

Arts 2L / INTL 24 History of Art Visual Arts of Africa

De Anza College
Fall Quarter, 2016

Instructor: Dr. Catie Cadge-Moore Office: A44

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or by appointment

Instructor's web site: <http://www.deanza.edu/faculty/cadgemoorecatie/>

De Anza College – Distance Learning: <https://catalyst.deanza.edu/>

De Anza College library: <http://www.deanza.edu/library/>



***Please note: class meets on MOST Wednesdays, VPAC 132. Refer to schedule BELOW for exact meeting dates.

***Students MUST ACCESS the class via Catalyst (<https://catalyst.deanza.edu/>) and participate in the class forums by the end of the first week of class.

FINAL EXAM: Wednesday, December 14, 9:15-11:15 am

Course Description: A general introduction to the visual arts of Africa. This course covers diverse art forms, including architecture, ceramics, textiles, weaving, performance, painting and sculpture from antiquity to the present. Emphasis will be placed upon the religious, cultural, social, economic and political contexts of the art, including topics addressing gender issues and contemporary social/political awareness.

Because most of this class is conducted online, students should expect to spend several hours per week writing short essays and online exercises as well as participating in class forums. During scheduled class meetings (see below for dates), we will work collaboratively, becoming actively involved in the learning experience. We will apply an interdisciplinary approach to art history including methods of analysis from intercultural studies, anthropology, history and cultural studies. Students will also learn basic skills in stylistic analysis and how to describe a work of art.

Student Learning Outcomes (SLO):

1. Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.
2. Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.
3. Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.
4. Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
5. Students will demonstrate critical thinking and visual literacy skills through oral communication.
6. Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

Required Texts (available at the Bookstore and ON RESERVE in the Library):

Blier, Suzanne Preston, *The Royal Arts of Africa: The Majesty of Form*. London: Lawrence King Publishing, 2012.

*** **Additional readings:** I will be posting additional readings to use in class on Catalyst. We will review together instructions and Catalyst materials in class. Ask instructor for help if needed.

In this class, I will expect students to:

1. Contribute to a positive, collaborative learning environment by being open and receptive to the ideas and opinions of others. It is ok to disagree with a concept, but please be respectful of the ideas of others.

2. Attend class regularly. More than three, unexcused absences will result in the lowering of your grade one full step (A to a B, B to a C, etc.) or being dropped from the class. **If you become ill, contact the instructor and we can discuss possible solutions for days missed.** If you do not submit class assignments or participate in Forums on Catalyst by the end of Week Two, I have the option of dropping you from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so.
3. Be on time and practice polite classroom etiquette. If you are late, I may count you absent, especially if you disturb the class. Don't hold separate conversations during lecture time or class discussions. Others may want to hear what is going on in class. Come prepared to class and participate. ****TURN CELL PHONES OFF during class time.
4. Don't cheat. Anyone found cheating on an exam or plagiarizing (copying material without reference or credit) will be given an "F" on that exam, forum or assignment and may fail the course. Each student **MUST** write his/her own paper. If two students hand in the same paper, each will receive half the points earned (equivalent to an "F").
5. Finish paper and reading assignments on time. Readings complement the material we cover in class. Completing the reading assignments will help your ability to participate in class discussions.
6. Visit the Iris and B. Gerald Cantor Center for the Visual Arts, Stanford University, following the class assignment, outside of class meeting times.

Assignments: The midterm and final exams will be composed of short slide identifications, multiple choice and/or questions about class readings. Exam format, typical questions and study tips will be discussed thoroughly in class. **The midterm exam will be Wednesday, October 26th. The final exam will Wednesday, December 14, 9:15-11:15 am. ABSOLUTELY NO EARLY EXAMS OR MAKE-UP EXAMS WILL BE GIVEN. If you miss an exam due to a health or family emergency, please discuss the situation with me.**

One paper (4-6 pages) is DUE November 16th. A group presentation will be assigned near the end of the quarter. Dates of group presentations will be discussed and assigned in class. The paper is based upon your visit to Stanford University. It involves looking at and describing works of art as well as research. *** See assignment posted on Catalyst for full instructions regarding the paper and presentation.

