

OBR	
Received(time)	1:13 PM
Date	8/4/2006

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Owens Community College

Course(s) Submitted(Title & Course #) History of Art: Ancient to Medieval (ART 201) for

Ohio Articulation Number OAH 005

Date July 10, 2006 Course 1 of a 2 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Bruce Busby Title Vice President, Academic Services

Address P.O. 10,000  
Toledo, OH 43699-1947

E-mail Bruce\_Busby@Owens.edu

Phone 567-661-7567

Fax 567-661-7366

Credit Hours 3 qtr \_\_\_\_\_ sem 3

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

N/A

Placement Score (if applicable)

(Name of test)N/A

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

History of Art: Ancient to Medieval (ART 201)

A survey of civilization with emphasis on its expression through the visual arts from ancient civilizations through the Medieval Period, focusing upon the relationship between art and its cultural and historical context. Supplies sufficient background for identification of a variety of visual images and genres. Fosters an understanding of the historical context, as well as contemporary and ethical issues related to how such images are viewed currently. Periods and genres not limited to Western Art and Civilization. (Arts & Humanities elective).

Texts/Outside Readings/Ancillary Materials

History of Art: Ancient to Medieval (ART 201)

Adams, Laurie Schneider, *Art Across Time, 2<sup>nd</sup> ed., Vol. I.* New York, NY: McGraw-Hill, 2002.

Course Objectives and/or Plan of Work

## **History of Art: Ancient to Medieval (ART 201)**

### **GENERAL OBJECTIVES**

To acquaint the students to primarily Western, and limited Eastern, traditions in architecture and art from Prehistory through the early Fourteenth Century.

To understand the basic social and historical conditions that produced particular artistic movements.

To enable the student to develop an artistic sensibility that will enable him/her to analyze, evaluate, and appreciate works of art, architecture, and sculpture.

### **SPECIFIC OBJECTIVES**

1. To enable the student to differentiate between different cultural eras and styles, and to identify the works of art and artists considered representational of the greatest achievements of Western civilization and that define Western visual tradition from Prehistory to the Fourteenth Century.
2. To understand the religious, economic, political, and cultural forces at work during the course of Eastern and Western civilization and their effects upon concepts of art, artists, and patronage in each period.
3. To enable the student to identify the challenges of form and technique in the various mediums.
4. To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

### **Description of Assessment and/or Evaluation of Student Learning**

Evaluative tools:	Percentage weight range:
2 papers (paper 1 worth 15% of total grade/100 points) (paper 2 worth 20% of total grade/200 points)	35%
Tests: (2 mid-terms worth 15% of total grade/150 points each) (1 final worth 25% of total grade/200 points)	30% 25%
Participation (in-class assignments/presentation/100)	10%
	<hr/> 100%

### **Grade Scale:**

900-1000 = A    800-899 = B    700-799 = C    600-699 = D    0 – 599 = F



artists, and patronage in each period.

To enable the student to identify the challenges of form and technique in the various mediums.

To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

---

The rest of the information in this outline covers other mandatory requirements for the course, as well as some suggestions for how they may be implemented. This information is addressed to the instructor, and should therefore be modified to address the student before it is transferred to a syllabus. Other elements, such as content options or percentage ranges should be made specific and spelled out in each instructor's syllabus. See a sample syllabus of the course as a model.

### **TEXTBOOK**

Adams, Laurie Schneider, *Art Across Time*. 3<sup>rd</sup> ed. Vol.1. New York, NY: McGraw-Hill, 2007.

### **EVALUATION**

The instructor should assign at least two major papers. If no final is given, then there should be at least one other major paper, or some kind of summative project. As this is a 200-level art historical course, analytic skills should be emphasized; hence multiple-choice should not constitute the bulk of the evaluative methodology. An attendance or participation grade may be assigned at the discretion of the instructor.

Evaluative tools:	Percentage weight range: (to be determined, within the given range, by instructor)
2-3 papers	30-50%
Tests, quizzes	50-60%
Participation (in-class assignments)	0-10%
Total	100%

### **CLASSROOM PROCEDURE**

By nature this course requires a high level of visual imagery through the use of the text, slides, digital images, videos and when possible physical artwork to optimize the student's experience of learning art history. Instructional methods can include visual presentations and lecture, interactive class discussion, student group and/or individual presentations, written papers, examinations amongst other things.

