



Menkaure and a Queen
Fourth Dynasty, 2490-2472 BCE
greywacke with traces of red and black paint, Giza, Egypt

**Survey of Art History I:
Prehistory to the Fourteenth-Century
ART 201**

Monday, Wednesday, and Friday
1:30 – 2:20 pm
Art 103
Fort Hays State University
Fall 2021

Instructor: Nicholas Simko
Assistant Professor, Art

Office Hours:

Monday, 2:30 – 4:30

Tuesday and Thursday, 4:00 – 6:00

ncsimko@fhsu.edu

Course Information:

Survey of Art History I: Prehistory (c. 25,000 BCE) to the Fourteenth-Century (c. 1350 CE) is a general overview of art history from the prehistoric period through the Middle Ages. The course is designed to provide students with an understanding of the history of art, its multicultural influences, and the complexities of convention and innovation in the context of visual culture. An understanding of these examples of creativity will enhance and expand each student's awareness and appreciation of works of art and architecture from the past.

Student Learning Outcomes:

- Apply the knowledge gained in this course to evaluate and interpret works of art and architecture
- Demonstrate an appreciation and understanding of representative works of art and architecture from the prehistoric period to the Middle Ages
- Actively engage with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes

Course Resources:

Art History, 6th edition
by Marilyn Stokstad and Michael W. Cothren
ISBN-13: 9780134484624

Khan Academy – Art History Basics – a great resource containing a glossary of terms, tools for understanding art, and discussions of various materials and techniques
<https://www.khanacademy.org/humanities/art-history/art-history-basics>

Evaluation and Grading:

2 Exams (100 points each)	200 points
Comparative Analysis Writing Assignment	200 points
Final Exam	200 points
Total:	<hr/> 600 points

The course material is broken up into three units. Each unit will culminate in an exam that includes multiple choice, image identification, and essay questions. Grading will be based on the accuracy of responses to examination questions, clarity, and quality of written work.

Grading Scale:

100-90	= A
89-80	= B
79-70	= C
69-60	= D
59-0	= U

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Students will also be assigned a comparative analysis paper during the third unit of class. Below is the rubric for this assessment.

Objective 2.1: Knowledge of the Liberal Arts

Course: ART 201 Survey of Art History I

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-A: Aesthetic Mode of Inquiry

By graduation students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work.	Student does not interpret nor appreciate the works in question; demonstrates little to no understanding of how the works function on few, if any, levels	Student interprets and appreciates the works, however does not necessarily draw succinct or meaningful connections between cultural reception, historic context, and formal properties	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. This is achieved through the consideration of cultural reception, historic context, and formal properties in relation to the works in question	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. Student dynamically interprets and appreciates the works in their respective cultural context, while also offering new insight into how the works are perceived, thereby expanding the field of knowledge
Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.	Student does not analyze the formal and contextual framework of the works and has little to no understanding of these works in a way that uses critical thinking, analysis, or interpretation	Student analyzes the formal and contextual framework of two thematically-related works of art, however a lack of critical thinking, analysis, or interpretation renders an essay that does not successfully demonstrate how the works are related	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. Student analyzes the formal and contextual framework of two thematically-related works of art, noting their similarities and differences, thereby making a successful critical appraisal of how certain ideas, in the form of artworks, develop and transform over time	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. The paper considers how the works are related in formal and contextual terms, and draws connections to broader themes in the visual culture of the past, including but not limited to human relationships, ecologies, attitudes about death, identity, narrative, etc.
Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.	Student does not perceive meaningful connections to the visual cultures of the past and is unable to find relevance or meaning in the study of art history	Student sees some connections between the visual cultures of the past and reflects on those connections, however the connections might not be rooted in an introspective frame of critical thinking about culture	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes. At the same time, students consider what the future of visual culture might look like given their study of the visual cultures of the past

Course Content and Communications

Course content will be available on the course Blackboard page. The course is divided into three units. Announcements for the class will be sent out through Blackboard directly via FHSU e-mail. It is essential that students check their FHSU on a daily basis to receive information about assignments, lectures, directions, and updates with regards to the class. Failure to do so will adversely affect a student’s performance in class and ultimately their grade.

Attendance

Attendance is absolutely mandatory on all days and for the entire duration of class time.

Student grades will be adversely affected by absences, lateness, or premature exit from class unless otherwise arranged with the instructor **beforehand**. More than three (3) absences will result in a lowering of a student’s grade by a full letter grade. Being late to class or leaving early three (3) times is equal to one (1) absence. All of the instructor’s contact information is listed on this syllabus; therefore, it is the student’s responsibility (and that student’s responsibility alone) to notify the instructor, **in advance**, about any absences. Students should not allow attendance to ruin their grade. It is the student’s responsibility to ensure that they have obtained all of the material they missed for any absence by checking the online resource portal or checking-in with a classmate. If a

student is aware that they will be absent ahead of time, all work, including in-class assignments, must be done *in advance* in order to get full points.

Excused Absences

UNDER NO CIRCUMSTANCES SHOULD A STUDENT COME TO CLASS IF THEY HAVE ANY SYMPTOMS OF COVID-19 or any other serious/contagious illness. If a student is not feeling well, they are strongly encouraged to seek medical attention in a timely manner. In the event that a student has serious illness such as CoVid-19, they should contact the Office of Student Affairs in order to take next steps while also informing the instructor. Above all, students should NEVER come to class if they are feeling ill or have been directly exposed to someone with CoVid-19.

CoVid-19 Safety Precautions

Students are required to wear face coverings in this class for the entire duration of class time until further notice.

While the University is not mandating face coverings in general at this time, the University does recommend and support the wearing of face coverings in alignment with current public health guidance. Additionally, the University's policy on face coverings does allow for some local-decision making by instructors and event organizers. Students in this course are required to wear face coverings while in the classroom. This rule is subject to change, at the discretion of the instructor or as otherwise announced by the University.

