



Syllabus for Art 1A: Prehistory to 13th Century

Course Information

Semester & Year: Spring 2022

Course ID & Section #: ART1A-V2617

Instructor's name: Mina Cohen

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: E-Office hours. I will respond to email within 24 hours (weekend email may not be responded to until 8:00 am Monday morning). Work will be graded weekday mornings on an ongoing basis.

Phone number: N/A

Email address: mina-cohen@redwoods.edu

Catalog Description

A survey of visual art from Prehistory to the 13th Century. Topics explored include an artwork's cultural and historical context, particular periods and styles, and also the subtle psychology of individual artistic temperament.

Course Student Learning Outcomes (*from course outline of record*)

1. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period.

Prerequisites/co-requisites/ recommended preparation

Basic computer skills (navigate websites, open and download files, use of word processor. Students should have a computer with connection to the internet (high speed DSL, cable or satellite is preferred), must have a reliable email account. Otherwise there are no prerequisites.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations

for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Your final grade will be based on the total points you have earned throughout the semester. Your quiz grade will be automatically posted at completion of the last attempt of the quiz. The highest out of three attempts will be the final grade for the quiz. Students have the opportunity to improve the grade within the due dates by responding to any clarification instructor requests or responding meaningfully to additional students in the discussion area also within the due dates. Extra credit will be calculated during the course of the semester and added to total point score. Points needed for passing grade will be noted periodically in Review at the end of each Module.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 1/18/22*
- *Census date: 1/31/22*
- *All college holiday: 2/21/22*
- *Spring Break: 3/14-3/19/22*
- *Semester ends: 5/13/22*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor

<https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.

3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Course Syllabus

Required Textbook and Online Site

Art History, Volume I, Marilyn Stokstad (5th or 6th edition). Supplementary reading may be required periodically and will be supplied by the instructor. There is information about the options, either digital or textbook in MODULES.

Voice Thread:

An important tool this semester is [Voice Thread](#) (you will have access when you are registered for this course). When you go to [Voice Thread](#) you will find an interactive option for learning how to navigate this course and short interactive lectures for each

week, some discussion and assignment aids. You are required to use Voice Thread for some of your work. There is no cost for using this application.

Course Structure

This is a 16 week, three unit course at College of the Redwoods which would have required 3 hours of in-class time per week and approximately 2-4 hours of additional time to complete course readings and assignments. You should be prepared to devote this same amount of time to this course, even though you will not be sitting in a classroom. **Basically the only place you will need to go to find everything is Modules.**

Overview Page: what to expect each week	Deadlines, any additional information that may come up as semester proceeds.	Image and page will change weekly once all work has been graded.
Announcements: reminders	Any special deadlines, changes, additional material or files	Appears at the top of the overview page
Modules: Weekly links to lectures (Voice Threads), links, files needed for that week including quizzes, assignments, and discussions.	Each module is divided into TO LEARN (information), TO DO (assignments to be completed) REVIEW/Options (summary of the week, extra credit opportunities)	Click on anything in Modules to go to the information (Voice Thread/transcription), the work to be completed, Review (how many points achieved, extra credit)
Reading	Weekly reading in the textbook	Completion of online open book quizzes based on each chapter
Quizzes: based on material in each chapter	Navigation and Introductory Quizzes can be taken unlimited time and have no deadline.	Quizzes can be retaken up to 3 times for the highest grade. All quizzes have links in Modules: To Do .
Voice Thread Lectures: Each week there is a short lecture with slides for you to view and comment on. Closed captions are available as an option for Voice Threads should you need them.	Read or listen to what others have said first. Your comments must be more substantial than “I like this work”. Only audio option allows you to use the Doodle tool.	Must post what you have learned from the lecture on the last slide. You may comment or ask questions on any of the previous slides.

<p>Assignments: You will complete occasional assignments, work as mini essays. Assignments should reflect an understanding of the lecture, assigned reading, citations, and critical thought.</p>	<p>Postings are not text messages and should include proper punctuation, spelling, and grammar appropriate to college work. You can resubmit assignments unlimited times to respond to instructor's suggestions before deadline.</p> <p>You may cite other sources in your assignments but you must acknowledge them appropriately.</p>	<p>Assignments are to be posted by Sunday 11:59 in the week they are due. At a minimum most Assignments should be 100-150 words in length.</p> <p>There is a rubric for each assignment to help you understand what is expected.</p>
<p>Discussions: You will participate weekly in class discussions. All postings should reflect an understanding of the lecture, assigned reading, citations, and critical thought on the topic and address all aspects of the prompt.</p>	<p>The original post thread should be minimally 75-100 words. Responses to 2-3 others includes reading the posts of the other students and making a meaningful response. "I agree" or "I like statues too" is not sufficient.</p> <p>Please be respectful of your fellow students, any offensive posts will be removed and no credit given for that posting.</p>	<p>Initial responses must be posted on the Wednesday before the Sunday deadline to receive credit for them and must be posted before you can respond to others. Initial post is worth up to 20 points and 2-3 responses are worth another 10 points. When a discussion includes a Voice Thread (different from a VT lecture) you must comment on at least half the slides including the last one if you choose this submission rather than the regular Canvas submission.</p>
<p>Essay: final assignment with options of topics to choose from</p>	<p>Essays should be considered mini research papers with</p>	<p>The minimum word count is 700 words though this is a ballpark number. You may</p>

