

**College of Mount St. Joseph**  
**Division of Arts and Humanities**  
**Syllabus Fall 2012**

**Course Title:** ART 244: Art History: Non-Western Survey  
**Prerequisites:** None  
**Credit Hours:** 3 semester hours  
**Instructor:** Helen Rindsberg 513-381-0234  
Helen\_Rindsberg@mail.msj.edu  
Available: 30 minutes before every class  
**Course Meets:** August 28 – December 13, 2012  
Tuesdays and Thursdays 12:00 – 1:15 PM  
Exam Day: December 13 from 8:00 – 9:50 AM  
Room 105 Ziv Building

**Required Readings:**

Required readings for each Non-Western culture are linked on the course website: [www.helenrindsberg.com/NWArt](http://www.helenrindsberg.com/NWArt). The schedule when readings are due is also posted on the course website. Major sources for these readings are the Metropolitan Museum of Art's Heilbrunn Timelines of Art History and the Smithsonian Institute.

**Recommended Text (not required):**

*Art Beyond The West*, Michael Kampen O'Riley, Second Edition  
Pearson Publishing 2006 (available used online)

**Course Web Site:** [www.helenrindsberg.com/NWArt](http://www.helenrindsberg.com/NWArt)

**Course Description:**

This course is a survey of the arts of Non-Western cultures: Africa, India and Southeast Asia, China, Japan and Korea, Oceania, and Native North and South America. We will study their artistic achievements from pre-historic through contemporary times as expressed in painting, sculpture, prints and decorative arts, as well as architecture, gardens, calligraphy, graphic arts and photography. We will analyze how politics, religion, economics, social organization, artistic influences and international trade shaped the major themes in each culture's artistic traditions. We will also explore the many reasons why people create art and how their motivations are alike and different across the world and across history.

**Learning Outcomes:**

At the conclusion of this course, the student will be able to:

1. identify the Non-Western cultures and their major artistic achievements.
2. identify predominant artistic styles, materials and techniques for each major Non-Western culture.
3. analyze the formal elements in Non-Western art: design elements and principles and elements of composition and style.

4. analyze the contextual elements in Non-Western art (major political, religious, economic, social, artistic and international influences).
5. compare and contrast Non-Western artistic traditions with Western artistic traditions to deepen his/her knowledge of the visual arts.

### **Learning Outcomes and the MSJ Core Curriculum**

This course has been designed with both college-wide and course level learning outcomes in mind. As ART 244 examines the art of Non-Western cultures and how it has been influenced by politics, economics, social organization and religion, students will be given a unique opportunity to enhance, test and improve the skills required both to succeed in this course and in their college career. ART 244 will address the requirements of four of the six core curriculum areas:

1. *Communication: Write and speak effectively.*
  - a. Speak using language appropriate to the audience
  - b. Write using language appropriate to the audience
  - c. Document sources properly
  - d. Construct a message that is relevant to its purpose
2. *Critical Thinking: Develop an appropriate response to a problem or question*
  - a. Distinguish between relevant and irrelevant information
  - b. Utilize data to evaluate a problem or question
  - c. Support a position with appropriate evidence
3. *Socio-cultural Relationships: Understand the nature of human cultures*
  - a. Describe the influence of cultural diversity within a society
  - b. Identify bias within a culture
  - c. Explain how religious values influence society
  - d. Describe causes of cultural change
4. *Citizenship: Recognize your responsibility to the community and the world*
  - a. Define your responsibilities as a citizen of the global community
  - b. Describe the relationship between community and world issues
  - c. Evaluate your own involvement as a citizen

### **Teaching Methodology (Learning Strategies):**

The instructor will use a combination of lectures, demonstrations, PowerPoint presentations, class discussions and assignments, including a visit to the Cincinnati Art Museum, enabling students to view selected Non-Western artworks. Writing assignments will include a research paper and reflective essay on the course and the creation of a culminating project and presentation to the class. All assignments will help students deepen their knowledge of past and present Non-Western cultures.

