Course Description:
Through geographically and thematically oriented Power Point lectures, online video, class discussions, independent research, local event attendance and displays at the USU Museum of Anthropology, the students will become familiar with a broad range of arts, primarily of West and Central Africa, as well as North, East and Southern Africa. While we will look at a few instances of contemporary art, the course will concentrate primarily on how the arts were and are used in the daily life of the traditional small scale societies of these particular areas of Africa. The last set of lectures will be devoted to contemporary African and African-American Art.

Course Objectives/IDEA Objectives
Through Power Point slide lectures, online video presentations, in-class discussions, field trips, guest lectures and other methods, the students will become knowledgeable about a wide variety of African arts.

*Gaining factual knowledge about a variety of African art works (IDEA #1) OCW’s 2 & 3, Final Paper and Presentation of Project
*Developing skill in expressing oneself orally or in writing and reading (IDEA # 8) OCW’s 1, 2 &3, Proposals, Preliminary, Final Paper, Presentation
*Gain experience in art historical research
Learning how to find and use resources for answering questions or solving problems (IDEA #9) OCW’s 2 & 3, Proposals, Preliminary, Final Paper and Presentation

Required Texts:
A History of Art in Africa, Monica Blackmun Visona, Robin Pryor and Herbert M Cole, editor/authors, 2nd edition
A Short Guide to Writing about Art, Sylvan Barnet. Longman, 9th edition
These books can be purchased locally, online or found on reserve at the Merrill-Cazier Library.
Readings on Reserve:
All of your textbooks can be found on Reserve in Merrill Cazier Library, under the course number, ARTH 3340.

Weekly discussions:
Make certain that you have read the text and related readings before class; we will have class discussions at least once a week regarding the material in the readings and how they relate to the week’s lecture topic.

Course related expenses
In addition to buying textbooks for the class, if you choose the hands on project, you will possibly be purchasing materials. Because everyone’s choices and projects will differ, it is hard to say how much you will spend; I would estimate anywhere between 10 to 40 dollars. I encourage you to borrow, trade, shop local and inexpensive or online, use found objects.

Attendance and participation:
Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!!!

Students with Special Needs:
Please let me know of any needs in particular you have or anything I can assist you with in making the classroom as “user-friendly” as possible for you. The earlier I know what you need, the better I can help.

Requirements, Grade Point Breakdown and Due Dates:
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCW 1 Personal Essay</td>
<td>10 pts.</td>
<td>THUR. JAN 28</td>
</tr>
<tr>
<td>*IRO Proposal # 1</td>
<td>10 pts.</td>
<td>THUR FEB 11</td>
</tr>
<tr>
<td>*IRO Proposal #2</td>
<td>25 pts.</td>
<td>THUR FEB 25</td>
</tr>
<tr>
<td>OCW 2 Midterm</td>
<td>45 pts.</td>
<td>THUR MAR 3</td>
</tr>
<tr>
<td>OCW 3 Anthro Museum</td>
<td>45 pts.</td>
<td>TUES APRIL 5</td>
</tr>
<tr>
<td>*IRO Preliminary</td>
<td>30 pts.</td>
<td>THUR MARCH 17</td>
</tr>
<tr>
<td>*IRO Paper/Project</td>
<td>60 pts.</td>
<td>THUR APRIL 21</td>
</tr>
<tr>
<td>*IRO Final Presentation</td>
<td>50 pts.</td>
<td>APRIL 4 through FINALS WK</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>25 pts.</td>
<td>Daily</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
<td></td>
</tr>
</tbody>
</table>
Grades are assigned based on the University’s criteria as follows:

A* 100% to 94%  A- <94% to 90%  A- <94% to 90%
B+ <90% to 87%  B <87% to 84%  B- <84% to 80%
C+ <80% to 77%  C <77% to 74%  C- <74% to 70%
D+ <70% to 67%  D* <67% to 60%
F <60%
*USU does not recognize A+ or D- as grades.

Due dates are your responsibility – jot these dates down on your academic datebook (get one now and get organized!) and plan your life accordingly.
As far as grading methods, each of your assignments will come with a grading rubric.

Graduate Student Requirements
Requirements for graduate students enrolled in this course, in addition to those stated above, will have those students taking a leadership role.
During the semester, each graduate student will be responsible for leading two weekly in-class discussions over that week’s readings. On each date that they lead discussion, they will hand in their notes to the instructor, fully outlining the readings from which they can lead the discussion. Each discussion and accompanying notes will be worth up to 30 points.

