CSUN

Course Syllabus

ART 112

# **World Arts: Africa, Oceania, Native America**

Instructor: Peri M. Klemm, Ph.D.

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**Office Hours:** by appointment Tues 1-2pm, Th 9-11am on Zoom

## Catalogue Description:

ART 112. World Arts: Africa, Oceania and the Americas (3)

Survey of the visual arts of Africa, Oceania, and the Americas emphasizing historical,

religious and socio-cultural contexts. Discussion, research and writing on the visual arts, including painting, sculpture, architecture, book arts, ceramics, textiles, and body arts. For non-art major. (Available for General Education, Comparative Cultures)

## Course Description Detail:

This course will explore and compare art-making practices among select African, Oceanic, and Native American cultures.  The artistic expressions include art, architecture, painting, sculpture, festival arts, and body modifications and supplements. The relationship of art to the cultural context in which it was produced, including social status, gender, belief systems, the environment, and lifecycle stages will form the framework of this course. In addition, the course will critically address commonly held Western assumptions and stereotypes about the non-Western world and its arts.

## Zoom

While this is an asynchronous class and all the course content is in the e-text, I also teach in the synchronous format. You are more than welcome to attend our live zoom session on Tuesdays at 11am or 2pm. The link will be in our CANVAS course. I believe you will have a richer, more rewarding experience if you come to zoom class. I hope not only to get you excited and invested in the material (I teach about things I love) but to create a sense of community. We will have time for break-out groups, interactive activities, student presentations, and questions/answers.

## Zoom Etiquette and Expectations

When you enter our classroom, if at all possible, please be ready to be seen and heard. Keep your microphone off when you’re not talking but keep your video on (this means that you should be dressed and out of bed). I look forward to seeing you!

The expectation is that you come to class having read the assigned materials and ready to participate.

## Learning Objectives:

Student will:

1. be acquainted with the visual language of African, Oceanic, and Native American art.
2. describe and illustrate the historical and/or cultural contexts in which specific African, Oceanic, and Native American art works are created and experienced.
3. describe, analyze and write about how meaning is created through form and content in a work of non-Western art.
4. recognize the basic principles and methodologies of non-Western art.
5. examine the reception of non-Western art in the West.
6. foster tolerance for and sensitivity to different cultures and value systems through the study of Non-Western art.

## Art Department Program Goals addressed in this Course:

1. Students will acquire competent knowledge and skills in various art media, concepts and methodologies.

2. Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.

3. Students will acquire historical and contemporary knowledge of diverse cultural

and aesthetic contexts, including political, visual and material culture.

## Canvas:

Welcome to Canvas, our learning management system. Canvas will work in any modern web browser. Your browser should have both cookies and JavaScript enabled. Browsers: Firefox 3 (or later); Google Chrome 11 (or later); MS Internet Explorer 7 (or later); Safari 4 (or later). Most of you will find our class Canvas site fairly straight forward. However, contact IT or visit their website for questions and tutorials.

## Readings:

Class readings, images, videos, and lectures are all located in our ART 112 electronic textbook. This free e-text can be found on our class Canvas site.

## Assessment and Evaluation:

Research paper or creative project- 30 points

Discussion Essays (8)- 40 points (5pts each)

Quizzes\* (12)- 120 points (10 pts each)

Study Guide Game- 10 points

*\*Quizzes cannot be retaken and* ***11*** *quizzes must be completed to pass this class*

Grades are based on a total of 200 points for the paper/project, essays and quizzes. A maximum of 209 points is possible with 3 extra credit assignments

A=200-185 A minus=184-180

B plus=179-173 B=172-165 B minus=164-160

C plus=159-153 C=152-145 C minus=144-140

D plus=139-133 D=132-125 minus=124-120

F= 119-0

## Research Paper/Creative Project:

See the ‘research paper/creative project’ folder in Canvas for paper assignment.

NO LATE PAPERS or PROJECTS. A late assignment is only accepted under emergency situations if I am notified in advance and it will be graded down 10 points for each day it is late.

