

## Course Information

Spring 2023

Class ID & Section: Art 1A – D5032

Instructor: Jesse Leimer

Units: 3.0



Welcome to Art History: Prehistory to Gothic! I'm excited to start off the course and have some great material ahead for you guys. For our first class we are going to look at the syllabus, what this class covers, the class format, materials, Mid-term/Finals, grading.

Traditionally Prehistory to Gothic is a lecture class with a lot of essay writing. The typical format is that a teacher would lecture for the entire class and look at slides. The class would take notes then read a chapter in a book that covered the same information to reinforce it. Students would then write short essays to show their understanding. Mid-term and Final are long papers with sometimes some slide identification.

This format can get really boring. Unfortunately, I can't be there in person to talk your ear off for 3 hours while you fall asleep. Instead, I am going to write out a lecture for each class that's in my own words and conveys the information for the week in a conversational tone that's still concise and hopefully not too boring. I'm going to include a work sheet with each lecture that should help you take pauses and think about the important parts for a moment.

The texts for this class are very dry and take a long time to read. Sometimes I can read 2-3 pages and know I'm going to forget all of it immediately. I'll send you some sample from texts books I looked at so you know what I mean. Instead of a text book for this class, I'm going to send you parts of different texts and articles that are better written and better target towards key topics. There is a lot of modern research coming out right now about Egypt, Rome, Stonehenge and some other topics so I'm excited to share current news stories about discoveries right now too! I'll also include as many images as I can each week, although I am limited on how large these packets can get.

With these writings each week you will also get a multiple choice / paragraph answers sheet, the lecture interaction sheet I mentioned, and also some type of extra activity such as image match, crossword, wordsearch, fill in the blanks, etc., and a short essay question (or artwork).

I love doing art and teaching how to do art. As an extra part of this class, I am going to teach how to draw and do art. It turns out it's not just a talent you can do or can't and learning some key tricks and make it so anyone

## Syllabus

can at least try it. There is no requirement to do this part of the class. Each week there is going to be a longer essay question that you can choose to skip if you wish to practice a little art instead. I'll be presenting lectures and projects each week. This course assumes that you have no artistic ability and you will not be required to draw if you do not want to. If you do want to try drawing you can do that as part of your course work. As some people have already been exposed to what I teach I'm going to include an advanced techniques section with each class too that is completely optional.

**Materials:** The only materials you need for this class are a writing utensil and paper. I'm going to teach color but after trying for two semesters, I've become resigned to the fact that I'm not going to be able to get you anymore materials other than source images to draw from. You can at least save the color lectures until you have a chance to use color media.

This class can't cover everything about every topic to and there are some really interesting areas left untouched upon. I am going to give you enough in-depth information to spark your interest, learn how to compare and contrast cultures and work, and analyze art. The Midterm and Final are a chance for you to take an area you're interested in and take it to the next level, be on the lookout for a topic, artist, time periods, etc. you would like to learn more about. You can write a compare and contrast paper, a more in-depth research paper, analyze art works or many other topics. I'll be sure to give some good examples and you can request readings from the library on it!

As an art historian, which is what you now are taking this class, our goal is to look at art of the past from the beginning of history to the Gothic Era (1300 CE) and better understand it through understanding the culture it was created in, why it was created, the function it served, materials used, artist, any relevant scientific information, and their ability to analyze the artwork itself according to formal elements and principles such as line, color, shape, rhythm, balance etc. Get ready for an intellectual journey where you learn about these things then share your thoughts on how they all fit together to produce the art being shown.

To help you do this I'm going to present you with a bunch of information about the art world. To learn and really absorb this information it has been studied that you have to interact with it. Not only do you have to read about it but you have to do something that gets you to actively think about it, similar to a language you have to speak to get better at. Art and learning are the same, its best learned watching it done, writing about it, asking questions, and attempting to do it yourself. As I can't be there to draw in front of you, I'll do my best to send you small drawing examples. But you'll have to attempt them on your own or by looking at those around you.

