



**University of International Business and Economics
International Summer School**

ART 110 Introduction to Western Art from Prehistoric to Medieval

Term: January 4 - January 29, 2021

Instructor: Dorothy Verkerk

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Class Hours: Monday through Friday, 120 minutes each day (2,400 minutes in total)

Discussion Session: Wednesdays, 8:00 – 10:00 p.m. An open session (ZOOM) to ask questions and discuss issues.

Office Hours: Please contact me via email, Monday through Friday. I will be checking it every evening. Expect a reply within 24 hours. You may also contact your TA.

Total Contact Hours: 64 contact hours (45 minutes each, 48 hours in total)

Location: WEB

Course Description:

The Survey of Western Art from Prehistoric to Medieval is a general introduction to the history of western European art, its ancestry and its heritage. It is designed for the beginning student, and assumes no previous experience in art or art history. In addition to lectures, students will be expected to participate in class discussions.

Course Goals:

In addition to introducing you to many of the major surviving monuments of painting, sculpture and architecture from ca. 2500 BCE to 1500 CE, this course will teach you fundamental skills of visual analysis and provide you with the vocabulary and concepts for discussing works of art orally and in writing. No less important, the enormous geographical range and long time-span covered by the course provide a unique opportunity for investigating the relation between works of art and the varied cultures in which they were produced. In addition to learning about creative thinking and skills, understanding human cultural diversity is a major goal of this course, as it is of your liberal arts education.

Online Learning:

For some of you, this may be your first opportunity to participate in an online learning environment. Online learning provides unique opportunities and challenges, because the mode of course delivery won't occur in a traditional classroom environment during a regularly scheduled time. Success in online courses depends on the following four factors:

Self-Motivation. Many students are attracted to online courses because of the freedom and flexibility that distance learning offers. With this freedom, however, comes added responsibility to keep up on assignments and class discussion. Realize that online courses traditionally require MORE homework time to compensate for the lack of in-class contact time. Successful students tend to replicate the schedule of face-to-face classes by setting aside a certain time each day to watch the lecture videos, read through the required readings, to respond to discussion on Blackboard, and work on assignments. You are responsible for understanding the material found in the e-text, and related resources, although your classmates and instructor are more than willing to help you with any concepts you find confusing or difficult.

Establishing your Workflow. It may help your approach to the course to understand that this course is very systematically laid out. This is a condensed, summer session course, so the activities and deadlines happen at a quicker pace than a longer semester, but in general, I have designed the course in a way to help you replicate the structure of face-to-face courses as well as to incentivize learning through steady and consistent work habits. Please use the course schedule to orient yourself throughout the semester.

This course is deliberately designed to prevent putting off assignments until the end of the session because it is not possible to complete the work of a semester in a few days or even a week. The schedule is also not ideal for students who hope to complete all assignments for the week on the day of the deadlines. It is a reasonable expectation that you may find yourself overwhelmed, stressed out, and likely doing poor work if you try to do everything for a week on the date things are due. The deadlines are designed to give you some flexibility during the week, while still asking you to keep yourself on track to complete the session's work. It is designed with your success in mind!

Active Participation. The only way your participation can be felt in this course format is for you to communicate through postings in the Discussion Board on Blackboard. The forums are very much a student-driven activity and the quality of discussion primarily depends upon you! This may be somewhat new for you if you prefer to sit back and listen in traditional classroom situations. There is a minimum of one posting on each Discussion Forum, but I hope you plan on participating even more than that. Credit for forum postings will be evaluated on when you post and the quantity and quality of your responses. Plan on getting actively involved early on with each discussion, keeping up with the new postings of your classmates each day. You are encouraged to think about the ideas of classmates by offering support or alternative views, or you may choose to start your own thread of new dialogue. Keep your dialogue courteous and civil. Any consistent non-professional dialogue occurring in the forums could result in a warning from the instructor and possible removal from the course roster.

Persistence Through Technical Difficulties. In any online course, there are bound to be technical problems that arise—the platform may be down, your computer may get a

virus, you may accidentally log off during a test, etc. Realize that you have a variety of options to work through those problems.

It's a good idea to account for technical difficulties particularly in your timeline for important deadlines—complete things in advance so that you aren't relying on technology to work perfectly! If you can't figure a way out of a certain situation, or have any questions regarding course assignments, please contact me, and we'll work it out. I will do my best to respond to you within 24 hours of any e-mail.

Required Textbook:

M. Stokstad and M.W. Cothren, *Art History*, Prentice Hall, 2010 | I SBN-13: 978-0205873487/ISBN-10: 0205873480 . | **Edition: 5.** Paperback. Used copies are okay and less expensive. Alternatively, you can rent an e-textbook.

