utilize this appropriately in discussions in class and on test responses.

4. Students will develop an understanding of the various functions/purposes of art and the many factors that influence the art object (ie. patronage, politics, social structure, technology, beliefs, mythology, etc.).

5. Students will be encouraged to compare -and contrast- the art of later periods and even art today to ancient art and draw conclusions as to the relevance of studying ancient art.

6. Students will comprehend that creative products in the arts are inevitably the result of the time and place in which they were produced. Thus all art objects represent a particular culture and historical milieu.

7. Students will be able to compare a variety of themes and functions of art as we study the art of ancient peoples and relate one culture to another.

8. Students will be able to identify major works of art, styles, and artists (if known) as well as other pertinent facts and concepts such as iconography, technical methods or processes, cultural themes, etc. which are typical of ancient art.

9. Students will be encouraged to do additional supplementary reading and looking (at illustrations, videotapes in the media center, attendance at appropriate exhibits in museums, at selected visuals for course review of historical examples) to assist them in better understanding the material covered in this course.

III. Course Outline (M/W/F) 14 weeks

Introductory information	1 lecture
Prehistoric art	4
Near Eastern art	4
Egyptian art	6
Aegean art	5

Greek art	7 lectures
Etruscan/Roman art	8
Early Christian/Byzantine art	4
+3 exams = 3-1 hour classes(42) classes/ <u>total</u>	
1 exam in final exam period	

IV. Evaluation Methods

Students will be given 4 major tests (each counting 25% of the student's grade) in the course. These tests will each consist of two parts--the first a slide identification part, and the second a written portion. The second part will have a variety of types of questions(t/f, multiple choice, fill in the blank, define and give an example of.. etc.. There will be several questions requiring the student to write a paragraph or two (questions worth 4-6 pts) as a short essay or expanded discussion in depth on some point. Test dates and format are discussed the first day of class. Make-up exams for legitimate excuses consist of an oral test given at a mutually convenient time.

V. Text

Vol. 1 of Gardner's Art Through the Ages--de la Croix and Tansey (intro. through Middle Byzantine art is assigned for required reading)
 supplementary reading "A Handbook of Greek/Roman Mythology", selected chapters of the Bible, James Hall's "Signs and Symbols in Art", Janson's "History of Art" or Haart's (vol.1) Art History. In addition a bibliography of works on ancient art will be available to the students for library use.