

ART 266 1001 - Survey of Art History III - SPRING 2020 - HYBRID FORMAT

Mondays 2:30-3:45pm and online; HFA 257

OIT Help Desk: 702-895-0777

Online Management Learning Systems: KANNU (Kadenze) for all course material & CANVAS (WebCampus) for quizzes.

COURSE DESCRIPTION - Art History III is part of the Art Department's current core art history curriculum required of all Art Majors. ART 266 is designed to complement the two Western Art History Surveys I and II, and to provide students with a well-rounded global perspective of the history of art. ART 266 serves as the gateway to other upper division (400-level) art history classes in areas of non-Western art: these include ART480 Art of China, ART 481 Art of Japan, ART 434: Topics in Contemporary Art and ART 495: Topics in Art History (when the topics are Non-Western), and ART 493: Independent Study in Art History.

What is Art History? The large field of art history recognizes and celebrates the immense variety of art making around the world. "Western art" currently refers to the long European artistic tradition including its ancient antecedents in Egypt and Western Asia. By default, all other art-making cultures are currently lumped into the imperfect category of "non-Western" art: the arts of Asia, Africa, Oceania, Islam, and the pre-Columbian (pre-Conquest) Americas.

If this is your first art history class, or you need to review what art history is about, *please read Gardner's Chapter I*. You may address any questions about the discipline of art history or its terminology to the instructor at any time.

The Structure of ART 266 is unique The globally dispersed and culturally diverse nature of the material we will encounter together in this course, as well as its long chronology, results in a continuously moving focus. While there will be some thematic overlaps between Sessions, for example in the geographic areas of Asia affected by Buddhism and Hinduism, each of the 6 Sessions stands alone, a cultural and geographical unit with its own unique history, indigenous art forms, aesthetic criteria, and religious and cultural values.

Your task as a student is to begin building a global foundation from which to explore the historical meaning and aesthetic significance of diverse human cultures of the past and the present. **As in all endeavors, one receives in proportion to what one gives. What are your own goals?** The Challenge of the course will be the steady acquisition of new, and likely unfamiliar, historical and cultural information and works of art. Your goals should be several: 1) to grasp an overview of some of the vast, sophisticated and important art traditions of the world that lie outside Europe and the post-conquest Americas; and 2) to know the origins and meanings of the works of art that are considered among the most representative of these world

cultures.

Learning Objectives:

- Students will demonstrate an understanding of the history of visual artistic expression of the Western tradition, using as its basis both contextual and formalistic approaches.
- Students will identify the canonical monuments presented in the lectures and textbook in terms of the major styles, media, chronological constructs, socio-political/religious atmospheres, and the characteristics of Western art within the time period the course addresses.
- Students will use art historical vocabulary terms to describe architecture and works of 2D and 3D art within the time frame the course encompasses.

REQUIRED TEXTBOOK & SOFTWARE *Gardner's Art Through the Ages: A Global History*, 16th Edition.

Purchasing options: There are several editions of *Gardner's Art Through the Ages*. All of the UNLV art history surveys - ART 260, 261, and 266 - use *Gardner's Art Through the Ages: A Global History*, 15-16th Edition. For ART 266 you will need both volumes I and II of the Global edition. You may purchase either the electronic or print version, whichever works best for you. COPIES ARE also available on Course Reserve in the Lied Library. All students will need access to Microsoft Word to complete the paper assignments for each session. Microsoft Office is available without charge through UNLV at <https://oit.unlv.edu/software-and-computers/software>.

The HYBRID Format: aka. Blended Class COMBINES IN CLASS AND ONLINE. ONLINE: All the course material is located in the KANNU website for the course and in the textbook chapters you are required to read. You should spend the majority of your time outside of our weekly meeting reading and digesting this material and completing the assignments.

CLASS MEETINGS: The class meets on Mondays. This is your time to ask questions and to discuss the online work you are doing. These meetings are not lecture, and their efficacy depends on your pre-class preparation and active participation in exercises designed to enhance and support your understanding of the material and the assignments.

TEAM SUBGROUP MEETINGS: Our class is divided alphabetically into two Teams: Red and Green. We will ALL meet together some weeks and BY TEAM at several times over the semester. Please see Course Schedule.

ATTENDANCE POLICY: Attendance is Required. Students should attend class with their TEAM

for consistency, but have the option, with sufficient reason and notification, to attend class with the other Team, or even attend all class meetings. Students are allowed 1 unexcused absence (for any reason, no explanation necessary). For all excused absences there must be formal documentation. More than 1 unexcused absence may affect your grade, depending on frequency.

How to Succeed:

Come to class; actively participate; support each other's learning; practice using the vocabulary and analytical skills you are acquiring. Keep up with the online assignments and the readings in the Gardner textbook; note and mark the due dates and schedule in your personal calendar. Start thinking immediately about your choice of subject for the Special Project. If you run into any trouble, please contact me before it becomes critical.

