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<p><b>Brief Course Outline*</b></p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course will introduce students to the major monuments of art and architecture spanning the period from prehistory to the Gothic (ca. 40,000 BCE to 1,400 CE). Illustrated lectures will chart the various forms and changing functions of visual and architectural expression over the centuries, introducing students to the basic chronology, concepts, and vocabulary of art history. By examining works in their historical context, the course will analyze the impact of political, social, and cultural changes on the creation of art and architecture. Students will learn how artists and architects of each period created meaning and expression, and why the work they produced continues to engage, intrigue, and inspire viewers to this day.</p>
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**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>I am qualified to teach the course because my area of expertise is in Medieval Art History and I have taught the Ancient to Medieval Course for approximately 17 years. I make extensive use of D2L to supplement the course.</p>
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<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p><b>Objectives</b></p> <p>Students who successfully complete the course will</p> <ol style="list-style-type: none"> <li>1. acquire the necessary vocabulary to discuss and analyze the visual arts</li> <li>2. be familiar with major monuments of art from prehistory to the Gothic</li> <li>3. understand how cultural context affects art production</li> <li>4. learn about the underlying meaning and function of art</li> <li>5. apply their knowledge by understanding historical patterns</li> </ol> <p>Objective 1 will be achieved through the written analyses, in which specialized vocabulary will be used to analyze a pair of images.</p> <p>Objectives 2, 3 and 4 will be achieved through exams, which will consist of slide identifications, and questions about context and function. The required readings will also ensure that students achieve objectives 2, 3, and 4.</p> <p>Objective 5 will be achieved through "unknowns" scattered through the exams. Students will be given a slide not seen in class and will be required to either identify the culture that produced it or the object's function. Practice "unknown" exams will teach students how to recognize historical patterns.</p> <p>Tests, Practice exams and written assignments will be delivered through D2L.</p>
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