to summarize principles learned in the class.	<p>a thesis, citations of any sources you use (though everything you need can be found in your textbook), proper grammar, punctuation, and spelling.</p> <p>This is not a list, rather it is a paper in paragraph form.</p>	<p>need longer or shorter to complete your thoughts.</p> <p>There is a rubric for each option to help you understand what is expected.</p> <p>Early submission before the deadline, can be resubmitted for a higher grade after responding to instructor comments.</p>
Extra Credit: From time to time there may be extra credit opportunities as topics of interest come up.	You must first complete the assignment or discussion that week in order to get credit for any Extra Credit.	These will be worth 5-10 points and only an initial response is necessary, no responses to others though you may if you wish. You can see how others have responded.
Get Out of a Jam: We all have things come up in the course of the semester and every student has the option to get an extra week to complete the work they may have to miss.	This will apply to Quizzes, Voice Thread Lectures and Assignments only, no Discussions.	You must request this only for the week immediately preceding the one we are in. You may make this request one time.

Grading

Grade Criteria

- Voice Thread Lectures (10 points each)
- Quizzes (30 points each, 1 per chapter)
- Assignments (20 points each)
- Discussions (30 points each)
- Essay (100 points)

Your final grade will be based on the total points you have earned throughout the semester. Your quiz grade will be automatically posted at completion of the last

attempt of the quiz. The highest out of three attempts will be the final grade for the quiz. Students have the opportunity to improve the grade within the due dates by responding to any clarification instructor requests or responding meaningfully to additional students in the discussion area also within the due dates. Extra credit will be calculated during the course of the semester and added to total point score. Points needed for passing grade will be noted periodically in Review at the end of each Module.

You can view your grades in Grades. Please be aware that Canvas grades according to what you have attempted, not what you have completed correctly. The letter grade you will see is misleading in this respect. For example, if you completed one quiz and one assignment and received 100% your grade would be an A and would stay that way for the entire course even if you completed no additional work. Your grade is based on your total points so keep track of only that. If anything is confusing about this, please be in touch.

A	1450-1350	C+	949-850
A-	1349-1250	C	849-750
B+	1249-1150	D	749-650
B	1149-1050	F	649-0
B-	1049-950		

Late Submissions

- Assignments: 5 points deducted for each day submitted late
- Discussions: 5 points deducted for each day initial response (Wednesday deadline) is submitted late
- No late submissions on Voice Thread lectures, quizzes, or discussion responses to others
- Get Out of a Jam one time during the semester

Communication

Student Expectations of Instructor: I dedicate as much or more time to this class compared to a traditional class. I feel as though I develop a relationship with each individual student and if sometimes I seem to be nagging you about your participation, it's only because I want every student in the class to succeed. I will access the class website regularly and respond to posted questions and messages usually within 24 hours. Additionally, I read and provide feedback to assignments and discussions. I will

occasionally participate along with you in the discussions though mostly to clarify or keep the discussion on track. Please don't hesitate to be in touch with me to let me know if you have questions or concerns.

Chat and Email: if you have any questions about the work, grades, to inform me about issues that come up you can leave appropriate messages in Chat or email me at mina-cohen@redwoods.edu or by using Inbox on the course site.

Getting Ready for the Online Course

If you have never taken an online course before go to Cero Coso College and take the [Online Course Readiness Quiz \(Links to an external site.\)](#). This quiz will help you determine if you have the skills, technical knowledge and computer equipment needed to succeed in an online class.

You are encouraged to complete the [VARK inventory \(Links to an external site.\)](#) to determine how you "learn". This will help you manage your experience in the online environment, especially if this is your first online class. This class has been designed to accommodate most students. Please be in touch if you are having difficulties with anything we are doing in this class.

Keeping up on reading and participation is crucial to getting the most out of this class. Do your best to stay current with us. Any student who has not adequately participated by the Census date will be dropped from the class. If you have not participated adequately you will be informed of the possibility of being dropped from the class. Once Week 10 arrives you cannot drop this course and your final grade will be recorded.

Student Expectations of Instructor:

I dedicate as much or more time to this class compared to a traditional class. I feel as though I develop a relationship with each individual student and if sometimes I seem to be nagging you about your participation, it's only because I want every student in the class to succeed. I will access the class website regularly and respond to posted questions and messages usually within 24 hours. Additionally, I read and provide feedback to every week's assignments and discussions. I will occasionally participate along with you in the discussions though mostly to clarify or keep the discussion on track. There will also be announcements when things regarding the course structure need clarification. Please don't hesitate to be in touch with me to let me know if you have questions or concerns.