**Method of Evaluating Achievement Outcomes: (Total Points = 1,000)**

1. Tests: 40% (400 points)  
130 points per test x 2 tests + 140 points x 1 test = 400 points  
The course will be divided into three sections. There will be a test at the end of each section that will cover the material in that section. The test will include multiple-choice questions (30 points) and short take-home essays (100 points).
2. Writing Assignments: 42.5 % (425 points)  
Personal Profile: 5% (50 points)  
Research Paper: 20 % (200 points)  
Class Presentation: 10% (100 points)  
Making Connections Essay: 7.5 % (75 points)
3. Class Participation: 10% (100 points)  
Students will participate in daily and unit discussions on selected themes and artworks
4. Museum Visit and written response: 7.5 % (75 points)
5. Assignments are due at the beginning of class. Late assignments will lose 10% of the possible grade. Assignments over 24 hours late are not accepted.
6. If you are unable to take a test, the reason should be discussed with the instructor BEFORE the test. No make-up test will be given if you fail to do this. Make-up exams are given in rare cases and are at the discretion of the instructor.

**Grading Scale:**

A = 1000-920 points, B = 919-830, C = 829-740, D = 739-650, F = below 650 points

**Assignments:**

Please see below for full information about all writing and reading assignments, daily and unit discussions and the field trip and their due dates.

**Attendance Policy:**

Attendance in class is required and essential. Lectures, demonstrations, presentations and discussions are crucial for understanding the artworks and the cultures that created them. If a student misses three class periods (or the equivalent of 225 minutes including tardiness), their final grade will be lowered by one letter grade.

**Academic Honesty:**

When we use the information and language of others to enrich our reflection and research papers we must:

1. tell the reader when we are quoting and indicate the source (person, book, article, etc.) of the quotation.
2. tell the reader when we are paraphrasing and indicate the source (person, book, article, etc.) of that information.
3. clearly identify the artist, title, date, materials, size and source of any artwork used to illustrate the research.

Quoting or paraphrasing the information and/or language of a source without naming the source is plagiarism. Plagiarism is unacceptable in an academic institution and is subject to penalty. Please consult the College website for additional information and policies regarding academic honesty: <http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/academic-policies/student-responsibility.aspx>.

**Classroom Etiquette:**

Out of respect for your fellow students, all cell phones, beepers, pagers, etc. must remain off while class is in session except in case of emergency with prior notification of the instructor. Other than for specific in-class assignments designated by the instructor, laptops must remain off. At no time is instant messaging, texting, etc. acceptable in class. If students use electronic devices in class at an inappropriate time, the device will be confiscated and held by Ms. Rindsberg until the end of class.

**Course Withdrawal Policy:**

Each semester or class term has two withdrawal periods. Traditional semester classes officially dropped during the first withdrawal period (Week 1 through 5) are removed from the student's academic record. A grade of "W" (withdrawal) will be assigned to any classes dropped during the second withdrawal period (Week 6 through 10). The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record. Accelerated classes are calculated on an alternate calendar schedule.

No drops are accepted during the third withdrawal period. Instructors will assign grades for any classes not dropped before the third period begins.

<http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/registration.aspx#withdrawal>

**Incomplete Grades:**

A student must initiate a request for an "I" (incomplete) grade with an instructor by the last week of classes for traditional semester courses or before the last scheduled date of accelerated classes. The completed form must be submitted by the student to the Office of the Registrar prior to exam week or the final scheduled accelerated class meeting. An "I" (incomplete) grade is only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all requirements. This petition may be approved or denied by the instructor. "I" Grade Petitions are available in each academic department.

<http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/academic-policies/grades.aspx>

**Disability Policy:**

Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, the College of Mt. St. Joseph provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of the major life activities such as walking, seeing, hearing or learning. Students with disabilities should contact Susan Brogden, Director of Academic Support, to present documentation and develop individualized accommodation plans. Phone 244-4524 or email: [susan\\_brogden@mail.msj.edu](mailto:susan_brogden@mail.msj.edu).

<http://www.msj.edu/view/academics/disability-services.aspx>

Note: Ms. Rindsberg has been assisting students with special needs since 1972 and is always willing to work with students so that they are successful.

“World history is not a spectator sport. The world's people are all players and outcomes depend on what we all do individually as well as collectively.”