## Quizzes:

There will be 12 quizzes that will test your understanding of class material and your

ability to interpret the material you have studied. The quizzes will consist of 10 multiple choice questions and you will have 15 minutes to answer them. Quizzes are available on designated weeks between 6am Thursday and 8pm Saturday. You therefore have ample time during which to take the quiz each week. **Be sure you can take ALL quizzes**- otherwise this course is NOT right for you. When you click on the quiz link in Canvas on the correct week, you will receive instructions on how to proceed. Your score will be posted after the quiz availability period has ended.

If you have a problem with a quiz date, please contact me **before** the quiz is due so we can make other arrangements. You may miss **one** and only one quiz- however, you will forfeit all points from this quiz. There are no quiz make-ups or substitutions.

## Essays:

You are required to participate in discussion essays where you will be asked to verbalize your thoughts and ideas about lecture and reading material, demonstrate research skills, locating relevant supplemental material, and engaging with other students in the class. There will be 8 assignments this semester. Essays and projects are graded on content, organization, grammar, style, and spelling. **Be sure that you answer the question asked in its entirety and be sure to proofread your answer.**

Essays are due on **Wednesdays by 8pm** and there are no make-ups. However, I highly suggest you submit them earlier in the week to help you with quiz prep. If you foresee having to submit an essay late, please contact me **at least one day** before the deadline so we can make other arrangements.

Essay grades are based on a scale of 1-5 points. 5 is the equivalent of an A, and

represents a polished, well-written, thoughtful, and thorough response. 4 is the equivalent of a B, and represents a good essay that demonstrates strong knowledge of the subject but is not comprehensive enough and may have some minor flaws either in content and/or grammar. 3 is the equivalent of a C and represents an essay that displays weakness in several areas or only partially answers the question. 2 is the equivalent of a D and represents little understanding of the material or the assignment with major flaws in content and/or grammar.

Your written work should improve throughout the semester and your grades for discussion essays and the research paper will be based on the following:

- Responsiveness to the assignment, clearly demonstrating that you have read and understood the material

- Use of explanation and specific detail to support and clarify your claims

- Standard grammar, punctuation, spelling and English usage

- Free of plagiarism. Plagiarism is defined as taking and using the thoughts and writings of another person as if they were your own. This includes plagiarizing another student from this or a previous semester, a website, museum brochure or any other written material. The copying of more than four or five words in a row without citing the source is considered plagiarism. If I discover ANY use of plagiarism, even if it is only one sentence, you will receive a zero for that essay. You will not be able to make up the essay. Further plagiarism will lead to an F for the course and notification of the University.

## Study Guide Game:

You will create one interactive study game (think crossword, flash cards, puzzles) for a particular week that will help with quiz prep. See digital tools for creating activities like Kahoot, ClassTools, Quizlet.

[https://docs.google.com/document/d/1E4FZ2ndZhGP6gL8lt0JNK2Qp-bxw3AskgfiUlcVQkJQ/edit#](https://docs.google.com/document/d/1E4FZ2ndZhGP6gL8lt0JNK2Qp-bxw3AskgfiUlcVQkJQ/edit)

You will sign up during Week 2.

## English as a Second Language:

All essays must be in good, standard English and free of grammatical issues. If English is not your first language, I suggest working closely with The Writing Center (7-2033) and finding at least two outside proofreaders (whose command of the English language you admire) to look over your work before you submit it.

## Students with Disabilities:

Students with disabilities who wish to request accommodations should discuss these requests with me as early as possible. Student Services can also provide more specific information with respect to the existence and location of services, activities, and facilities that are accessible to and useable by persons with disabilities.

### **COURSE OUTLINE**

**Week 1 Course Introduction**

**Assignment:**

-Read this syllabus closely. It will be your weekly map for the class so have it handy (print out). Look over the quiz dates and times, reading and writing requirements, and course material. Be sure that this course is right for you and that you will be able to successfully complete it. This class require a great deal of personal motivation, discipline, and time commitment. Do not allow yourself to fall behind.

-Familiarize yourself with Canvas.

Tuesday, January 26 at 11am or 2pm. Meet on Zoom. The link can be found on CANVAS.