Our goal as writers about art is to observe information about art, (size, location, medium, artist, facts basically) and then combine them with contextual knowledge like time period, culture, religious influences etc. to make interpretations or guess about them that can't be proven but can be discussed as a possibility. Sometimes writing stays in the first part and just analyzes the parts that make up an artwork to understand it better. This endeavor helps you not only think about art concepts but gets you to use vocabulary and practice using ideas presented in lecture through your own perspective and being able to describe that perspective efficiently.

The most important part now is to decide how you want to engage with the information presented in class. Learning takes work there is no way around it. For this class you can choose to put in that work either by doing more writing and attempting to put down what you are learning in words or by drawing and doing the practice of creating art. Each week you get to choose which one you do. You must be prepared to commit to putting in some time and invest whichever you choose each week. You really will get better and learn more from

## Syllabus

doing it. From there It is important that you place value on your previous art exposure, interests, and how much of a role you want art to play in your life. Let me know these things and I'll make sure I address your interests in lectures! There is an included section for you to fill out. Please also let me know if you have ideas about how to better help you learn or improve the layout of the class in this format. I'm working with it to make it the best it can be.

### Sample Schedule: subject to change

Week	Topics	Drawing
Week 1	Introduction	
Week 2	Pre-History	Class Introduction (no drawing)
Week 3	Mesopotamia	How to Draw
Week 4	Egypt	Value
Week 5	Aegean, Greek	Shape
Week 6	Etruscan, Rome	Texture
Week 7	Jewish and Christian	Color
Week 8	Islamic	
Week 9	Byzantine	None
Week 10	Medieval	Using perspective
Week 11	Romanesque	Using Focal Points
Week 12	Gothic	Structural drawing
Week 13	Mid-term	Work Day
Week 14	Spring Break	None
Week 15	What's next?	Conclusion
Week 16	Work Day	Work Day
May 12th	Finals	All Work Due

Thank you so much! I look forward to starting off the class with you all! Please be sure to fill out the questionnaire and return it, and that's all for this week. Take care!

# Syllabus



## Instructor Contact Information

Email address: [Jesse-Leimer@redwoods.edu](mailto:Jesse-Leimer@redwoods.edu)

## Catalog Description

A survey of Western visual art and architecture from Prehistory through the Middle Ages. Civilizations explored include the Prehistoric era, Mesopotamian, Egyptian, Aegean, Greek through Hellenistic, Etruscan and Roman, Early Jewish and Christian, Islamic, Byzantine, Medieval, Romanesque, and Gothic.

## Course Student Learning Outcomes

1. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology.  
(look at art from different cultures, tell which culture it is and use correct words to describe it)
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Learn and understand how art is related to the culture that made it)
3. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period. (Understand the function of different types of art other than looks and what life was like for the artists that made it)
4. **Advisory:** [ENGL1A - College Composition](#) Students must be prepared to complete formal research papers and analytical essay questions in this course. English 1A provides an appropriate foundation for success in the research and writing required in Art 1A Accessibility.



# Syllabus

## Accessibility

Students will have access to correspondence 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 Tory Eagles.

## Support for Correspondence learners during COVID-19

In response to COVID-19, College of the Redwoods PB has moved the majority of its courses to correspondence 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 limitations that might affect your participation in class.

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## Evaluation & Grading Policy

Weekly Questions: 40%

In-Class work 15%

Homework - Drawing or Essay: 20%

Mid-term: 10%

Final: 15%

## Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*

## Syllabus

- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

The EW Petition is available from the Admissions and Records by contacting Tory Eagles. Supporting documentation is required.

### **Ask a Librarian**

I try to help with most questions you ask me, I have a limited capacity to help with every in-depth quest though. Luckily, we have a great team at the library that is happy to help. There are forms available to every student called "Ask a Librarian". This is a great tool to get research materials for Mid-terms, Finals, or deeper exploration of a topic. Be prepared to help the librarian understand your inquiry by filling out the form with questions such as:

What is the assignment from your teacher?

What topic have you chosen for this assignment?

What is the point you want to make?

What are you trying to show your reader?

Have you already done some reading on this topic?

Any specific questions you still need answered to make your point.

### **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](#).

(This means don't copy text from books or webs sites exactly and don't have other people do work for you, it's called plagiarism and its grounds to get a F in the class if caught)