Edwin O. Reischauer, *The Meaning Of Internationalization*, 1988

**Class and Assignment Schedule**  
**Art 244: Art History Non-Western Survey**

<b>Unit</b>	<b>Topics</b>	<b>Readings/Due Dates</b>	<b>Dates</b>
Introduction	Overview of the course and of cultures studied. Learn/review: analyze an artwork through formal (artistic) and contextual elements  Feature: What is art? Why study art?	Required: PPTS & readings on web site  Supplemental: Chapter One of O’Riley  Sept. 4: Personal Profile	Aug. 28, 30, Sept. 4
Trade & Ancient Cultures	Overview of Asian, African and Native American trade  Feature: The Silk Road	Required: Readings on web site	Sept. 6
Africa	Overview Study Africa chronologically African Diaspora African-American folk art  Features: Kingdom of Benin Masks & Performances	Required Readings linked on web site  Supplemental: Chapter Two of O’Riley	Sept. 11, 13, 18, 20  End Section One
India and Southeast Asia	Overview Study chronologically from pre-history to colonial India  Features: Mughal Empire Buddhist Sculpture	Required Readings linked on web site  Chapter Three of O’Riley  Oct. 2: Museum Report Due	Sept. 25, 27, Oct. 2, 4  Section One Test Sept. 27
China	Overview Study chronologically: prehistoric to Modern China  Features: Tang Dynasty Ink Painting	Required Readings linked on web site  Supplemental: Chapter Four of O’Riley	Oct. 9, 11, 16, 18  End Section Two

Japan and Korea	<p>Overview Study chronologically: pre-historic to Modern</p> <p>Featured: Edo Period Chonin Culture Woodblock Prints</p>	<p>Required Readings linked on web site</p> <p>Supplemental: Chapter Five of O’Riley</p> <p>Oct. 30: Research Topic Due</p>	<p>Oct. 23, 25, 30, Nov. 1, 6</p> <p>Section Two Test Oct. 25</p>
Oceania	<p>Overview Study by region: Australia, Melanesia, Micronesia, Polynesia</p> <p>Featured: Australian Aborigine Art</p>	<p>Required Readings linked on web site</p> <p>Supplemental: Chapter Six of O’Riley</p>	<p>Nov. 8, 13</p>
The Americas	<p>Overview The Pre-Columbian World Study by region: North America, South America</p> <p>Featured: Mayan Empire Sacred Animals</p>	<p>Required Readings linked on web site</p> <p>Supplemental: Chapter Seven of O’Riley</p> <p>Due: Nov. 20: Research Outline</p>	<p>Nov. 15, 20, 27, 29</p>
	Thanksgiving Holiday	No Class	Nov. 25
The Modern World	<p>Overview Post- Colonialism</p> <p>Featured: Rebuilding Identity</p>	<p>Readings linked on web site</p> <p>Supplemental: Chapter Eight of O’Riley</p>	<p>Dec. 4</p>
Student Perspectives	Student presentations of their research reports	<p>Due: Five minute presentation per student.</p> <p>Due: Dec. 4: Extra Credit Reports</p>	<p>Dec. 6</p>
Final Exam Day	Student presentations on their “Making Connections” Essay	Due: “Making Connections” Essay	<p>Dec. 13 8 – 9:55 AM</p> <p>Section Three Test</p>

ART 244: Non-Western Art History Survey  
Assignments

**Assignment: Class Participation**

**Date Due:** Every class period

**% of Grade:** 10 % (100 points for an A, full participation)

We will have regular discussions during class time on topics that will help you deepen your skills of observation and analysis. You will also be called upon during lectures to give your observations about an artwork. Absence from class reduces points.

**Assignment: Required Readings & PowerPoint Presentations**

**Date Due:** Each class, see schedule on course web site:  
[www.helenrindsberg.com/NWArt](http://www.helenrindsberg.com/NWArt)

**% of Grade:** Included in grades for class participation and preparation for research paper

There is no required textbook for this class. Instead, for each class session, there are required readings using resources from the Internet. There are also some posted PowerPoint presentations to view. The required readings should be completed **BEFORE** the class session so that you are prepared for our discussions and activities.

**Assignment: Personal Profile**

**Due Date:** Tuesday September 4, 2012. Please bring printout to class

**% Of grade:** 5 % (50 points for an A paper)

Your personal profile should be a simple narrative and include your name, date and assignment name in the upper left corner. (Use the typeface, line spacing and margin guidelines of the research paper.) The purpose of this paper is to give me information that could help me to add or include information that would make the course more interesting and enriching for you. Please include at a minimum the information listed below. Please see the Personal Profile Rubric and Checklist. Thank you.

Experiences with art:

What is your definition of art? (Please make this a separate paragraph)

Describe art courses (high school and college) you have taken and why

Do you create visual art? If yes, please describe the type of art that you create.

Experiences creating other art forms – music, literature, theater, dance – please describe.

Visits to art museums, theaters, concerts, dance performances, how often & where

## Non-Western Art

Do you have an interest in a specific NW culture? If yes, which culture and why?

Do you have any artworks from one of our cultures that you could share with the class?