While instructors and event organizers will attempt to resolve matters at the local level first, violations of this policy will be handled through the Student Code of Conduct process. Individuals may utilize the [Coronavirus \(COVID-19\) Concern Reporting form](#) for this purpose.

Expectations and Academic Dishonesty

The work presented in class MUST be authored by the student from initial idea to final finished product. Any work authored by anyone other than the student will NOT be accepted; nor will work that was made prior to this class; nor will work that is/was made for another class. Turning in someone else's work will result in an automatic failure of the course (a letter grade of "F" with academic dishonesty). Survey of Art History I, like all academic classes, demands a commitment of time in order to perform successfully. Students are encouraged to read FHSU's Academic Honesty Policy, which is found in the University Catalog and online at:

https://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/

Cell Phones and Technology

As a matter of courtesy, students should mute cell phones and other devices prior to the beginning of class. If students are using their phone for any reason, I will give that student one (1) warning after which time I will count every instance of use as a late to class / early departure. That being said, three (3) instances of in-class engagement with non-related devices or applications (or any combination of the two) will result in one (1) absence.

Breaks and Rest

It is important that students rest. If students do not take the time to rest, they cannot fully engage with the material in a meaningful way. That said, all students should have designated times during

the day to take a break. They should also have a routine of regular sleeping hours, as well as restricting use of portable electronics such as cellphones and laptops several hours before bedtime. For more resources on how to cultivate a better work-life balance as a student, please contact the Kelly Center at FHSU.

ADA

FHSU is committed to full compliance with the Americans with Disabilities Act of 1990 as amended (ADA) and Section 504 of the Rehabilitation Act of 1973. These and other federal, state and local laws prohibit discrimination against qualified persons with disabilities. Under the ADA, “disability” means a physical or mental impairment that substantially limits a major life activity of an individual; a record of such an impairment; or being regarded as having such an impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself. For information pertaining to services, activities, and facilities that are accessible to persons with disabilities, contact the Human Resource Office, Sheridan Hall Room 110, 600 Park Street, Hays, KS 67601, (785) 628-4462. Students can also visit the following page for more information:
<https://fhsu.edu/president/Compliance-Office/Americans-with-Disabilities-Act/index.html>

Harassment

It is expected that all students enrolled in the course will abide by the terms and conditions of student conduct and academic honesty as cited in the FHSU campus-wide policy. FHSU is committed to creating and maintaining a community in which students, faculty, administrative, and academic staff can learn and work together in an atmosphere that enhances productivity and draws on the diversity of its members; an atmosphere free from all forms of disrespectful conduct, harassment, exploitation or intimidation, including sexual. No form of harassment will be tolerated in this class.

Title IX

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer and the FHSU Title IX Coordinator, at alschaffer@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

Confidential reporting gives the victim the opportunity to speak *confidentially* with a Fort Hays State University professional who works in a health-care or counseling role.

- Health & Wellness Services (formerly Kelly Center), 785-628-4401, Picken Hall Room 111
- Health & Wellness Services (formerly Student Health Center), 785-628-4293, Memorial Union Room 045
- Options Domestic and Sexual Violence Services, 785-625-4202, Student Health Center, Memorial Union Room 045

For more information, please visit: <https://www.fhsu.edu/judicial/gender-based-violence-misconduct-policy/>

Student Support Services:

- Tiger Tech
<http://www.fhsu.edu/tigertech/>
- Forsyth Library
<http://www.fhsu.edu/library>
- Writing Center
<https://www.fhsu.edu/WritingCenter/>

Course Schedule – subject to change**Week 1 (August 23):**

Introduction

Chapter 1 – Prehistoric Art

Week 2 (August 30):

Chapter 1 – Prehistoric Art

Chapter 2 – Art of the Ancient Near East

Week 3 (September 6):

No Class on Monday, September 6 – Labor Day

Chapter 2 – Art of the Ancient Near East

Week 4 (September 13):

Chapter 3 – Art of Ancient Egypt

Week 5 (September 20):

Chapter 3 – Art of Ancient Egypt

Week 6 (September 27):

Exam #1 Review (Chapters 1-3)

Exam #1 – Wednesday, September 29st

Chapter 4 – Art of the Ancient Aegean

Week 7 (October 4):

Chapter 4 – Art of the Ancient Aegean

Chapter 5 – Art of Ancient Greece

Week 8 (October 11):

Chapter 5 – Art of Ancient Greece

No Class on Friday, October 5 – Oktoberfest

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Week 9 (October 18):

Chapter 5 – Art of Ancient Greece

Chapter 6 – Etruscan and Roman Art

Week 10 (October 25):

Chapter 6 – Etruscan and Roman Art

Comparative Analysis Writing Assignment Assigned

Week 11 (November 1):

Exam #2 Review (Chapters 4-6)

Exam #2 on Wednesday, November 3th

Chapter 7 – Jewish and Early Christian Art

Week 12 (November 8):

Comparative Analysis Writing Assignment Due

Chapter 7 – Jewish and Early Christian Art

Chapter 8 – Byzantine Art

Week 13 (November 15):

Chapter 8 – Byzantine Art

Week 14 (November 22):

No Class – Thanksgiving Break

Week 15 (November 29):

Chapter 16 – Romanesque Art

Chapter 17 – Gothic Art of the Twelfth and Thirteenth Centuries

Week 16 (December 6):

Chapter 16 – Romanesque Art

Chapter 17 – Gothic Art of the Twelfth and Thirteenth Centuries

Exam #3 Review (Chapters 7-8, 16-17)

Week 17 (December 13):

Final Exam on Wednesday, December 16th at 1:30 pm