## **SPECIAL CONSIDERATIONS**

As this course is a fine arts course, visits to art exhibitions to area galleries and museums are encouraged and allow for one viable use of the student lab fees through the purchase of exhibition tickets or the rental of a College car for transportation to an exhibition. Additionally, the lab fees may be utilized for the purchase of additional video, slide, or digital image collection materials that enrich the visual offering of the College for this course.

- Week 1: Introduction: Why Do We Study the History of Art?  
Part 1: The Art of Prehistory
- Week 2: Part 1: Chapter 2: The Ancient Near East
- Week 3: Part 1: Chapter 3: Ancient Egypt – Old Kingdom – Middle Kingdom
- Week 4: Part 1: Chapter 3: Ancient Egypt – New Kingdom  
Part 1: Chapter 4: The Aegean
- Week 5: Part 1: Chapter 4: The Aegean  
Mid-Term 1
- Week 6: Part 2: Chapter 5: The Art of Ancient Greece
- Week 7: Part 2: Chapter 5: The Art of Ancient Greece
- Week 8: Part 2: Chapter 6: The Etruscans  
Window to the World: China
- Week 9: Part 3: Chapter 7: The Romans
- Week 10: Part 3: Chapter 7: The Romans
- Week 11: Mid Term 2  
Window to the World: Developments in Southeast Asia  
Part 2: Chapter 8: Early Christian and Byzantine Art
- Week 12: Part 2: Chapter 8: Early Christian and Byzantine Art  
Window to the World: Developments in Buddhist Art  
Part 3: Chapter 9: The Early Middle Ages
- Week 13: Part 3: Chapter 9: The Early Middle Ages  
Window to the World: Mesoamerica  
Part 3: Chapter 10: Romanesque Art
- Week 14: Part 3: Chapter 10: Romanesque Art

- Week 15: Part 3: Chapter 11: Gothic Art
- Week 16: Part 3: Chapter 11: Gothic Art  
Part 3: Chapter 12: Precursors of the Renaissance
- Week 17: Final exam held during scheduled time

### **TEXTBOOK HISTORY**

Adams, Laurie Schneider, *Art Across Time*. 2<sup>nd</sup> ed. Vol.1. New York, NY: McGraw-Hill, 2002.

### **ART 201: Working Syllabus**

Syllabus for Fall 2005

Course Title: History of Art: Ancient to Medieval  
201-002

Credit Hours: 3

Prerequisite: None

Phone: (567) 429-3001 ext. 1714  
after class

E-mail: [susan\\_kozal@pipeline.owens.edu](mailto:susan_kozal@pipeline.owens.edu)

Course Number: ART

Credits (Lecture): 3

Instructor: Susan Kozal

Office Hours: before or

---

### **Course Description:**

The History of Art from Ancient through Medieval course will introduce the student to the major artistic traditions in Western culture and significant Non-Western occurrences and to introduce the fundamental methods of the discipline of art history. Approaches will be chronological, considering how the arts developed in and through history, and thematic, discussing how art and architecture were used for philosophical, religious and material ends.

### **REQUIRED TEXTBOOK**

Adams, Laurie Schneider, *Art Across Time*, 2<sup>nd</sup> ed., Vol. I. New York, NY: McGraw-Hill, 2002.

### **GENERAL OBJECTIVES**

To acquaint the students to primarily Western, and limited Eastern, traditions in architecture and art from Prehistory through the early Fourteenth century.

To understand the basic social and historical conditions that produced particular

artistic movements.

To enable the student to develop an artistic sensibility that will enable him/her to analyze, evaluate, and appreciate works of art, architecture, and sculpture.

### **SPECIFIC OBJECTIVES**

To enable the student to differentiate between different cultural eras and styles, and to identify the works of art and artists considered representational of the greatest achievements of Western civilization and that define Western visual tradition from prehistory to the Fourteenth century.

To understand the religious, economic, political, and cultural forces at work during the course of Eastern and Western civilization and their effects upon concepts of art, artists, and patronage in each period.

To enable the student to identify the challenges of form and technique in the various mediums.

To enable the student to articulate both verbally and in writing the achievement of artists, the artwork, the cultures in which they lived, and their significance to successive cultures.