If yes, please describe. Thank you in advance for your generosity.

## Spiritual Beliefs and Religious Affiliation

### College Experience:

Year in college, major and why are you studying it

Interesting college experiences, ie. sports, clubs, travel, service

Current employment

Your goal(s) in five years, personally and professionally

### Travel:

With family/friends, where and when

Where would you like to travel in the future?

## Assignment: Museum Visit Report

Due Date: Tuesday October 2, 2012. Please bring printout to class

Tours will be arranged after consulting students about their schedules.

Possible times are: Saturday Sept. 11 or 18 at 11:00 AM or 1:00 PM or Friday

Sept. 10 or 17 at 3:30 PM.

% Of grade: 7.5% (75 points for an A paper)

You will be provided with a handout and a clipboard. You can only use pencils in the galleries – please bring one. You may photograph any work that we see in the galleries.

Come early to get a camera pass and NO FLASH!

Please summarize your visit following the guidelines below. The essay should be at least two pages. At the beginning, please include your name, course number, assignment name and date of visit. (Use the typeface, line spacing and margin guidelines of the research paper.) Please see the Museum Visit Rubric and Checklist for full details.

There should be three sections:

1) The artwork that you liked the **most** and **why** the artwork appealed to you (35 points for A work and inclusion of all requirement, see checklist).

2) A second artwork that appealed to you and **why** it appealed to you (35 points for A work and inclusion of all requirement, see checklist).

3) Something that **surprised** you about an artwork or an artist and why it surprised you (10 points).

See next page!



In section 1 and 2 above, identify:

- 1) The title, artist, date, material, and period (see handout provided)
- 2) The type of artwork – painting, sculpture, print, etc.
- 3) Two design elements and principles that appealed to you and why
- 4) Two techniques of composition and style that appealed to you and why.
- 5) The ideas and feelings that the artist communicated to you and how they communicated that to you.

### **Assignment: Section Tests**

Date Due:      Section One: Sept. 27  
                    Section Two: Oct. 25  
                    Section Three: Dec. 13 Exam Day

% of Grade:    40% (400 points total = 130 points x 2 tests + 140 points x 1 test)

Each test will be a combination of multiple choice questions and take-home essays. The tests will be taken one week after the end of a section, to give you time to study and write your take-home essays. There is more information on the test rubric and checklist.

Section Test Guidelines:

1. Part One will be multiple-choice questions on the major artistic traditions of each culture studied (30 points).
2. Part Two will be a take-home essay that is a formal and contextual analysis of an artwork chosen by the student (75 points for A work).
3. Part Three will be a take-home essay in which the student compares and/or contrasts one work of art from the culture(s) studied to a Western work of art (25 points for A work); student chooses the two artworks to compare/contrast.
4. On the Section Three test there will be an additional question worth 10 points: What Non-Western culture became your favorite and why?

### **Assignment: Research Paper**

Due Date:      Oct. 30: Topic and Resources; please bring printout to class  
                    Nov. 20: Outline; please bring printout to class  
                    Dec. 6: Final Paper; please bring printout to class

% Of grade:    20% (200 points)

You are to choose one work of Non-Western art. You will complete research on the traditions followed in the work, why the work was created, how it was used, the period in which it was created and if known, the artist who created the artwork. With this information, you will write a formal and contextual analysis of the artwork.

Please see the Research Paper rubric and checklist for more information.

The analysis should be typed, double-spaced, a reasonable typeface and size (I suggest Times New Roman 12 point and with no less than 1” margins to either side and .75” margins top or bottom). There should be a cover page that includes a digital image of the artwork (identify title, artist, date, size, medium, museum and URL), and your name, course number and date. The analysis should be 4 – 5 pages long. The references and resources should be listed on an additional page.

Below are listed all the points to be discussed in your paper. Please number your references and resources. When necessary, after a quote or paraphrase, indicate the number of the reference in parenthesis (1).

I. Introduction (20 points for A work)

- A) Description of artwork: title, date, materials, size, and style
- B) Identify the period when the artist worked and traditions followed by him/her
- C) Explain why this artwork is the focus of your paper.

II. Contextual Analysis A (40 points for A work)

- A) Describe why the artwork was created
- B) Describe who used the artwork and how
- C) Describe the traditions that this artwork followed
- D) Give information about the artist if known or the artistic traditions of the medium in this culture and time period (ceramics, textiles, architecture).