Student Work:
Any work turned in after the due date will be graded down one grade level, unless prior arrangements have been made directly with me. Any missed assignments will result in a zero in the gradebook unless you have made prior arrangements directly with me. You must complete all work, and complete it on time, in order to pass. Zeroes in the gradebook make a big difference. Pay attention to due dates.

Extra Credit Policy:
I believe that extra credit is extra work and that is the LAST thing you need. Put all of your valuable time into working extra hard on your existing assignments.

Attendance and participation:
Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!
Remember:

"Teachers don't GIVE grades, students EARN them."

Communications Intensive (CI)
ARTH 3340 is a CI course and meets these criteria:
1. Is an upper division course. ARTH 3340

2. Requires both written and oral communication.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Out of Class Writings;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * Weekly in-class discussion over textbook and lectures

3. Requires a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Out of Class Writings;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * Weekly in-class discussion over textbook and lectures

4. Has an individual writing component.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Out of Class Writings

5. Incorporates communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.
   * Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * Weekly in-class discussion over textbook and lectures
   * Conferences with WF

6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.
   * Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
   * Chance to revise papers after WF conference
ASSIGNMENT INFORMATION
You will turn all of your assignments to me in class
on the due date; no emailed assignments please

Assignment Descriptions:

Out of Class Writings (OCW’s)
I firmly believe that writing is one of the skills you should develop in an art history
course. This course is listed with the Communications Intensive program, thus you will
be doing lots of writing! You will be required to read one or two chapters of the Barnet
book each week and we will have a mid-semester review session on information from it
that I think is most pertinent to writing your final research paper. Everyone will do the
assigned readings in the writing text and attend the session; even if you write well, there
is nothing wrong with a little review.

In your “OCW’s” you will also be asked to think and write about issues significant to
learning about African art and culture, material and otherwise and, at the same time, gain
more experience in writing. While OCW 1 is a personal essay about your experiences
with African art and culture, OCW 2 will be your midterm. OCW 3 is an essay written
regarding the collections at the USU Museum of Anthropology, where we will be taking
a class field trip on Tuesday, March 29. See the schedule above for due dates.

INDEPENDENT RESEARCH OPPORTUNITY (IRO)
A major portion of your grade in this class (175 out of 300 points, that is) will be
based upon assignments all of which relate to independent research that you will conduct.

The IRO consists of the following:

- Paper Proposal #1
- Paper Proposal # 2
- IRO Preliminary
- In Class Presentation
- Final Paper/ Project

You will choose one of two pathways on which to travel with this, both of which include
the 5 assignments listed above, but differ in the end product:

Pathway 1 students will turn in an 8-10 page final paper;
Pathway 2 students will turn in a 6-8 page paper and a final hands-on project.

You will choose either path which fits your learning style the best in exploring the
nature of African Art in an individual manner. Sounds easy to skip writing a full blown
research paper, but only the most brave will take on the project. Ideas: Creating a
garment out of animal gut, building a kiln in which to fire an African inspired hand-
crafted pot; making your own dyes and dyeing a garment of your creation, crafting a
musical instrument out of wood or gourd and playing it for us…

Both pathways will involve a fair amount of writing up until the end product.
**IRO Assignment descriptions:**

**Proposal #1:** you will state what you would like to focus upon in your research. If you need to, you may turn in 2-3 proposals and I can help you choose. Due in class on **Thursday, February 11.**

**Proposal #2:** having decided through proposal #1 what you are going to research, you will then come up with specific questions that are relevant to your topic and that we agree upon as the focus of your research. Due in class on **Thursday, February 25.**

**IRO Preliminary:** This assignment, while not being exactly a first draft of your paper, will be a detailed description of your paper or project. This “prelim” will include a thesis statement, an abstract (we’ll define those later), and annotated bibliography and an outline of what your end product will look like. Due in class on **Thursday, March 17.**

**End Product:**

You will choose either…

**Pathway #1: Final Paper**
You will be required to do a 8-10 page research paper (typed, double-spaced) on the topic of your choice (provided it has something to do with this class, of course). The paper will be due **Thursday, April 21st.** We will talk more about this in class as the semester progresses and you become more familiar with what you would like to research. The paper must be based on ORIGINAL, scholarly research. I do not tolerate plagiarism in my classroom. It is theft and will be rewarded with an F. I also don’t like to read papers that I’ve seen on the internet – they are easy to spot!

If you cover a topic that I do in class, you must not simply repeat what I said. In any case, you need to ask the right questions and delve into your topic thoroughly.

OR….

