



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ART 121

Course Title
History of Art I

Credits
3

Hours:
Lecture/Lab/Other
3

Co- or Pre-requisite

Implementation
Semester & Year
FALL 2022

Catalog description:

Focuses on the aesthetic and historical evaluation of artists, styles, and cultures from the Prehistoric Period through Gothic Art. Introduces students to major art works, discusses major artistic styles and demonstrates how these artworks (and history) reflect the artists/cultures who created them.

General Education Category:
Goal 6: Humanities

Course coordinator: Michael Welliver, wellivem@mccc.edu
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Required texts & Other materials:

Kleiner, Fred. *Gardner's Art Through the Ages: A Global History (Vol. I)*. 15th/16th ed. Wadsworth Publishing, 2015/2020. (Available in print, eBook and by eChapter; rental and used texts are also acceptable) ISBN# 978-1285837840 / 978-1337696593

LEARNING RESOURCES

Cengage Brain (www.cengagebrain.com)

PBS Arts (www.pbs.org/arts)

BBC Culture (<https://www.bbc.com/culture/>)

Khan Academy (<https://www.khanacademy.org>)

Princeton Museum (artmuseum.princeton.edu)

New Jersey State Museum (njstatemuseum.org)

Philadelphia Museum of Art (www.philamuseum.org)

University of Pennsylvania Museum (www.penn.museum)

Barnes Foundation (barnesfoundation.org)

Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/resources.html)

Various periodicals: *Art History*, *Art Journal*, *Artforum*, *Art in America*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify and analyze artists, trends, and movements in a global context. [Supports ILG # 1,6,7,8,9,10,11 ; PLO #1,2,3]
2. Contextualize the art within the societies that create it, including cultural and technological influences. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3]
3. Gain familiarity with a number of strategies for interpreting art through applied criticism in group discussion. [Supports ILG #1,6,7,8,9,10,11 ; PLO #2,3]
4. Research, critique, and decode artwork through written and oral presentations, while developing a personal voice as an interpreter. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3]
5. Understand the complex motivations behind art being made, including personal, political, and economic incentives. [Supports ILG #1,6,7,8,9,10,11 ; PLO #1,2,3]
6. Experience the impact of seeing art in person within a contemporary gallery/museum setting. [Supports ILG # 6,7,8,9,10,11 ; PLO # 1,2,3]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Visual Arts (PLO)

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;

Units of study in detail – Unit Student Learning Outcomes:

Unit I Introduction to Art History [Supports Course SLO #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Develop an understanding of what art history is and the questions art historians ask.
- Explore the visual design principles and techniques that are associated with art.
- Analyze and discuss the aesthetics and styles throughout art history.

Unit II **Prehistoric and The Ancient Near East** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of prehistoric Art.
- Explore the materials and techniques used in Mesopotamia and Persia.
- Analyze and discuss the aesthetics and styles of Prehistoric art through architecture, artifacts, and significant pieces of art.

Unit III **Egypt from Narmer to Cleopatra** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Egyptian Art.
- Explore the mythology and religion associated with Egyptian art and culture.
- Analyze and discuss the aesthetics and styles of Egyptian art through architecture, artifacts, and significant pieces of art.

Unit IV **Aegean & The Early Greeks** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Greek Art.
- Explore the materials and techniques used in the Ancient Aegean and Greek art.
- Understand how mythology and religion played a role in the art being made at the time.
- Analyze and discuss the aesthetics and styles of Aegean and Greek art through architecture, artifacts, and significant pieces of art.

Unit V **Gallery Visit** [Supports Course SLOs #1,2,3,4,5,6]

Learning Objectives

The student will be able to:

- Experience first-hand art in person.
- Learn the “etiquette” or gallery visits and research gathering methods.
- Critically analyze work in the context of society and how it relates to the course.

Unit VI **The Roman Empire** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Roman Art.
- Understand how society influenced the art being made at the time.
- Analyze and discuss the aesthetics and styles of Roman art through architecture, artifacts, and significant pieces of art.

Unit VI **Late Antiquity & Byzantium** [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of the Antique World and Byzantine Art.
- Understand how society, religion, and mythology influenced the art being made at the time.

- Analyze and discuss the aesthetics and styles of Antique and Byzantine art through architecture, artifacts, and significant pieces of art.

Unit VII The Islamic World [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Islamic Art.
- Understand how society, religion, and mythology influenced the art being made at the time.
- Explore the materials and techniques used in Islamic art.
- Analyze and discuss the aesthetics and styles of Islamic art through architecture, artifacts, and significant pieces of art.

Unit VIII Early Medieval Europe [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Medieval European Art.
- Understand how society, religion, and mythology influenced the art being made at the time.
- Analyze and discuss the aesthetics and styles of Medieval European art through architecture, artifacts, and significant pieces of art.

Unit IX The Age of Cathedrals [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced the beginnings of Romanesque and Gothic European architecture.
- Understand how society, religion, and mythology influenced the art and architecture being made at the time.
- Explore the materials and techniques used in Romanesque and Gothic European art.
- Analyze and discuss the aesthetics and styles of Romanesque and Gothic European art through architecture, artifacts, and significant pieces of art.

Unit X Late Medieval Italy [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced Late Medieval art.
- Understand how society, religion, and mythology influenced the art being made at the time.
- Explore the materials and techniques used in Late Medieval Italian art.
- Analyze and discuss the aesthetics and styles of Late Medieval Italian art through architecture, artifacts, and significant pieces of art.

Unit XI Early Renaissance [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify the historical movements, artists, and innovations which influenced Early Renaissance art.

- Understand how society, religion, and mythology influenced the art being made at the time.
- Explore the materials and techniques used in Early Renaissance art.
- Analyze and discuss the aesthetics and styles of the Early Renaissance through architecture, artifacts, and significant pieces of art.

Unit XII **Research Paper [Supports Course SLOs #1,2,3,4,5]**

Learning Objectives

The student will be able to:

- Identify the use of materials and practices as content throughout art history.
- Explain relevance of signifiers, materials, concepts, and processes relating to visual culture.
- Critically evaluate modes of practices.
- Utilize vocabulary to analyze the work of artists throughout history.

Evaluation of student learning:

60% Online Surveys & Blackboard Activities

20% Chapter Project (*Outline & Research Paper, Chapters 15-19*)

10% Looking Towards Antiquity

10% Attendance & Participation

[Continue for as many units as needed. Individual unit student learning outcomes do not need to be mapped. Just map each unit to the Course SLOs.]

Evaluation of student learning:

[Describe general guidelines for examinations, required work, course work, assignments, and tests. List all expected course activities. Explain how each activity evaluates student achievement of course student learning outcomes. Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]