



El Camino College
COURSE OUTLINE OF RECORD – Official

I. GENERAL COURSE INFORMATION

Subject and Number: Art History 102A
Descriptive Title: History of Western Art - Prehistoric to Gothic
Course Disciplines: Art History
Division: Behavioral and Social Sciences

Catalog Description:

This course surveys the history of Western art from the prehistoric era through the Gothic period with an emphasis on painting, sculpture, and architecture. Key artworks are studied in relation to historical and cultural contexts that consider the effects of shifting social, political, philosophical, and spiritual paradigms on the production of art.

Conditions of Enrollment:

Recommended Preparation: eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 08/17/2020
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:

3 – Humanities

Term: Other: Approved

CSU GE:

C1 - Arts, Dance, Music, Theater

Term: Other: Approved

IGETC:

3A - Arts

Term: Other: Approved

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Comprehend and Critique:
Students will be able to demonstrate the ability to comprehend and critique Prehistoric through Gothic artworks in terms of form, medium, and style.
2. Analysis of Content:
Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of Prehistoric through Gothic art.
3. Communication:
Students will be able to demonstrate the ability to effectively communicate ideas about Prehistoric through Gothic art verbally or by written methods.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify major art works of each era by visual recognition, providing title, date, period, culture, location, medium, and other pertinent data.
 - Objective Exams
2. Analyze and discuss major art works in terms of style, iconography, and historical importance.
 - Essay exams
3. Interpret and discuss major art works in relation to relevant social, political, philosophical, and religious factors.
 - Essay exams
4. Contrast and compare major art works from different periods and cultures, including prehistoric, tribal, ancient, and medieval.
 - Essay exams
5. Define technical terms and identify their application in major art works.
 - Term or other papers
6. Assess the effects of socio-cultural factors on the production of art and visual culture throughout history.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	A. The basis of art history as a discipline <ol style="list-style-type: none">1. form, content, and function2. function and the relationship to cultural value3. social influences on art: religion, ritual, climate, geography, etc

Lecture	9	II	A. Prehistoric Art: Paleolithic, Mesolithic and Neolithic periods 1. possible interpretations of subject matter 2. co-relations between prehistoric art and living tribal societies; uses of art, including Inuit, Native American, and African art
Lecture	6	III	A. Mesopotamian art: early civilization 1. artistic conventions in relation to the emergence of urban societies 2. comparison to other early civilizations, including China and Indus, as river-valley based societies
Lecture	6	IV	A. Egyptian art: pre-dynastic to Ptolemaic periods 1. comparison to Mesopotamia and other early civilizations 2. art for the glorification of rulers and the afterlife
Lecture	3	V	A. Aegean islands: Cycladic, Minoan, and Helladic art 1. emergence of early civilization 2. styles and motifs of the three distinct pre-Hellenic Greek cultures 3. Dark Ages
Lecture	6	VI	A. Greek art: Geometric to Hellenistic periods 1. development of city-states after the Dark Ages 2. art and philosophy 3. art and the state
Lecture	9	VII	A. Etruscan and Roman art: Republic through fall of Empire 1. distinction from Hellenic cultures 2. cross-cultural influences 3. relationship between art and the politics of empire
Lecture	3	VIII	A. Early Christian and Byzantine art in the Late Roman Period 1. church architecture and decoration 2. relationship to the Roman legacy 3. the development of a distinct Byzantine-Christian style of art
Lecture	3	IX	A. Brief survey of Early Medieval art: 1. pre-Christian art of the warrior lords of non-Roman peoples 2. early Christian art of Scandinavia, British Isles, Spain; Hiberno-Saxon, Carolingian, Ottonian kingdoms 3. introduction to Islamic art
Lecture	3	X	A. Medieval Art: Romanesque period 1. the Crusades, pilgrimages and devotion in art & architecture 2. anticipate Gothic style
Lecture	3	XI	A. Medieval Art: Gothic period 1. the new aesthetic and structural systems of Gothic Cathedrals

			<ol style="list-style-type: none"> 2. symbolism and the philosophical connection to Scholasticism 3. the relationship to prior forms and techniques from the pagan, Classical and Christian traditions
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Other -
Essay Exams and Research paper

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Write a three- to five-page essay that analyzes and critiques the dictum of the Greek philosopher Protagoras, "Man (is) the measure of all things." How does this philosophy impact and reflect the art of the Classical age?

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write a three- to five-page essay, or deliver an eight to ten minute oral presentation, that critically analyzes the iconography and style of selected examples of art from prehistoric through Gothic periods. Discuss the social factors which may have influenced artistic production.
2. Using readings from the text as well as from Internet sources, write a three- to five-page paper that compares and contrasts Egyptian art of the Old and New Kingdoms, noting social-political and philosophical factors that resulted in stylistic change.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Other (specify):
Museum or gallery reports
Short answer; image identification

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations
Other (please specify)
 Internet presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work
Observation of or participation in an activity related to course content
Other (specify)
Use Internet to research, review, and augment learning in the class.

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Fred S. Kleiner. Gardner's Art through the Ages. 15 ed. Thomson Wadsworth, 2016.
Laurie Schneider Adams. Art Across Time. McGraw-Hill, 2008.
Stokstad, Marilyn. Art History. 5 ed. Pearson-Prentice Hall, 2014.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students should have writing skills similar to those gained in English A and English 84 in order to perform required, multi-page critical reading and writing assignments.

D. Recommended Skills

Recommended Skills
Skills recommended include ability to critically analyze researched texts and coherently write in essay format. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice. ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list. ENGL 84 - Compare and contrast college-level texts to evaluate content.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Elizabeth Atherton on 10/11/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 08/17/2020

Last Reviewed and/or Revised 07/01/2020