



**MERCER**  
COUNTY COMMUNITY COLLEGE

# COURSE OUTLINE

<b>Course Number</b> <b>ART 124</b>	<b>Course Title</b> <b>Survey of World Art</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>Lecture/Lab/Other</b> <b>3 Lecture</b>	<b>Co- or Pre-requisite</b>	<b>Implementation</b> <b>Semester &amp; Year</b> <b>Fall 2022</b>

**Catalog description:**

This course is designed to introduce students to the diverse variety of ancient material culture around the world. With focus on aesthetics and styles, including historical and cultural context, students will examine the artifacts, architecture, and art from around the world.

**General Education Category:**  
**Goal 6: Humanities**  
**Goal 8: Diversity and Global Perspective**

**Course coordinator:** Michael Welliver, x3522, [wellivem@mccc.edu](mailto:wellivem@mccc.edu)

**Required texts & Other materials:**

Reference Division Booklist

**Information resources:**

- Slides, films, prints
- Suggest readings (see Bibliography in textbook)

**Other learning resources:**

A group field trip to art museum will be coordinated.

**Course Student Learning Outcomes (SLO) :**

***Upon successful completion of this course the student will be able to:***

1. Identify and analyze artists, trends, and movements in a global context. [Supports ILG #1,6,7,8,9,10,11 ; PLO# 1,2,3]
2. Contextualize the art within the societies that create it, including cultural and technological influences. [Supports ILG #1,6,7,8,9,10,11 ; PLO# 1,2,3]
3. Gain familiarity with a number of strategies for interpreting art through applied criticism in group discussion. [Supports ILG # 1,6,7,8,9,10,11 ; PLO # 1,2,3]

4. Research, critique, and decode artwork through written and oral presentations, while developing a personal voice as an interpreter. [Supports ILG # 1,6,7,8,9,10,11 ; PLO # 1,2,3]
5. Understand the complex motivations behind art being made, including personal, political, and economic incentives. [Supports ILG # 1,6,7,8,9,10,11 ; PLO # 2]
6. Experience the impact of seeing art in person within a contemporary gallery/museum setting. [Supports ILG # 6,7,8,9,10,11 ; PLO # 1,2,3]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Visual Arts (PLO)**

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit I Indian Art and the Spread of Indian Art [Supports Course SLO # 1,2,3,4,5 ]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Identify the historical movements, artists, and innovations which influenced the beginnings of Indian Art.
- Understand the Buddhist dominance and Hindu resurgence throughout Indian culture.
- Explore the spread of Indian Art throughout Indonesia, Thailand, and Cambodia.
- Analyze and discuss the aesthetics and styles of Indian art through architecture, artifacts, and significant pieces of art.

#### **Unit II Chinese Art Periods and Dynasties [Supports Course SLOs # 1,2,3,4,5 ]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Identify movements, artists, and innovations which influenced Chinese art.
- Understand and interpret the changing styles of art throughout the Chou, Han, Sui, Sung, and Yuan period and the five Dynasties associated.

- Analyze and discuss the aesthetics and styles of Chinese art through architecture, artifacts and significant pieces of art.

**Unit III The Art of Japan [Supports Course SLOs # 1,2,3,4,5 ]**

**Learning Objectives**

***The student will be able to...***

- Identify movements, artists, and innovations that influenced Japanese art.
- Understand the native traditions in Japanese culture which motivated the decorative styles of the time.
- Interpret how the advent of Buddhism altered the styles associated with Japanese art.
- Examine the genre of Ukiyo-e and other forms of printmaking.
- Analyze and discuss the aesthetics and styles of Japanese art through architecture, artifacts and significant pieces of art.

**Unit IV Pre-Columbian Art [Supports Course SLOs # 1,2,3,4,5,6 ]**

**Learning Objectives**

***The student will be able to...***

- Identify movements, artists, and innovations that influenced Pre-Columbian art.
- Interpret art from different geographical locations and how that formed the art of Olmec, Maya, Teotihuacan, and Aztec cultures.
- Understand the impact of seeing work in a museum/gallery setting and how that impacts the viewer.
- Analyze and discuss the aesthetics and styles of Japanese art through architecture, artifacts and significant pieces of art.

**Evaluation of student learning:**

Students will learn through a journal component featuring written responses to lectures and readings, vocabulary quizzes, identification exams and two additional papers. Grading is based on quality of class participation, exams, written communication, preparedness, and attendance. The following is a breakdown of the final grade by percentage:

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|--------------------------------------------|-----|
| • Attendance at lectures and presentations | 20% |
| • Quizzes                                  | 20% |
| • Individual Essays                        | 20% |
| • Midterm Exam                             | 20% |
| • Final Exam                               | 20% |