**Pathway #2: Hands-on Project**
You might want to focus your research on a particular craft in the areas we are studying and get some hands-on experience. For example, if you are studying metalsmithing, you might choose to study metal arts in a certain part of the world and complete a metal piece, USING THE TECHNIQUES OF THE CULTURE YOU STUDY. If you want experience in a craft area different from the media you usually work in, this might be a good time to do that. Some important things to keep in mind are:

-You are still required to write a short paper with a final bibliography at the end of the semester;
-This pathway is about the process, not about taking the easy way out;
-You don’t need to work in your media of expertise;
-In addition, your project cannot be something that you already know how to do well; this is an opportunity to learn something new.

-You need to use the techniques of the culture you study (i.e., you can’t just throw a pot, using the electric wheel and kiln at Pulliam and call it a hands-on project: you need to look in to other methods of shaping and firing);

-You need to discuss and clear the project with me BEFORE you start.

- An art historical paper (6-8 pages) and bibliography is due in class on Thursday, April 21. It is not to be written simply as a primer on your technique.

- The project piece itself is due on the day you present.

Doing research into an area of your interest can be really exciting, given that you think about what you want to do and do the preliminary work needed. Some suggestions:

- Your media in another culture - metals, ceramics, fiber, glass, stone
- Techniques
- Contemporary African or African American Art
- Role of the arts, artists
- Spirit worship and art
- Art and Economics - patrons, past and present
- Art of Wealth, Status
- Household and Daily arts
- Architecture
- Mythology and Religion

These are just a few ideas (we will cover these themes throughout the course of the semester also) - use one of them or come up with something of your own - there's lots to explore!!!

**Classroom information:**

**Plagiarism** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling and other appropriate disciplinary actions.

If you still have questions about what constitutes plagiarism, see me or your Barnet book [http://catalog.usu.edu/content.php?catoid=3&navoid=265](http://catalog.usu.edu/content.php?catoid=3&navoid=265)

**Academic Integrity** – "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost
level of academic integrity." A student who lives by the Honor Pledge is a student who
does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
• Espouses academic integrity as an underlying and essential principle of the Utah State
University community;
• Understands that each act of academic dishonesty devalues every degree that is awarded
by this institution; and
• Is a welcomed and valued member of Utah State University
http://www.usu.edu/studentservices/studentcode/article6.cfm

In addition, no student is permitted to create a threatening, or harassing environment in
this course. Classroom civility is a part of the Student Code and infractions will be
pursued through the Student Conduct Coordinator. This course will be conducted in a
safe and tolerant environment, and any person who detracts from that environment will
be instructed to leave without the ability to make up coursework.

Grievance Process (Student Code) Students who feel they have been unfairly treated [in
matters other than (i) discipline or (ii) admission, residency, employment, traffic, and
parking - which are addressed by procedures separate and independent from the Student
Code] may file a grievance through the channels and procedures described in the Student
(Article VII. Grievances, pages 25-30).

Sexual Harassment Sexual harassment is defined by the Affirmative Action/Equal
Employment Opportunity Commission as any "unwelcome sexual advances, requests for
sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you
are a victim of sexual harassment, you may talk to or file a complaint with the
Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room
161, or call the AA/EEO Office at 797-1266. https://hr.usu.edu/files/policies/339.pdf

Students with Disabilities The Americans with Disabilities Act states: "Reasonable
accommodation will be provided for all persons with disabilities in order to ensure equal
participation within the program. If a student has a disability that will likely require some
accommodation by the instructor, the student must contact the instructor and document
the disability through the Disability Resource Center (797-2444), preferably during the
first week of the course. Any request for special consideration relating to attendance,
pedagogy, taking of examinations, etc., must be discussed with and approved by the
instructor. In cooperation with the Disability Resource Center, course materials can be
provided in alternative format, large print, audio, diskette, or Braille." http://www.usu.edu/drc/students/handbook/

Withdrawal Policy and "I" Grade Policy Students are required to complete all courses
for which they are registered by the end of the semester. In some cases, a student may be
unable to complete all of the coursework because of extenuating circumstances, but not
due to poor performance or to retain financial aid. The term 'extenuating'
circumstancesincludes: (1) incapacitating illness which prevents a student from attending
classes for a minimum period of two weeks, (2) a death in the immediate family, (3)
financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

http://catalog.usu.edu/content.php?catoid=7&navoid=1259#Complete_Withdrawal

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

The first link below takes you to USU’s emergency procedures page. The least you should do is to register yourself with Code Blue, so that in the event of an emergency, you hear directly from the University (see the second link).