### **INSTRUCTIONAL METHODS**

By nature this course requires a high level of visual imagery through the use of the text, slides, digital images, videos and when possible physical artwork to optimize your experience of learning art history. Instructional methods will include visual presentations and lecture, interactive class discussion, student group and/or individual presentations, written papers, and examinations.

### **CLASSROOM POLICIES**

Quizzes, in-class assignments or presentations may not be made up under any circumstances. Late papers will be penalized one letter grade per class period they are late. Examinations include visual images and are challenging to offer at a later time period. Make-up examinations would only be made available if the student has documented contact with me prior to the examinations originally scheduled time with a dire justification for the necessity of the make-up examination. The make-up examination would then need to be arranged with no more than one additional course meeting time occurring before the scheduled make-up test so as not to delay the return of other students' examination results. No extra credit will be available under any circumstances.

### **PLAGIARISM POLICY**

Plagiarism will not be tolerated. For further information, please see the College Catalog.

## EVALUATION

Evaluative tools:	Percentage weight range:
2 papers (paper 1 worth 15% of total grade/100 points) (paper 2 worth 20% of total grade/200 points)	35%
Tests: (2 mid-terms worth 15% of total grade/150 points each)	30%
(1 final worth 25% of total grade/200 points)	25%
Participation (in-class assignments/presentation/100)	10%
	<hr/>
	100%

### Grade Scale:

900-1000 = A    800-899 = B    700-799 = C    600-699 = D    0 – 599 = F

The system relies on a total of 1000 points. An example of this is shown below:

Assignment:	Points:	Grade:
Paper 1	150	147 (A)
Paper 2	200	155 (C)
Midterm 1	150	125 (B)
Midterm 2	150	127 (B)
Final	250	247 (A)
Participation	100	78 (C)
Total	1000	879 (B)

## STUDENT RESPONSIBILITY

In-class participation is vital to your success and enjoyment of the course. The conclusion of this syllabus contains the intended schedule for the semester, if necessary, I will alter this schedule to enhance the focus on a particularly troubling subject or make-up for a snow-day, etc. If you miss a class it is your responsibility to acquire notes from in-class activities from another student and to be caught up with the scheduled required reading upon return so that you may actively participate in the class. No in-class assignments may be made up (see above). In the event that you must miss an exam, it is your responsibility to contact the phone number listed above in advance of the absence due to a dire emergency. In the event that a dire circumstance occurs during the semester that would prevent you from successful continued attendance and participation, you need to notify me immediately to see if any options exist or to meet required drop dates for the course.

## SUPPORT SERVICES

### Writing Center

The Writing Center works with students and instructors to address each student's individual writing needs so that he/she can become a more competent and confident writer. In order to accomplish this goal, the Writing Center offers students on-to-one conferences with trained writing consultants. During these thirty- or sixty-minute conferences, the student and consultant engage in constructive, non-evaluative

dialogue about the student's work. Through this "writer's talk," students are encouraged to engage in the critical and creative thinking necessary to produce effective writing. Following the conference, the consultant completes a brief conference report, which the student can have sent to his/her instructor. In addition to offering one-to-one writing conferences, the Center also offers several computers, style manuals, dictionaries, thesauruses, and handbooks available for client use. Training in the use of these resources is also available.

The Writing Center is located in College Hall 156D on the Toledo Campus. To set up an appointment in Toledo, call 661-7351.

### **Disability Resource Services Office**

If you have a disability or acquire one, you may be entitled to receive individualized services and/or accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to apply for services, please contact the Disability Resource Services Office (661-7194).

### **Outcomes Assessment Protocol**

At Owens Community College (OCC), assessment is a high priority in helping the College maintain a high-quality learning environment for all students. Please refer to page 13 in the 2004-2005 Catalog under the title "Assessment of Student Learning" for a statement expressing Owens Community College's philosophy concerning assessment.

As part of our outcomes assessment process, we may be building portfolios of student work. A random sample of student work may be selected for inclusion in this project. Students should make a copy of all major work they produce for this class before they turn it in, and maintain a file of this work throughout the semester in case they are selected for outcomes assessment participation.

