

Arts 2J/ INTL 22 History of Art • De Anza College Online Class  
**Visual Arts of Africa, Oceania and Native North America**  
Fall 2024



**Instructor:** Dr. Catie Cadge-Moore

**E-mail:** [cadgemoorecatie@fhda.edu](mailto:cadgemoorecatie@fhda.edu)

**Office Hours:** Monday, Wednesday 3:00 to 5:00 pm online via email, Zoom or Canvas weekly review discussion - \*\*\*Please feel free to email anytime for assistance. I will try to reply within 24 hours.

Instructor's web site: <http://www.deanza.edu/faculty/cadgemoorecatie/>

De Anza College – Online Education Center: <http://www.deanza.edu/online-ed/>

If you require special accommodations, please contact <https://www.deanza.edu/dsps/dss/>

### **Course Description:**

In this class, we will explore diverse art forms, such as painting and sculpture, as well as architecture, ceramics, textiles and performance, from antiquity to the present from indigenous (Native) cultures from around the world. We will focus upon the religious, cultural, social, economic and political contexts of the art, including topics addressing the impact of colonialism, gender issues and contemporary social/political awareness. Because this is a general introduction, we will explore a select few of the many well-known indigenous world art traditions.

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

- Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.
- Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.
- Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.

- Students will demonstrate their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

**Reading Assignments** are posted each week under “modules” in the online course.

**In this distance learning class, I will expect students to:**

1. Contribute to a positive, collaborative learning environment online by being open and receptive to the ideas and opinions of others. It is ok to disagree with a concept, but please be respectful of the ideas of others. Students must take an active part in online class discussions in order to pass the class.
2. If you do not post in class discussions by the end of Week Two, I have the option of dropping you from enrollment. However, I consider it **your responsibility** to drop the course if you find it necessary to do so. Students may be dropped for inactivity after census if weekly posting is not submitted in class discussions.
3. **Anyone found cheating on a project or plagiarizing** discussion posts or assignments (copying material, including AI-generated answers, without reference or credit) will be given an “F” on that assignment and may fail the course. Each student **MUST** complete their own project, even if research or work was conducted with others. If two students hand in the same project, each will receive half the points earned (equivalent to an “F”).

### Grading

The class grading will be weighted as

Two Creative Projects	100 pts each	200 points
Discussion participation	20 pts each two week period	100 points

---

Total Points 300 points

\*\*\*Active Participation in Discussions is MANDATORY - students will fail the class if they do not post at least once a week in a class discussion.

**Extra Credit:** There will be opportunities to receive up to 20 points in extra credit. Specific assignments will be discussed online.

A+: above 300	A: 300 - 279	A-: 278 - 270
B+: 269 - 260	B: 259 - 250	B-: 249 - 240
C+: 239 - 230	C: 229 - 210	D : 209 - 200
F: below 200 points		

### Class Schedule:

\*\*\***Please Note: Discussion posts MUST be made during the week the discussion is posted (Sunday midnight is the deadline).** Try to take an active interest in class discussion and reply to other students’ posts. I will only grade posts made on or before the Sunday prior to the next week. \*\*\*\*Look for the class link ‘modules’ for easy access to class discussions.

**Week 1** Introduction to Indigenous Arts – What is ‘art’? Broadening Definitions  
Changing Perceptions of Arts of Africa, Arts of Mali

\*\*\***Each week - read and post in discussions (see Modules). Check module introduction and read any directions posted for the week.**

**If you use the Canvas phone app, you must click on the course name near the top to access the module list**

\*\*\* I will grade your discussion posts based upon the quality of your answer, such as originality and extent of critical thinking demonstrated. I will also increase your discussion grade by considering your responses to other students’ posts. **Higher scores are given to students who post in more than one discussion a week and reply occasionally to other students’ posts. Responding to class reading will also help you write thoughtful and insightful discussion posts.**

**Week 2** West African Kingdoms: Royal Arts of Benin and Yoruba

**Week 3** Yoruba Gods, the Orisha and Ibeji, Asante Arts

**Happy Indigenous Peoples' Day! Monday, Oct 14<sup>th</sup>.**

**Week 4** Kongo and Bamum Kingdoms of Central Africa

**Project 1 due: Tuesday, October 22<sup>nd</sup>, by 11:55 PM – see posted directions on Canvas**

**Week 5** Native North America – Precontact Southwest and East

**Week 6** Native North America – the Southwest  
**HAPPY EL DIA DE LOS MUERTOS! Happy Halloween!**

**Nov 5<sup>th</sup> VOTE!**

**Week 7** Native North America – Colonialism and Its Legacy

**HOLIDAY: Veterans Day, Nov 11<sup>th</sup> – Please honor those who have served our country!**

**Week 8** Native North America – Northwest Coast

**Week 9** Oceanic Arts - Hawai'i - Art objects, genealogy and the Ali'i, Easter Island

**HOLIDAY: Thanksgiving, Nov. 28-29<sup>th</sup>. Happy holidays! Please remember indigenous peoples this day when giving thanks for all we have!**

**Week 10** Oceanic Arts – Maori arts and architecture from New Zealand

**Week 11** Oceanic Arts, Exhibition Design and the Impact of Tourism

**\*\*\* Extra Credit Assignments DUE Tuesday, 12/3 - see posted directions on Canvas**

**Sunday 12/08 is the last day to post in class discussions.**

**Final Project 2 due: Tuesday, December 3rd, by 11:55 PM – see posted directions on Canvas**  
**Absolutely no work will be accepted after posted due dates.**

**Happy Holidays!**



History of Art  
Cadge-Moore

Outline for Describing a Work of Art

**When studying or writing about the art in this class, make note of the following:**

- WHO? For whom was the object made? Specific artist known?  
Patron known? (Who commissioned or paid for an artwork?)
- WHAT? What is it? What is its title or subject?
- WHERE? Where was it made? What site and is this an important factor?
- WHY? Why was this object made? For what purpose? What does it tell us about the culture who made and used it?
- HOW? How was it made? What are the materials and techniques used?

**Does the artwork reveal anything about the following contexts?**

- Historical
- Cultural
- Social
- Political
- Religious or ceremonial
- Economic

**What is the subject matter?** What motifs or symbols are used and what is their significance? Art historians call this *iconography*.

**When describing the style of an artwork (stylistic analysis), consider the following:**

- Scale: What is the size and why is this important?
- Composition: What is the overall arrangement of the elements of the piece?  
Is the design balanced or symmetrical? Asymmetrical?  
Do the motifs fill the entire design surface? How is space used?  
What are the relationships of the designs to one another?

Overall approach: Is it naturalistic? Based on natural forms, but stylized?

Geometric? Abstract (not naturalistic)?

Shape: What is the basic shape or contour of the piece?

What shapes does the artist use? Square, circle, triangle?

Line: What is the character of the painted, sculpted, beaded, embroidered, woven line? Are forms strongly outlined? Is the line curvilinear?

Straight-edged? Dynamic, meandering, fluid? Do forms suggest movement?

Color: What are the colors used? How do they affect the work? Are they bright?

Subtle in effect? How is black and white used? Are shadows obvious?

Texture: Is texture indicated? How does this affect the work?

How have all the elements above contributed to the way the piece looks?

What is the emotional impact on you, the viewer?

Do these aspects of style suggest anything about the contexts given above?

About the artist and his or her culture?