For Code Blue:
https://ssb.banner.usu.edu/zprod/z_bwgkogad.P_DispAddrUpdate

**Cell phones/laptops:**

My main concern here is distraction. I prefer laptops not be used in class; it is far too easy to disengage and get lost millions of miles away! As a courtesy to all in the class, generally I’d like you to turn your cell phones off or to silent before entering. If you are in the midst of an emergency in which you might need to be reached, please advise me of this before class. A word on texting: I would really prefer you not text during class. In a classroom as small as this, it can be really distracting to both teacher and student (especially you!!). Instead, be engaged in the here and now in class. Please be responsible and considerate.
LEcTure TOPICS AND READING lIST:
(Subject to change at the whim of the instructor and progression of the course; pages you need to read are listed after the author’s name; BV refers to the History of Art in Africa textbook by Blackmun Visona et al)

WEEK ONE January 12, 14
Introductions and Societal Roles of Art and Material Culture
Class intro: Syllabus and expectations
Barnet: Preface and Ch 1
Intro to Africa; The Role of the Artist and the Arts: Smith, Carver, Potter, Weaver
BV, Preface and Intro, pp 10-19; pp 112-121, skim Table of Contents, Glossary pp 542-543

WEEK TWO January 19, 21
Ancient African Art,
BV, p 21, pp 76-82, 104-108, 228-239
Barnet, Ch 6
Masking and Secret Associations
Masking, Spirit Worship
BV, pp 119-123
OCW #1 Assigned 1/21

WEEK THREE January 26, 28
Masking: Men’s and Women’s Associations
BV, 130-131, 143-162, 168-192
Barnet, Ch. 8
Visual Languages
Dogon Masking and Symbology
BV, 130-143
OCW #1 DUE 1/28
SIGN UP FOR PRESENTATIONS

WEEK FOUR February 2, 4
Art of Status: Asante Gold
BV, 196-224
Arts of Leadership
Ife Ancestry, Benin Bronzes
Barnet, Ch 5
BV, 272-283
IRO Proposal # 1 assigned 2/4
WEEK FIVE February 9, 11
Art and The Cycle of Life
Fertility and Funerary Art (Womb to Tomb!)
BV, 238-242, 250-252, 310-313

IRO PROPOSAL # 1 DUE 2/11

WEEK SIX February 16, 18
No class Feb 16 – Monday Class Schedule
Body Arts and Fibers: Beauty in Motion
Barnet, Ch 9; BV, 91-102
IRO Proposal # 2 assigned 2/18

WEEK SEVEN February 23, 25
BA & F continued
Home, SWEET, Home: African Architecture
Household and Daily Arts
BV, 82-86, 108-112, 162-165, 486-489

IRO PROPOSAL # 2 DUE 2/25
OCW 2 MIDTERM assigned 2/25

WEEK EIGHT March 1, 3
Architecture and Household and Daily Arts continued
Ceramics
Readings: TBA

OCW 2 MIDTERM DUE 3/3
Research Review Day/ IRO Prelims assigned 3/3

************** SPRING BREAK MARCH 5-13 ***************

WEEK NINE March 15, 17
Central, East and Southern Africa
Intro to Central, East and Southern Africa
BV, 350-363, 366 (box), 381-392, 412-416
Barnet, Ch 12

IRO PRELIMS DUE 3/17

WEEK TEN March 22, 24
Ceremonial Arts in C, E, and S Africa:
Barnet, Chs 10, 11 (possibly 2,3,7 also)
BV, 317-319, 339-344
Musical Instruments
Readings TBA
WEEK ELEVEN March 29, 31
Museum of Anthropology Class Field Trip  
meet at the Museum (Old Main, Room 252)  
 **OCW 3 assigned 3/29**  
 **NO CLASS 3/31**  

**WEEK TWELVE  April 5, 7**  
Personal Adornment and Fibers  
Body Arts and Fibers in C, E and S Africa  
BV, 387-389, 457-461  
 **OCW 3 DUE 4/5**  

**WEEK THIRTEEN  April 12, 14**  
African Arts Influences in the Contemporary World  
African/African American  
Readings: TBA (there are many Contemporary Art readings in BV)  
Barnet, Ch 4  

**WEEK FOURTEEN  April 19, 21**  
Wrap up, Review and Conclusions  

**STUDENT PRESENTATIONS**  
**FINAL PAPERS DUE in class Thursday, April 21**  

**WEEK FIFTEEN  April 26, 28**  
**STUDENT PRESENTATIONS**  

******************* FINALS WEEK*******************  

**Our scheduled final exam time is Tuesday, May 3, 9:30-11:20**  
We will meet for **STUDENT PRESENTATIONS**, conclusions and evaluations.  

Final exam schedule found at:  
http://catalog.usu.edu/content.php?catoid=12&navoid=3314  

**GOOD LUCK ON EXAMS AND HAVE A GREAT SUMMER!**