Grading Policy: Grades are determined using a scale of 600 points as follows:

A+: above 600	A: 600 - 560	A-: 559 - 540
B+: 539 - 520	B: 519 - 500	B-: 499 - 480
C+: 479 - 460	C: 459 - 420	D : 419 - 360
F: below 360 points		

Two Exams: Midterm, Final = 150 points each	300 total
Museum Visit Paper =	100 points
Forum participation, 20 pts each three-week period	60 points
Nine short online writing assignments, 10 points each	90 points
Class group presentation =	50 points

600 points

*****Extra Credit: An opportunity to receive up to 60 points in extra credit will be discussed in class. NO EXTRA CREDIT WILL BE GIVEN IF YOU FAIL THE FINAL EXAM OR IF YOU DO NOT PARTICIPATE IN ONLINE FORUMS**



Class Schedule and Assignments: *Check Catalyst every week for other short assignments such as additional readings, videos, etc.**

Week One: Introduction -

*****Class Meets Wednesday, 10:30-12:20, September 28 - VPAC 132.**

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, pp. 11-16.

*****Remember to check Catalyst for additional short reading and writing assignments!**

Week Two: West Africa - Class Meets Wednesday

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, pp. 43-71.

Week Three: West Africa - Class Meets Wednesday

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, pp. 79-96.

Week Four: West Africa - Class Meets Wednesday

Reading Assignment: no textbook reading this week - check Catalyst for readings.

Week Five: MIDTERM EXAM: Wednesday, October 26th - Class Meets

Week Six: West and Central Africa - Class DOES NOT MEET Wednesday(11/2), online ONLY

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, pp. 125-163.

Week Seven: Central Africa - Class Meets Wednesday

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, 165-199.

Week Eight: Central Africa - Class Meets Wednesday

Reading Assignment: Blier, Suzanne Preston, *The Royal Arts of Africa*, pp. 201-248.

Museum / Research paper DUE: Wednesday, November 16th.

*****Please upload paper to Catalyst as directed (see assignment posted on Catalyst)**

*****NO late papers accepted without prior approval of the instructor**

Week Nine: East Africa - Class DOES NOT MEET Wednesday(11/23), online ONLY

Reading Assignment: no textbook reading this week - check Catalyst for readings.

Week Ten: East / South Africa - Class Meets Wednesday

Reading Assignment: no textbook reading this week - check Catalyst for readings.

Week Eleven: South Africa / Class Group Presentations - Class Meets Wednesday

FINAL EXAM: The final exam will be Wednesday, December 14, 9:15-11:15 am. ALL students are required to take the final exam at that time only!



History of Art

Outline for Describing a Work of Art - ***Please Note: On Catalyst, I posted a **study guide** with pictures to help prepare you for the midterm exam. We will discuss these in class, online and through posted videos and articles. This outline may help you prepare sample answers for the midterm exam.

When studying or writing about art, make note of the following:

- WHO? For whom was the object made? Specific artist known?
Patron known? (Who commissioned or paid for an artwork?)
- WHAT? What is it? What is its title or subject?
- WHERE? Where was it made? What site and is this an important factor?
- WHY? Why was this object made? For what purpose? What does it tell us about the culture who made and used it?
- HOW? How was it made? What are the materials and techniques used?

Does the artwork reveal anything about the following contexts?

- Historical
- Cultural
- Social
- Political
- Religious or ceremonial
- Economic

What is the subject matter? What motifs or symbols are used and what is their significance? Art historians call this *iconography*.

When describing the style of an artwork (stylistic analysis), consider the following:

- Scale: What is the size and why is this important?
- Composition: What is the overall arrangement of the elements of the piece?
Is the design balanced or symmetrical? Asymmetrical?
Do the motifs fill the entire design surface? How is space used?
What are the relationships of the designs to one another?
- Overall approach: Is it naturalistic? Based on natural forms, but stylized?
Geometric? Abstract (not naturalistic)?
- Shape: What is the basic shape or contour of the piece?
What shapes does the artist use? Square, circle, triangle?
- Line: What is the character of the painted, sculpted, beaded, embroidered, woven line? Are forms strongly outlined? Is the line curvilinear?
Straight-edged? Dynamic, meandering, fluid? Do forms suggest movement?
- Color: What are the colors used? How do they affect the work? Are they bright?
Subtle in effect? How is black and white used? Are shadows obvious?
- Texture: Is texture indicated? How does this affect the work?

How have all the elements above contributed to the way the piece looks?

What is the emotional impact on you, the viewer?

Do these aspects of style suggest anything about the contexts given above?

About the artist and his or her culture?

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Name: _____

Photo of you

This quarter I have over 150 students combined in the three classes that I teach, and the names in the official records are often not the names that students prefer to use. To help me learn all of your names, **please submit a photograph of yourself.**

To save paper, you need to print, copy, or paste it onto this worksheet. Try to size the picture so that your face is **at least two inches high**. Underneath the picture, print your name as you would like it to be used in class.

Write a paragraph telling me about you and your interests. What do you think this photo shows about you?

DUE: Wednesday, October 5th .