ART R172: ART OF THE ANCIENT AMERICAS

Originator
rmack

College
Oxnard College

Discipline (CB01A)
ART - Art

Course Number (CB01B)
R172

Course Title (CB02)
Art of the Ancient Americas

Banner/Short Title
Art of the Ancient Americas

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course is an introduction to the visual cultures of select ancient civilizations in Mexico, Central America and South America prior to European contact. Ancient civilizations considered in this course include Mixtec, Olmec, Maya, Aztec, Nasca, Moche, Inca, among others. Works of art and architecture are considered in their connection with environmental, social, and cultural contexts.

Taxonomy of Programs (TOP) Code (CB03)
1001.00 - Fine Arts, General

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Field trips to local or Los Angeles area museums. Students may need to carpool.

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Advisories on Recommended Preparation
ENGL R101 or ENGL R101H

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Identify and differentiate works of art and architecture from the art historical periods covered in this course
2	Analyze and discuss works of art and architecture using appropriate art vocabulary
3	Analyze and discuss works of art and architecture in terms of historical context and cultural values
4	Employ art historical methodologies in the research, analysis, and discussion of works of art and architecture

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course 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 distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course
4	Analyze, discuss, and assess the cultural heritage and influences of the ancient Americas on current-day art and culture across the Americas

Course Content

Lecture/Course Content
1. Introduction to Ancient Americas
   a. Human migration
   b. Social and cultural development
       i. Regional variations
   c. Complex society in Mesoamerica
   d. Complex society in the Andes
   e. Indigenous art, architecture, and visual culture

        i. Historical overview
       ii. Key themes
   f. Spanish conquest
2. Andean Cultural Region
   a. Chavin
   b. Paracas
   c. Nasca
   d. Moche
   e. Inca
3. Mesoamerica
   a. Olmec
   b. Teotihuacan
   c. West Mexico
   d. Zapotec, Monte Alban
   e. Veracruz
   f. Maya
   g. Mexica (Aztec)
4. Spanish conquest and aftermath
   a. Disruptions and loss
   b. Indigenous arts in a colonial context
   c. Indigenous arts today

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Internet research
Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will provide visual presentations on course content, including cultures, periods, artworks, and themes
2. The instructor will guide in-class discussion on topics, such as historical interpretations of artworks and artefacts

3. The instructor will provide video presentations on art and history, including videos modeling study and analysis of historical artworks and monuments
4. The instructor will lead guided looking, writing or discussion exercises to develop skills in identifying and applying key art historical concepts.

Representative Course Assignments

Writing Assignments

1. Written reflections on course materials and activities, such as readings, visual materials or field trips to a museum
2. Online discussion post (and replies to other student posts) in response to prompt based on supplementary resources such as a reading or film
3. Research essay on an artwork or building, culture, period, or topic

Critical Thinking Assignments

1. Students discuss and debate scholarly interpretations of artworks, artegacts, monuments, or topics, working with readings or online sources such as from smarthistory.org.
2. Students prepare and share historical analyses of artworks studied during museum field trips.
3. Students use research to identify and defend an historical thesis about course content, such as an artwork, monument, site, culture, or topic

Reading Assignments

1. Students read from course textbook (for example, Rebecca Stone, *Art of the Andes*) to gain information about course content
2. Students read from course Open Educational Resources (for example, Canvas pages or articles from online sites such as smarthistory.org) to gain focused information and perspectives on course content
3. Students read research materials in print and online in support of term projects such as a research paper

Other assignments (if applicable)

1. Students visit a museum and complete an activity on site, such as critical reflection on artworks or artefacts
2. Students prepare visual presentations on selected artworks, artifacts, monuments, or sites

Outside Assignments

Representative Outside Assignments

1. Students read from course textbook (for example, Rebecca Stone, *Art of the Andes*) to gain information about course content
2. Students read from course Open Educational Resources (for example, Canvas pages or articles from online sites such as smarthistory.org) to gain focused information and perspectives on course content
3. Students read research materials in print and online in support of term projects such as a research paper
4. Students write reflections on course materials and activities, such as readings, visual materials or field trips to a museum
5. Students write online discussion posts (and replies to other student posts) in response to prompt based on supplementary resources such as a reading or film
6. Students prepare a research essay on an artwork or building, culture, period, or topic

Articulation

C-ID Descriptor Number
ARTH 145

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	AH 112	Foundation Art History: Latin American Arts and Architecture	

Comparable Courses within the VCCCD
ART V09A - Art of the Ancient Americas

Equivalent Courses at other CCCs			
College	**Course ID**	**Course Title**	**Units**
SBCC	ART 112	Survey of Pre-Columbian Art	

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts
Approved

Date Proposed:
11/06/2013

Effective term:
201900

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
Fall 2014

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Stone, Rebecca (2012). *The Art of the Andes from Chavin to Inca* (3rd). Thames and Hudson. 0500203636

Resource Type
Other Resource Type

Description
Supplementary readings, for example scholarly articles on specific themes or primary sources..

Resource Type
Other Resource Type

Description
Streaming videos on key works of art or architecture, cultures or themes and issues, for example Karl A. Taube's Olmec Art at Dumbarton Oaks: "Introduction: The Origin and Development of Olmec Research".

Resource Type
Other Instructional Materials

Description
Course website with all course information and materials, including study guides that incorporate links to wide variety of online resources..

Resource Type
Other Instructional Materials

Description
Documentary films made available through streaming video platforms such as YouTube and vimeo..

Resource Type
Textbook

Classic Textbook
No

Description
Mary Ellen Miller, *The Art of Mesoamerica: From Olmec to Aztec* (5th ed) (2019)

Library Resources

Assignments requiring library resources
Students prepare a research essay on an artwork or building, culture, period, or topic

Sufficient Library Resources exist
No

Example of Assignments Requiring Library Resources
Term project that requires research to identify and develop an historical thesis about artworks, artifacts, monuments or sites

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students write discussion posts and participate in online discussion on course content.
E-mail	Student and professor communicate about course content or assignments.
Telephone	Student and professor communicate about course content or assignments.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students write discussion posts and participate in online discussion on course content.
E-mail	Student and professor communicate about course content or assignments.
Telephone	Student and professor communicate about course content or assignments.
Other DE (e.g., recorded lectures)	Students watch instructor's visual presentations online.

Video Conferencing	Students and instructor participate in video conferencing to discuss course content such as artwork analysis.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ART HISTORY

Review and Approval Dates

Department Chair
05/04/2020

Dean
05/04/2020

Technical Review
05/13/2020

Curriculum Committee
05/13/2020

DTRW-I
02/10/2021

Curriculum Committee
08/26/2020

Board
03/09/2021

CCCCO
MM/DD/YYYY

Control Number
CCC000553329

DOE/accreditation approval date
MM/DD/YYYY