REQUIRED COURSEWORK:

Attendance and Active participation 5%

3 Quizzes TO BE TAKEN ON CANVAS (WebCampus). 45% Each Quiz worth 15% of Final Grade. Format is MULTIPLE CHOICE. Multiple Choice is designed to test your recognition of facts and identifiers, not memorization. Each Quiz will cover 2 Sessions (4 Gardner chapters, approximately 30 works of art). All questions will be directly related to the works of art in the SESSIONS Study Guides, Terms to Know, and the Gardner chapter assigned to each Session. There are many works of art discussed in each chapter, but the ones that will appear in the Quiz are limited to those in the Session Study Guide.

How to study for the Exams and Comparative Papers (see below): Actively work with the Study Guide; use the Interactive map, timeline, and other features. Aim to know the Why, What, How, When, and Where? for each work of art. Spend time testing your recognition. The questions are randomly selected for each student from a database; each student's Quiz will be different.

What kind of questions will appear on the Quizzes?

1. Identifiers/basic facts: name of object or the title of a work of art; name of the artist if known (usually anonymous, but if the artist's name is known it means that the artist occupied an important place in society); modern country or geographical area (India, China, Nigeria, Peru) where the work of art was created (state or national boundaries are fluid, many modern countries did not exist at the time a work of art was originally made, nevertheless...; historical period (Edo Period, Shang Dynasty).

2. Physical properties: relative size, medium (ie. painting, sculpture, architecture) and materials (ie. cast bronze, watercolor on silk); as you study make an effort to actualize the work of art. Will

it fit on your desk, in your hand, on your wall, in your house? Is it 2D or 3D? Can you enter it?

3. Cultural significance (meaning or use). Iconography: what story is being told, or what philosophical, religious, spiritual, concept is being represented or communicated, and how is this achieved? through imitation of nature or through symbols? Consider what communicative aspects of the visual arts are shared with other fine arts art forms, like music and theater.

4. Historical Significance and Cultural Context: History and Geography. Why does this work of art appear at this place at this moment in global history? What purpose does it serve to the individual or the larger group within a shared culture? What does it reflect about the cultural or formative events of its time period: ie. China in the bronze age, Japan in the Edo period, Islam in Spain? or to the Moche, the Aztec, the indigenous peoples of the Northwest Coast ? What's going on in their world that explains the emergence, appearance, and use of this work of art?

5. Style is one of the most important aspects of "reading" a work of visual art. Style is easy to "see" but often difficult to articulate in words, to be able to do this is one of our goals in the course. We will examine various meaning of style. Please see the Wikipedia article (link in Course Resources) to begin. There are individual styles, period styles, cultural styles. Think of style as a visual signature.

2 ILLUSTRATED COMPARISON PAPERS 30% Each paper is worth 15% *A template will be provided.*

500 word minimum - 750 maximum; PDF SUBMITTED ONLINE; Details found in Coursework portion of Kannu Website. Points (100 total for each paper) are earned for following directions, having your facts correct, clearly addressing Form, Style, Meaning, and Historical/cultural context; demerits for typos and spelling errors.

These papers require looking closely at two works of art, from the Study Guides, each from a different culture or geographic area, thinking deeply and comparatively about them and how human creativity rises to the occasion in each instance. Always good to choose works of art with something in common to start (subject, form, use, etc.)

Comparative Paper works of Art to compare Paper 1. India/Southeast Asia and China/Korea, China and Japan Study Guides Paper 2. Islam, the Art of the Americas, and Africa Study Guides.

1 SPECIAL PROJECT 20% (Instructor approval required).

PLEASE SUBMIT YOUR CHOICE AND EXPLANATION OF PROCESS TO THE APPROPRIATE FORUM for Approval by February 29 (Saturday) midnight:

- Option A - Write a 5-page (minimum) art historical essay more deeply examining one work from the Study Guides. Identify the work clearly by title, artist, if known, country, period or date, dimensions and materials, and include a digital image of the artwork. Upload your essay as a PDF. 5 pages, double spaced, 12pt font, roughly 1200- 1500 words.
- Option B - Create a facsimile (Upload as digital file) of a work of art from the Study Guides, or an option not in the Study Guide but related to the course subject matter, of your choice, with *prior approval*.
 - A facsimile is an exact reproduction of a work of art, to scale, and using the same materials (we can discuss possible substitutes) and techniques as the original.
 - PLEASE NOTE: ALL ZEN PAINTING IS OFF LIMITS.
- Option B Includes a 1-page description of your facsimile. and a narrative describing your experience in creating it; Identify the work clearly by title, artist, if known, country, period or date, materials and dimensions. Upload as PDF.
- Option C - Create a work of art in the STYLE of a particular work of art from the course. You may take advantage of the skills and interests you are working on in your major area: animation, graphic design, illustration, painting, theater lighting, etc. Blue Sky here. Make a coherent proposal for approval, explaining your process and expected outcome.

