

**Submission by Barbara Saromines-Ganne
for Renewal of Art 175
Survey of Global Art I
As a Foundation Global (FG) course**

**Leeward Community College
Fall 2007**

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Course Description

ART 175 SURVEY OF GLOBAL ART I

Art produced in Asia, Africa, Native America, Europe, and the Pacific Islands, from prehistory to the 15th century. Religious and philosophical ideas expressed in architecture, painting, prints, sculpture, applied art, body art, and textiles.

Student Learning Outcomes

1. Distinguish how art expresses world views and reflects societies' organization and interaction with other cultures.
2. Analyze the religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
3. Trace aesthetic frameworks that societies have devised to give form and function to artworks.
4. Express an understanding of how art reveals the beliefs and practices that contribute to the lives of the world's diverse communities.
5. Develop the skill of analyzing a work of art through the recognition of elements of style.

Changes

No changes have been made to Art 175 , Survey of Global Art I, since the original request for foundations designation was approved.

Assessment

Samples will be used with explanations demonstrating how the Hallmarks have been met since the course was approved for FG designation.

Hallmark 1. Provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses Art 175 and Art 176 will together to cover the whole time period from pre-history to present.)

Survey of Global Art I covers a time period from prehistory to ca. 1500 CE.

Hallmark 2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.

Class lecture topics include the following:

- Week 1 - Introduction: the Discipline of Art History and Prehistory Europe: Visual Communication
- Week 2 - The Ancient Near East: Worldly and Spiritual Art of Early City States
- Week 3 - Ancient Egypt: Art Mediates between the World and the Afterlife
- Week 4 - Aegean Cultures: Art Celebrates the Life of the Present
- Week 5 - Ancient Greece: Art Expresses Divine and Human Ideals
- Week 6 - Etruscan and Roman Culture: Art in the Service of the State
- Week 7 - Early Christian, Jewish, and Byzantine Art: The Western World Embraces Monotheism
- Week 8 Early Islamic Societies: Aniconic Ornament Expresses the Sacred
- Week 9 - Indian art before 1100: Hinduism, Buddhism, and the Art of the Sensual and the Divine
- Week 10 - China before 1280: Daoism, Confucianism, Buddhism, and the Art of the Human and Metaphysical Realms
- Week 11 - the Americas before 1300: The Practical and Symbolic Functions of Built environments
- Week 12 - Art of Ancient Africa
- Week 13 - Oceanic Art
- Week 14 - Medieval Art in Europe: Giving Material Shape to the Otherworldly
- Week 15 - Gothic Art
- Week 1 - Introduction:the Discipline of Art History and Prehistory Europe: Visual Communication
- Week 2 - The Ancient Near East: Worldly and Spiritual Art of Early City States
- Week 3 - Ancient Egypt: Art Mediates between the World and the Afterlife
- Week 4 - Aegean Cultures: Art Celebrates the Life of the Present
- Week 5 - Ancient Greece: Art Expresses Divine and Human Ideals
- Week 6 - Etruscan and Roman Culture: Art in the Service of the State
- Week 7 - Early Christian, Jewish, and Byzantine Art: The Western World Embraces Monotheism
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- Week 11 - the Americas before 1300: The Practical and Symbolic Functions of Built environments
- Week 12 - Art of Ancient Africa
- Week 13 - Oceanic Art
- Week 14 - Medieval Art in Europe: Giving Material Shape to the Otherworldly
- Week 15 - Gothic Art

The perspectives employed are to treat the visual arts not in isolation but within the context of history, geography, politics, religion, and other humanistic studies. Emphasis is also put on the significance of the works of art themselves.

Sample Essay Questions for Exam #1

Write well organized essays answering the questions below. There is no limit on length but these questions cannot be answered in only a few sentences or paragraphs. Use both sculptures and paintings to illustrate your answer. Examples can be found in your textbook and on the Slide Shows on WebCt.

1. The bull first appeared prominently in prehistoric art and continued to be present in Egyptian art and Mesopotamian art, including Sumerian, Babylonian, Assyrian, and Persian art. Explain where and in what context the bull has been depicted in these cultures by using examples. Then, in comparison, describe the bull cult of the Minoans.
2. In what ways does the palace at Knossos differ from the palace of Sargon II at Khorsabad, and that of Darius at Persepolis? How do these differ from an Egyptian New Kingdom temple such as Luxor or Karnak and what do these differences seem to reflect about the major concerns of each civilization.

Sample Art Activity

Art Activity #2 involves two magazines which relate to our Art 175 course. They are Biblical Archaeology and Archaeology Today. They usually have stories related to the regions that we are studying. If you get a chance to go to Borders and look at them please do. But for the assignment you don't need to. I would like you to take a look at both magazines online and do the following:

1. Compare the Websites. Which one do you feel more comfortable with and why? You are looking at the layout and design as well as to how to navigate it. Compare and contrast.
2. Read a couple of the articles in each one of the magazines and tell what article you felt was the most interesting and why. This is a comparison.
3. If you could subscribe to one of the two magazines, which would it be and tell why.