### **Calendar of class activities**

- |         |   |
|---------|---|
| Week 1: | 8/23 Introduction: Why Do We Study the History of Art?; Part I'<br>The Art of Prehistory Required reading: Review materials from the Introduction covered in the class period from pages 1-23, Read Chapter 1 pages 26-37, 43-47<br>8/25 Part I: The Art of Prehistory<br>Required reading: Chapter 2 pages 49-72 |
| Week 2: | 8/30 Part 1: Chapter 2: The Ancient Near East<br>Required reading: Chapter 2 pages 49-72<br>9/1 Part 1: Chapter 2: The Ancient Near East<br>Paper 1: Materials provided<br>Required reading: Chapter 3 pages 79-94  |
| Week 3: | 9/6 Part 1: Chapter 3: Ancient Egypt – Old Kingdom – Middle   |

Kingdom	<p>Required reading: Chapter 3 pages 95-111</p> <p>9/8 Part 1: Chapter 3: Ancient Egypt - Kingdom – Middle Kingdom</p> <p>Required reading: Chapter 3 pages 95-111</p>
Week 4:	<p>9/13 Part 1: Chapter 3: Ancient Egypt – New Kingdom</p> <p>Required reading: Chapter 4 pages 116-123</p> <p>9/15 Part 1: Chapter 4: The Aegean</p> <p>Required reading: Chapter 4 pages 126-132. Study for Mid-Term 1</p>
Week 5:	<p>9/20 Part 1: Chapter 4: The Aegean</p> <p>9/22 <b>Mid-Term 1</b></p>
Week 6:	<p>9/27 Part 2: Chapter 5: The Art of Ancient Greece</p> <p>Required reading: Chapter 5 pages 136-151</p> <p>9/29 Part 2: Chapter 5: The Art of Ancient Greece</p> <p>Required reading: Chapter 5 pages 152-170</p>
Week 7:	<p>10/4 Part 3: Chapter 5: The Art of Ancient Greece</p> <p>Required reading: Chapter 5 pages 171-191</p> <p>10/6 Part 2: Chapter 5: The Art of Ancient Greece</p> <p><b>Paper 1 due at the beginning of class</b></p> <p>Required reading: Chapter 6 pages 193-2004</p>
Week 8:	<p>10/11 Part 2: Chapter 6: The Etruscans</p> <p>Required reading: pages 205-213</p> <p>10/13 Part 2: Chapter 6: The Etruscans; Window to the World:</p>
China	<p>Paper 2: Materials provided</p> <p>Required reading: Chapter 6 pages 214-234</p>
Week 9:	<p>10/18 Part 3: Chapter 7: The Romans</p> <p>Required reading: Chapter 6 pages 235-246</p> <p>10/20 Part 3: Chapter 7: The Romans</p> <p>Required reading: Chapter 6 pages 247-257</p>
Week 10:	<p>10/25 Part 3: Chapter 7: The Romans</p> <p>Required reading: 259-271, Study for Mid-Term 2</p> <p>10/27 Part 3: Chapter 7: The Romans</p>
Week 11:	<p>11/1 <b>Mid Term 2</b></p> <p>11/3 Part 2: Chapter 8: Early Christian and Byzantine Art</p> <p>Required reading: Chapter 8 pages 273-294</p>
Week 12:	<p>11/8 Part 2: Chapter 8: early Christian and Byzantine Art</p> <p>Required reading: Chapter 8 pages 295-310, 312-322</p>

	11/10 Part 3: Chapter 9: The Early Middle Ages Required reading: Chapter 9 pages 326-328, 335-349
Week 13:	11/15 Part 3: Chapter 9: The Early Middle Ages Required reading: Chapter 9 pages 349-354, 356-376 11/17 Part 3: Chapter 10: Romanesque Art <b>Paper 2 due at the beginning of class</b> Required reading: Chapter 10 pages 378-406
Week 14:	11/22 Part 3: Chapter 10: Romanesque Art Required reading: Chapter 11 pages 407-426 11/23-11/27 <b>Thanksgiving Break</b>
Week 15:	11/29 Part 3: Chapter 11: Gothic Art Required reading: Chapter 11 pages 426-446 12/1 Part 3: Chapter 11: Gothic Art Required reading: Chapter 12 pages 465-494, Study for Final
Week 16:	12/6 Chapter 12: Precursors of the Renaissance 12/8 Final Exam 8-9:45 a.m.

Additional Documentation

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

## **Ohio Articulation Number Form Directions**

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us) so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)

Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)

Nick Wilson (614) 466-4158 [nwilson@regents.state.oh.us](mailto:nwilson@regents.state.oh.us)