*from here on out, plan to attend class every Tuesday*

**Week 2 Art and the Artist in the Non-West**

**Assignment:**

Read Chapter 1 (all readings need to be completed before our class meeting)

**Week 3 Introduction to the Arts of Africa**

**Assignment:**

Read Chapter 2

Wednesday, Feb 10: essay #1 due by 8pm

Thursday, Feb 11 (6am) to Saturday, Feb 13 (8pm): take Intro and Africa quiz #1 (Ch 1 and 2) on Canvas

*from here on out essays are due on Wednesdays by 8pm and quizzes will be open between 6am Thursday and 8pm Saturday*

**Week 4 Art and Social Status. Asante, Ghana**

**Assignment:**

Read Chapter 3

Feb 17: essay #2 due by 8pm

Feb 18-20: take Asante quiz #2

**Week 5 Art and Globalization. Ndebele, South Africa**

**Assignment:**

Read Chapter 4

Feb 25-27: take Ndebele quiz #3

**Week 6 Masquerade and Initiation: The Mende Sande Society, Sierra Leone**

**Assignment:**

Read Chapter 5

March 3: essay #3 due by 8pm

March 4-6: take Mende quiz #4

**Week 7 Dress and Identity. Oromo, Ethiopia**

**Assignment:**

Read Chapter 6

March 11-13: take Oromo quiz #5

**Spring Break** (March 15-19)

**Week 8 Introduction to the Arts of Polynesia**

**Assignment:**

March 24: essay #4 due by 8pm

March 25-27: take Polynesia quiz #6

**Week 9 Art and the Belief System in Hawaii and Samoa**

**Assignment:**

Read Chapter 9 and 10

March 31: essay #5 due by 8pm

April 1-3: take Hawaii/Samoa quiz #7

**Week 10 Carving Wood and Skin. Maori, New Zealand**

**Assignment:**

Read Chapter 11

April 8-10: take Maori quiz #8

**Week 11 Art and Environment. Rapanui, Easter Island**

**Assignment:**

Read Chapter 12

April 14: essay #6 due by 8pm

April 15-17: take Easter Island quiz #9

**Week 12 Introduction to the Indigenous Arts of the Americas AND Architecture and the Cosmos: The Art of the Aztec**

**Assignment:**

Read Chapter 13 and 14

April 22-24: take Intro/Aztec quiz #10

**Week 13 Stonework and State Control: The Art of the Inka**

**Assignment:**

Read Chapter 15

April 28: essay #7 due by 8pm

April 29-May 1: take Inka quiz #11

**Week 14 The Art of Giving in the Northwest Coast**

**Assignment:**

Reach Chapter 16

May 5: essay #8 due by 8pm

May 6-8: take Northwest Coast quiz #12

**Week 15 Class Conclusions**

May 12: Extra credit due by 8pm (see assignments on Canvas)

May 14: Research Paper due by 8pm (see assignment on Canvas)

*This syllabus is subject to change*

#### PLEASE READ

All students are expected to comply with CSUN’s high standards of Academic Integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources. Cases of academic misconduct will be reported and may result in probation, suspension, or expulsion as outlined in *Section 41301, Title 5, of the California Code of Regulations*. Academic Fraud includes, but is not limited to, the following situations:

**\*Plagiarism** is using someone else’s ideas or work without proper or complete

acknowledgement. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from another student’s work or a book into a paper without quoting or explicitly citing the author is plagiarism. In addition, completely rewording someone else’s work or ideas and using it as one’s own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students who are unsure of how or when to properly acknowledge sources are encouraged to contact me.

**\*Plagiarism via the Internet** is occurring with more and more frequency, and takes a number of different forms. As should be obvious, purchasing research papers on the Internet and submitting them as a student’s own work constitutes a gross case of plagiarism. Cutting and pasting from a website or another source without putting the text being used in quotation marks and/or without properly citing the source also constitutes plagiarism.

**\*Cheating** is the copying of any quiz or essay or work done in a class that is not the student’s own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating as is taking someone’s quiz for them. Also, posting images of our quizzes on independent course review website and/or using material found on these sites is considered cheating and will result in an ‘F’ grade in the course.

**\*Multiple Submission** is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from an English class for a Sociology class is Academic Fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary.

**\*False Citation** is falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized.

**\*Intentional Deception** is the submission of false documentation (absence excuse, proof of attendance, volunteer hours, etc.) for falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course requirements has committed an act of intentional deception. It is best for a student to do the work as required in a course or speak to the instructor about circumstances that may cause problems in completing work correctly or honestly.