DATE SUBMITTED: 9/24/02
DATE DICC APPROVED: 10/29/02
CATALOG NO.: ART 205
DATE LAST REVIEWED: __________________________

COURSE INFORMATION FORM

DISCIPLINE: Art

COURSE TITLE: Pre-Hispanic Art History

CR.HR: 3
LECT HR: 3
LAB HR: ______
CLIN/INTERN HR: ______
CLOCK HR: ______

CATALOG DESCRIPTION:
Survey of the art and architecture of Mesoamerica and South America prior to the arrival of the Spanish. Part I of the course will explore the civilizations of the Olmec, Zapotec, Teotihuacan, Maya, Aztec, as well as other ancient civilizations of Central America and Mexico. Part II will highlight the art and architecture of South America, including civilizations in Ecuador, Peru and Bolivia.

PREREQUISITES:
None

EXPECTED STUDENT OUTCOMES IN THE COURSE:
Upon completion of this course, the student will be able to:

1. Define and use terms/vocabulary specific to Pre-Hispanic Art and culture.
2. Recognize and discuss iconography specific to art and architecture of the civilizations studied.
3. Identify and differentiate stylistic characteristics inherent in the art and architecture of the civilizations studied.
4. Apply formal/critical analysis skills as they relate to art, through writing and discussion.
5. Describe the relationship of art and architecture of these civilizations to the social, political, religious and philosophical context of the cultures studied.
6. Compare and contrast a variety of forms of expression within the cultures studied.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Class participation and discussion. (1, 2, 3, 4, 5, 6)
2. Performance on written examinations over lectures, textbooks and slides (slide identification, essay, etc.). (1, 2, 3, 4, 5, 6)
3. Performance on critical analysis and/or research paper. (1, 2, 3, 4, 5, 6)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Mesoamerica

A. Introduction to Mesoamerica
   1. Creation myths
   2. Ballgame
   3. Maize
   4. Bloodletting
   5. Sacrifice

B. Archaic (Mexico)
   1. Early agriculture: “Desert Culture” and domestication of important plant foods
   2. Abejas Phase
   3. Purron
   4. Valley of Oaxaca: Gheo-Shih

C. Pre Classic I (Mexico)
   1. Pre Classic Mexico: Barro
   2. Early: Tlatilco figures and pottery
   3. Middle: El Arbolillo and Zacatenco pottery
   4. Late: Chupicuaro, Cuicuilco, Mezcala, Nayarit, Jalisco and Colima pottery and figures

D. Pre Classic II (Mexico)
   1. Olmec:
      a. San Lorenzo
      b. La Venta
      c. Tres Zapotes
   2. Early Zapotec (Valley of Oaxaca, Mexico):
a. Monte Alban I: Danzantes
b. Monte Alban II

3. Pre Classic Maya

E. Classic (Mexico)

1. Teotihuacan: architecture, ceramics, sculpture and murals
2. Cholula, Puebla, Mexico
3. The Maya connection:
   a. Cacaxtla, Tlaxcala, Mexico
   b. Xochicalco, Morelos, Mexico
4. Veracruz, Mexico: El Tajin
5. Monte Alban
6. The classic collapse

F. Maya: early period

1. Maya Calendar, Long Count, writing
2. ‘Superstates’: Calakmul vs Tikal
3. Teotihuacan influence
   a. Kaminalyuu, Guatemala: Sculpture
   b. Peten Style: Tikal, Peten, Guatemala: architecture
   c. Copan, Honduras: architecture and sculpture

G. Maya: late period

1. Tikal revived
2. Copan, Honduras
3. Quirigua, Guatemala: architecture, stelae and zoomorphic stones
4. Yaxchilan, Chiapas, Mexico: architecture and carved lintels
5. Piedras Negras, Guatemala
6. Palenque, Chiapas, Mexico

H. Maya: northern area:

1. Rio-Bec and Chenes Style
2. Puuc Style, Yucatan, Mexico
   a. Kabah
   b. Sayil
c. Labna
d. Ek Balam
e. Uxmal
f. Chichen Itza

I. Late classic
   1. Late Zapotec: Mitla, Valley of Mexico
   2. Mixteca, Northern and western Valley of Mexico:
      a. The dominance of books
      b. The continuation of a tradition: papermaking today in Mesoamerica (Otomí, Puebla, and Lacandon, Chiapas)
   3. Bonampak, Chiapas, Mexico: Murals

J. Early post classic
   1. Toltec, Tula, Mexico
   2. Chichen Itza (Toltec invasion)

K. Late post classic
   1. Tarascan: Tzintzuntzan, Michoacán, Mexico
   2. Mayapan
   3. Tulum, Yucatan, Mexico
   4. Tenochtitlan, Templo Mayor
   5. Aztec: books, sculpture

II. Art of the Andes/South America
   A. Introduction: ritual and the mountain metaphor
   B. Early Ecuador
      1. Valdivia
      2. Jama-Coaque
      3. Machalilla ceramics
   C. Chavin, Peru
      1. Architecture: Chavin de Huantar
      2. Chavin ‘style’ in art
   D. Paracas, Peru
      1. Ceramics
2. Textiles

E. Nasca, Peru
   1. Ceramics
   2. Textiles
   3. The Nasca lines

F. Moche, Peru
   1. Architecture: Huaca del Sol and Huaca de la Luna
   2. Ceramics
   3. Metal
   4. Textiles

G. Tiahuanaco/Huari
   1. Tiahuanaco, Bolivia: architecture
   2. Textiles
   3. Gold
   4. Ceramics
   5. Huari, Peru: Textiles

H. Chimu/Sican, Peru
   1. Architecture: Chan Chan
   2. Metal
   3. Ceramics
   4. Textiles

I. The Inca, Ecuador, Peru, Chile
   1. Architecture:
      a. Cuzco: Qorikancha, Saqsaywaman, K’enko, Tambo Machay
      b. Ollantaytambo
      c. Pisaq
      d. Chinchero
      e. Huch’uy Qozqo
      f. Machu Picchu
   2. Metal
3. Ceramics
4. Textiles