<http://www.archaeology.org/>

<http://www.biblicalarchaeology.org/>

Hallmark 3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.

This course reaches beyond the Western tradition to examine the arts of other regions and cultures, from their beginnings to the 15th century. It covers not only the world's most significant paintings and works of sculpture and architecture but also drawings and prints, photographs; works in metal, ceramic, and glass; textiles; jewelry; furniture and aspects of interior design, once considered only utilitarian. The non-Western arts and cultures are studied from a global perspective within an integrated sequence of Western and non-Western art.

The primary approach taken in this course is contextualism, the study of art in its historical and cultural context. The scope is enormous and shows how diverse people have represented their world and expressed their ideas and ideals through art. This course draws upon many other disciplines and diverse methodologies.

Study Questions: Greece, Rome, Byzantium

- There are many myths of creation. Compare the Greek myth of creation with that of Mesopotamia, Egypt and the Aegean.
- Greek sculpture has its own special appearance as does Mesopotamian and Egyptian sculpture. How would you compare the sculpture from these different periods?
- Why might the Romans have sought to create believable images in their sculptural works, and how do the Roman works compare with the ones we have already studied?
- Why is it difficult to draw a distinction between early Roman and Etruscan art?

Sample Exam II Essay Questions:

- Discuss the development of the female figure in Greek sculpture as seen in the Peplos Kore, the figures from the Parthenon frieze, Nike Fastening her Sandal, the Nike of Samothrace, Aphrodite of Melos, and the Old Market Woman. Pay particular attention to the amount of motion given to the figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic period through to the Hellenistic period.
- Trace the evolution and development of Greek figurative sculpture from the Archaic style to the transitional style to the classical style and to the sculpture of the Fourth century. Conclude with what distinguishes the later Hellenistic style. Be sure to include a discussion of Polycleitos and Praxiteles in your analysis. Pay particular attention to the amount of motion given to the figures, the degree of realism, and the means used by the sculptors to achieve these effects. You need to have examples from each period.

- The Roman reliance on Greek and Etruscan art is well documented. Compare the Etruscan Apollo with the Augustus of Prima Porta. What do these sculptures reveal about the personalities of their cultures?
- Trace the evolution of the image of Christ. Beginning with the catacomb paintings, continue on through the concept of the Pantocrator in the Byzantine era. You need to find, at least, five good examples either from the textbook or the Byzantine slide shows. Compare and contrast these evolving images.

Hallmark 4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.

Art 175 provides students with a cross-cultural exchange. Political, social, economic, historical, and cultural issues are integrated through an analysis of global processes, and causes.

Study Questions:

- How did Siddhartha Gautama reach enlightenment, and how is he represented artistically?
- What does the Shiva represent and how is he represented artistically?
- What was the Silk Road and what was its purpose?
- How was the Seated Guanyin Buddha represented prior to 1279?
- What cultural transformation occurred during the Asuka period in Japan?
- How does Zen Buddhist art differ from both Esoteric and Pure Land Buddhism?
- What things linked early Mesoamerican civilizations?
- How did the living situation in Mesoamerica compare to the Central American people?
- There are many Sub-Saharan civilizations. First name the civilizations discussed in the text and then compare the art of each group.
- Why was ancient Africa so alluring to so many different cultures?

Sample Paper Question

Choose two paintings from two different cultures and compare and contrast them artistically. You may choose the works from the textbook or from the Slide Shows. Explain how they reflect their respective cultures. Then choose two sculptures from two different cultures and compare and contrast them artistically. Explain how they reflect the culture from which they come from. How do these works relate to the world in which they were produced? You will have a total of four (4) art works from four (4) different cultures. Two (2) paintings from two (2) different cultures. Two (2) sculptures from two (2) other different cultures.

Hallmark 5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.

The course has a Hawaiian component as well as Pacific and Asian. The Hawaiian/Pacific component consists of more than an hundred images and text that discusses their cultural traditions. In addition the textbook covers the art of India before 1200, Chinese art before 1280, and Japanese art before 1392.

Learning Objectives for the Hawaiian/Pacific component include:

1. Identifying and being able to articulate the major monuments and vocabulary of the Pacific Interpret the meaning of the populating of the Pacific.
2. Examining the four cultural areas of the Pacific.
3. Evaluating the impact of European contact on culture in Polynesia and Oceania.
4. Appraising the influence of missionaries from the United States on Hawaii.
5. Analyzing the modern art of Oceania.

Discussion topics include:

1. How were boats ornamented and what role did they play in Oceania?
2. What materials were shared across this huge expanse of the globe?
3. How does bark cloth fit into Hawaiian culture? What are its connections to Polynesian culture?
4. What are kahili?
5. Why are the Pacific cultures linked culturally? What are the commonalities?

Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

Students in Art 175, Survey of Global Art I, examine a variety of primary and secondary source writings that give perspectives of different societies and cultural traditions.

The textbook used includes in each chapter what is called “Art and its Context”. For example it discusses:

- Art as Spoils of War – Protection or Theft?
- Roman Writers on Art
- Early Forms of the Book
- Iconography of the Life of Jesus and Christian Symbols
- The Pillars of Islam
- Meaning and Ritual in Hindu Temples and Images
- Chinese characters
- Writing, Language and culture
- Buddhist Symbols
- Arms and Armor

- Andean Textiles The Cosmic Ball Game
- The Myth of Primitive Art
- The Medieval Scriptorium
- The Pilgrim's Journey
- Boats in Oceania
- The Role of Women in the Intellectual and Spiritual Life of the 12th Century

These kinds of readings are enriching and reach beyond art objects to help give them a context in which to exist.

Students are often required to engage in critical analysis of these kinds of readings.

LEEWARD COMMUNITY COLLEGE
Arts and Humanities Division
Course Syllabus
ART 175 - SURVEY OF GLOBAL ART (3 credits)

Instructor: Professor Barbara Saromines-Ganne
Office Hours: By email and/or by appointment
Office Location: Art and Music Building (AM 209)
Contact Information: bsg@hawaii.edu
Home Page : www2.hawaii.edu/~bsg

Catalog Course Description:

Art produced in Asia, Africa, Native America, Europe, and the Pacific Islands, from prehistory to the 15th century. Religious and philosophical ideas expressed in architecture, painting, prints, sculpture, applied art, body art, and textiles.

Co-requisites:

None

Prerequisites:

ENG 21 or ENG 22 with a grade of C or better or equivalent

Recommended Preparations:

ART 101

Textbooks and other Resources:

Stokstad, Art History, Volume I, Third Edition

Student Learning Outcomes:

1. Distinguish how art expresses world views and reflects societies' organization and interaction with other cultures.
2. Analyze the religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
3. Trace aesthetic frameworks that societies have devised to give form and function to artworks.
4. Express an understanding of how art reveals the beliefs and practices that contribute to the lives of the world's diverse communities.
5. Develop the skill of analyzing a work of art through the recognition of elements of style.

COURSE CONTENT:

Week 1 - Introduction: the Discipline of Art History and Text Introduction

Week 2 - Prehistory Europe: Visual Communication

Week 3 - The Ancient Near East: Worldly and Spiritual Art of Early City States (Chapter 2)

Week 4 - Ancient Egypt: Art Mediates between the World and the Afterlife (Chapter 3) Aegean Cultures: Art Celebrates the Life of the Present (Chapter 4)
Week 5 /Exam 1
Week 6 - Ancient Greece: Art Expresses Divine and Human Ideals (Chapter 5)
Week 7 - Etruscan and Roman Cultures: Art in the Service of the State (Chapter 6)
Week 8 - Early Christian, Jewish, and Byzantine Art : The Western World Embraces Monotheism (Chapter 7)
Week 9 - Early Islamic Societies: Aniconic Ornament Expresses the Sacred (Chapter 8)
Week 10/Indian art before 1100: Hinduism, Buddhism, and Art of the Sensual and the Divine (Chapter 9)
Week 11 - China before 1280: Daoism, Confucianism, Buddhism, and the Art of the Human and Metaphysical Realms (Chapter 10) Japan before 1392: Shinto and Buddhism Inform Sparse and Intricate World Views and Aesthetics (Chapter 11)
Week 12 - Week 13 - The Americas before 1300: the Practical and Symbolic Functions of Built Environments (Chapter 12) Ancient Africa: the Secular and Religious Art of Urban Centers (Chapter 13
Study Oceanic Slide Show)
Week 13 - Medieval Art in Europe: Giving Material Shape to the Otherworldly (Chapters 14)
Week 14 - Romanesque Art (Chapter 15)
Week 15 - Gothic Art (Chapter 16)
Week 16 - Exam

COURSE REQUIREMENTS

1. There will be three **(3) exams**. One exam will follow each of the above units. The format for each exam will be given in greater detail and explained more thoroughly beforehand. Generally, the format will consist of essays and comparisons (100 pts each)
2. **Non-Western Comparison Paper** You will be assigned to compare and contrast two dimensional and three dimensional works of art from four different Non-western cultures.(100 pts)
3. **Art Activities**
You will have 7 Art Activities to complete. The first 6 are each worth 15 points for a total of 90 points. The last one is worth 5 points. An additional 5 points can be earned by participating on various bulletin boards posted throughout the semester.

Grading Policy:

3 Exams = 300 pts
1 Paper = 100 pts
7 Art Activities = 100 points
Total points for the final letter grade is: 500

500-450 = A
449-400 = B
399-350 = C
349-300 = D
Below 300 = F

Student with Disabilities Statement:

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO'O 'IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building or call for information at 455-0421.