Netiquette:

Students must abide by the college's Student Code of Conduct. Students who violate the code by disrupting another student's ability to participate in the class will be

dropped from the class and referred to the dean. For helpful guidance with online behavior go to:

<http://www.albion.com/netiquette/corerules.html>

Online Commitment:

Your commitment will require at least as much time as you would dedicate to a traditional class. Plan to be online at least 2-3 times per week. This online class requires weekly participation consistent with the College's semester schedule. You may work up to two weeks ahead if you wish (course material is made available two weeks at a time). Be sure to participate in discussions at the appropriate time. Deadlines are firm, after which material is NO LONGER AVAILABLE. The Course Calendar will give you the dates so you can keep up with the work. The course is available 24 hours, seven days a week.

Course Schedule

Deadlines are Sunday of each week, 11:59 pm. There are initial Wednesday deadlines for most discussions by 11:59 pm. Calendar located in the menu at the left, and also noted on the right "To Do". Any changes in deadlines will be noted in Announcements.

Weekly Topic	To Learn	To Do
Week 1: Introduction to course and art history	<ul style="list-style-type: none">• Learning course navigation• Learning visual vocabulary	<ul style="list-style-type: none">• Introduce yourself• Course navigation quiz• Visual Vocabulary quiz
Week 2: Prehistory	<ul style="list-style-type: none">• Defining and using visual vocabulary and historical art terms• Understand time period and stylistic characteristics	<ul style="list-style-type: none">• Voice Thread Lecture• Chapter quiz• Assignment• Discussion
Week 3: Ancient Near East	<ul style="list-style-type: none">• Practicing visual and art historical terms• Issue of looted or stolen ancient art• Understand stylistic influences	<ul style="list-style-type: none">• Voice Thread Lecture• Chapter quiz• Assignment• Discussion

Week 4: Ancient Egypt	<ul style="list-style-type: none"> • Practice terminology • Understanding stylistic characteristics and iconography 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Discussions
Week 5: Ancient Aegean	<ul style="list-style-type: none"> • Discussion focusing on gender in ancient art • Understanding stylistic influences from previous civilizations 	<ul style="list-style-type: none"> • Voice Thread Lecture (Aegean and Greece) • Chapter quiz • Discussion
Week 6: Ancient Greece	<ul style="list-style-type: none"> • Understanding stylistic and iconographic characteristics of ancient Greece • Practicing art historical terms 	<ul style="list-style-type: none"> • Chapter quiz • Assignment (role playing) • Discussion
Week 7: Etruscans and Rome	<ul style="list-style-type: none"> • Understanding iconography and stylistic characteristics of ancient Rome • Practicing art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Assignment • Discussion
Week 8: Rome (continued)	<ul style="list-style-type: none"> • Applying ancient philosophy to artistic development • Relating ancient iconography to modern times 	<ul style="list-style-type: none"> • Discussions
Week 9: Early Jewish and Christian Art	<ul style="list-style-type: none"> • Comparing early Jewish and Christian art • Understanding syncretism • Practice art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Discussions (one using Voice Thread)
Week 10: Byzantine Art	<ul style="list-style-type: none"> • Understanding iconoclasm • Comparing one style to others 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz

	<ul style="list-style-type: none"> • Practicing art historical terms 	<ul style="list-style-type: none"> • Discussions
Week 11: Islamic Art	<ul style="list-style-type: none"> • Iconography of Islamic art • Conflicting traditions in religious art • Practicing art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Assignment • Discussion
Week 12: Early Medieval Art in Europe	<ul style="list-style-type: none"> • Examining details of one work of art to understand iconography and style • Comparing two works from Medieval art using art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Assignments
Week 13: Romanesque Art	<ul style="list-style-type: none"> • Understanding iconography of Middle Ages • Practice using art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Discussions
Week 14: Romanesque (continued)	<ul style="list-style-type: none"> • Modern beliefs and Medieval traditions • Women artists of the Middle Ages • Stylistic variations by region 	<ul style="list-style-type: none"> • Discussions (one is a Voice Thread)
Week 15: Gothic Art	<ul style="list-style-type: none"> • Understanding the architecture of cathedrals • Transitions to Renaissance • Practice using art historical terms 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Assignment • Discussion
Week 16: Pre-Renaissance	<ul style="list-style-type: none"> • Secular vs. Religious art • Practice using art historical terms • Looking back at subjects of interest and forward to Renaissance 	<ul style="list-style-type: none"> • Voice Thread Lecture • Chapter quiz • Discussion (using Voice Thread)

Week 16: Final	<ul style="list-style-type: none">• Applying visual vocabulary and historical context in comparison essay• Understanding stylistic characteristics and iconography of ancient art	
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