III. Contextual Analysis B (40 points for A work)

- A) How did politics affect the artwork
- B) How did religion affect the artwork
- C) How did economics affect the artwork
- D) How did social organization affect the artwork
- E) How did artistic traditions affect the artwork
- F) How did international trade affect the artwork

IV. Formal Analysis (60 points for A work)

- A) Identify and describe the two most important **Elements of Design** in the work.
- B) Identify and describe the two most important **Principles of Design** in the work.
- C) Identify and describe the one most important **Elements of Content** in the work.
- D) Identify and describe the two most important **Elements of Composition** used by the artist.
- E) What ideas and feelings does the artist communicate to you?
- F) Identify at least three elements or principals of design or techniques of composition that helped communicate those ideas and feelings to you.

V. What did you learn in your formal and contextual analysis that helped you enjoy or appreciate the work more? (20 points for A work)

See next page!

VI. Reference (16 points)

- A) Use the online required readings for contextual information, provide URL
- B) Use at least one book: the recommended textbook for contextual information, books from the MSJ library or OhioLinks
- C) Additional web resources, provide URL and the date accessed.

VII. Topic and outline submitted on Oct. 25 and Nov. 20 respectively (4 points)

**Assignment: Class Presentation**

Due Date: Thursday December 6, 2012

% of Grade: 10% (100 points)

Each student will make a five-minute presentation to the class. You will discuss the major points of your research paper and two ideas from your Making Connections Essay (see below). You will illustrate your presentation with a PowerPoint slide show, combining images of your selected artwork, the culture that produced it and word slides of major points. Please see the Research Presentation Rubric and Checklist for more information.

\* You are to bring your presentation to class on a flash drive. \*

Presentation Guidelines:

1. You clearly describe the artwork, title, date, materials, size and style
2. You describe why you chose this artwork for your research project.
3. You connect the artwork to the traditions of the Non-Western culture where it was created – why it was created and how it was used.
4. You describe two contextual elements that helped you understand this artwork and the culture where it was created.
5. You describe two elements or principles of design or elements of composition that attracted you to this artwork.
6. Your PowerPoint presentation contains a minimum of ten slides with views of the entire artwork and details of the artwork. This includes word slides.

**Assignment: Making Connections Essay (The “Aha!” Moment)**

**Due Date:** Thursday December 13, 2012 (8:00 – 9:50 AM)  
Please bring printout to class

% Of grade: 7.5% (75 points includes presentation to class)

The purpose of this essay is to help you reflect on what you have learned and then articulate what you have learned to others. You will write a two page, typewritten essay following the guidelines below. (Use the typeface, line spacing and margin guidelines of the research paper.) Please see the rubric and checklist for more information.

See next page!

Essay Guidelines:

1. What is **art** to you now, how have your ideas changed after taking this course?
2. What is **beautiful** to you now, how have your ideas changed after taking this course?
3. What have you learned about **analyzing** an artwork?
4. What have you learned about **artists** and **their cultures**?
5. Please tell me of other significant ideas that you learned.

I sincerely hope that you will finish this course with a new understanding and appreciation of Non-Western art, artists and their culture. It's a very informal term, but did you have an "Aha!" moment when something clicked and you got a new perspective on art? I also hope that this leads to a deeper understanding of the place of art and artists in our global culture and our own culture and a further development of your personal visual arts aesthetic.

<b>What Makes an "A" Paper?</b>	<b>What Makes a "B" Paper?</b>	<b>What Makes a "C" Paper?</b>
Paper meets at least seven of nine rubrics at the highest level.	Paper meets at least five of nine rubrics at the highest level.	Paper meets three or less rubrics at the highest level.

**Assignment: Extra Credit**

Due Date: Thursday December 6, 2012 or earlier. Please bring printout to class

% Of grade: 50 points can be added to your overall grade or 5%

You can earn extra credit points if you wish to shore up a poor grade or you would like to experience Non-Western culture up close. Please check the special section of the class web site for announcements about performances. If you learn of any, please let Ms. Rindsberg know so that she can post it.

- 1) Attend a performance of a Non-Western dance, music or drama. (Please check with Ms. Rindsberg before you attend to see if the performance qualifies.) Write a one page report and reflection on your experience. Connect your ideas to what you have learned about the culture through this course or additional research. (Use the typeface, line spacing and margin guidelines of the research paper.)
- 2) Write an additional comparison of a Non-Western artwork with a Western artwork. Compare and contrast both artworks for formal and contextual elements on at least three points. This should be a two-page paper. Please see the Extra-credit Rubric and Checklist for more information.