Acquaint yourself with this textbook before you begin the course. The Introduction will be invaluable to getting a good start on the course. In the back of the book are a **Glossary** and a Bibliography for those who want to read further. The Glossary is an important tool since you will be required to learn specialized terms for art history.

Lecture Power Points: (on Blackboard)

Every lecture will be composed of a power point that will be made available to you. The power point will include: all works of art discussed in lecture, all vocabulary that you are responsible for on quizzes and the exam. Typically, these will be made available to you before the class.

Writing: (on Blackboard)

There will be a 10-page writing requirement. These will consist of short (2-page) in-class writing exercises that will develop your ability to translate what your eye sees to the written word. Often, this process will lead to a better visual analysis of a work of art. **This activity will take place every WEDNESDAY and is due every WEDNESDAY by 5:00 p.m.**

Attendance:

The course moves quickly and missing "classes" will seriously impact your ability to perform well on the quizzes, writing exercises and exams. However, illnesses and family emergencies do happen, so let your professor and/or teaching assistant know if you will miss a deadline. Be sure to keep up with the course content by reading the appropriate pages in the textbook and reviewing the power points.

Communication:

Let me know if something is not clear. Let me know if there is a reason you are missing class. Let me know if you need more help—we can schedule some office hours via Zoom. I want you to succeed in learning the material. If something is not working for you, I am not able to do anything about it if I don't know about it.

Please e-mail for an appointment via Zoom if you would like to talk "live." Alternatively, we can also communicate via e-mail, particularly if you just have a quick question. When you e-mail, please be sure to include the class (PHI 110 online) in your e-mail subject and to include your own name in

the body of the e-mail message as well as a clear description of the issue you're asking me about.

Please get in the habit of using the more formal environment of e-mail or Zoom! I am usually able to respond to e-mail within 24 hours, however, should 24 hours pass by and you have not received a response from me, please contact me again.

Grading Policy:

Quizzes: 15% (total of 60%)

Final Exam: 20%

Writing: 20%

Grading Scale:

Assignments and examinations will be graded according to the following grade scale:

A	90-100	C+	72-74
A-	85-89	C	68-71
B+	82-84	C-	64-67
B	78-81	D	60-63
B-	75-77	F	below 60

Course Schedule: (this schedule will be adhered to as closely as possible; however, circumstances may make it necessary to adjust).

WEEK ONE

Monday: Introduction and Prehistory

Tuesday: Prehistory, con't and Ancient Near East

Wednesday: writing exercise (20 mins) and Ancient Egypt

Thursday: Aegean and Archaic Greek

Friday: **QUIZ**

WEEK TWO

Monday: Archaic and Classical Greek Art

Tuesday: Late Classical and Hellenistic Greek Art

Wednesday: writing exercise (20 mins) Roman Republican and Early Roman Empire

Thursday: High Roman Empire

Friday: **QUIZ**

WEEK THREE

Monday: Late Roman Empire

Tuesday: Late Antiquity (Jewish and Early Christian)

Wednesday: writing exercise (20 mins) Early Byzantine

Thursday: Early Medieval

Friday: **QUIZ**

WEEK FOUR

Monday: Romanesque

Tuesday: Early Gothic

Wednesday: writing exercise (20 mins) High Gothic

Thursday: **QUIZ**

Friday: **Final**

Quiz and Exam format:

The quizzes and final exam will cover work discussed in lecture and class discussions. One of your most important resources is the power point. This is important: The Quizzes and exams are “open book” on Blackboard. What does this mean? **You may bring to the quizzes and exams all of your lecture notes, your laptop and your cell phone. You may access the internet during the testing period. You are being tested on HOW you are developing your skills and vocabulary, not just what you can memorize in a few days.**

Quizzes and Exams will include the following:

1. Slide Comparisons. Two slides are shown, and you are asked to answer a question that involves comparing or contrasting them. In such comparisons, it is important to address specific qualities or features of the works of art, and use them as evidence to support more general conclusions. **IDENTIFY EACH WORK OF ART/ARCHITECTURE FULLY:**

3. Unknowns. You will be asked to discuss a work of art or architecture which you have not seen in lecture or in class discussion. Based on the knowledge you have acquired, you will discuss the medium, the subject, the style, and the possible function of the "unknown" work of art. **COMPARE IT TO A WORK OF ART DISCUSSED IN LECTURE, BE SURE TO USE THE VOCABULARY LISTED ON THE POWER POINTS.**

Slide identification. For every work or monument, you are expected to include:

- * the title (and in figurative works, the subject matter-- when it is not already part of the title);
- * the date of the art or architecture
- * the name of the maker or designer (when known);