CLASS SCHEDULE: SESSION AND GARDNER READING ASSIGNMENTS Please note that while changes are not anticipated, the Course Calendar may be revised AT ANY TIME at the discretion of the instructor. It is the student's responsibility to keep up with any and all changes. Notification of changes in the calendar or the syllabus will be posted as an Announcement on KANNU with as much advance notice as possible.

GATTA: = REQUIRED READINGS IN *Gardner's Art Through the Ages, A Global History*, 16th edition, (Volume I and II in paperback edition).

January 27 INTRODUCTION TO COURSE Assignment: Review Course Resources on Elements of Art, Principles of Design, and Style;

For next class: Prepare Session 1: India and Southeast Asia *GATTA* Vol. I, Chapter 15, Indus Valley Civilization and Early Buddhist Art, Hindu Art. Borobudur (Java) & Angkor Wat (Cambodia). *GATTA* Vol. II. Chapter 32, p. 1048ff Hindu Rajput painting; p. 1053ff Thai Buddhism.

February 3 RED TEAM MEETS - SESSION 1 India and SouthEast Asia February 10 GREEN TEAM MEETS - SESSION 1 India and Southeast Asia February 17 - Presidents Day Holiday

For next class: Prepare Session 2: China and Korea *GATTA* Vol I. Chapter 16. Shang, Zhou and Han China; Early Chinese landscape and figure painting; Chinese and Korean Buddhist Art. *GATTA* Vol II. Chapter 34. Chinese Painting: Yuan through Qing Dynasty.

February 24 RED TEAM MEETS - SESSION 2 China and Korea

FEBRUARY 29 (SATURDAY) FIRST CHOICES FOR SPECIAL PROJECTS DUE BY MIDNIGHT (SEE FORUM).

March 2 GREEN TEAM MEETS- SESSION 2 China and Korea

For next class: Prepare Session 3: Japan and Korea *GATTA* Vol. I. Chapter 17 Neolithic ceramics, Shinto architecture; early Buddhist Art in Japan. *GATTA* Vol 1. Chapter 16 (China and Korea) p. 496: Korea 3 Kingdoms Period. *GATTA* Vol. II. Chapter 35. Zen and Later Japanese art

MARCH 7 (SATURDAY) COMPARATIVE PAPER 1 DUE BY MIDNIGHT

March 9 RED TEAM MEETS - SESSION Japan and Korea MARCH 10-15 QUIZ 1 WINDOW - Sessions 1-2

March 16-22 SPRING BREAK

March 23 GREEN TEAM MEETS - SESSION Japan and Korea

For next class: Prepare Session 4: Islam *GATTA* Vol I. Chapter 10. Early Islamic Art; architecture, luxury arts; Later Islamic Art. *GATTA* Vol I. Chapter 19 (Africa) p. 547-48 (Great Mosque, Djenne). *GATTA* Vol. II. Chapter 33 - Mughal painting and architecture.

March 30 RED and GREEN TEAMS MEET TOGETHER - SESSION 4 Islam

For next class: Prepare Session 5: The Americas *GATTA* Vol I. Chapter 18 Meso-American Art: Olmec-Maya *GATTA* Vol I. Chapter 18 South America Art: Peru: Chavin, Paracas, Nasca, Moche. *GATTA* Vol I. Chapter 18 North America: Woodlands, Southwest, *GATTA* Vol. II. Chapter 36 Americas 1300- 19th Century: Aztec, Northwest Coast. *GATTA* Vol I. Chapter 18 Meso-America Art: Olmec-Maya *GATTA* Vol I. Chapter 18 South America: Peru: Chavin, Paracas, Nasca, Moche Cultures. *GATTA* Vol I. Chapter 18 North America: Woodlands, Southwest, *GATTA* Vol. II. Chapter 36 Americas 1300- 19th Century: Aztec, Inka, Northwest Coast and Alaska.

April 6 RED TEAM MEETS - Session 5 The Americas

APRIL 11 (SATURDAY) COMPARATIVE PAPER DUE by midnight.

April 13 GREEN TEAM MEETS - Session 5 The Americas

For next class Prepare Session 6 Africa APRIL 14-19 QUIZ 2 WINDOW - Sessions 3-4

April 20 RED AND GREEN TEAMS MEET TOGETHER -Session 6 Africa

GATTA Vol I. Chapter 19 Nok, Ife, Benin - Sculpture *GATTA* Vol II. Chapter 38 Later African art - Masking

April 27 RED AND GREEN TEAMS MEET TO PRESENTS FINAL PROJECTS

MAY 4 Study Week - no class meetings - complete all online assignments

May 11-17 Finals Week - Quiz 3 WINDOW - Sessions 5-6.

UNLV Student Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring

subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.