



# **ARTH103 Art History to 14<sup>th</sup> Century**

## **Summer Session 2021**

### **May 31 – June 25**

**Contact Information: TBD**

**Course Credits: 3**

#### **Course Description**

This course explores the history of art and visual culture from a variety of geographical and cultural perspectives. Through a comparative and thematic approach, it studies how various techniques inform the making of a work of art; the role that works of art, architecture and other cultural products have played in different societies, civilizations and historical periods; and how different political, religious and philosophical ideas have influenced artistic production across the globe. Through a mixture of lectures, seminars, group presentations and field trips, students will analyze the form, style and content of artworks, and develop critical approaches to the context, function and value of artistic production. Active learning is emphasized meaning that participation in class discussions and presentations is integral to the assessment and success of the course. The course has a commitment to the global coverage of world cultures and progresses roughly chronologically.

#### **Course Objectives**

The survey is intended to provide a framework through which to gain a basic understanding and familiarity with canonical artworks from around the world and the social, political, cultural and religious contexts in which they were made. Students will be encouraged to consider some of the major issues of the discipline, and the historical evolution of theories of artistic creativity and aesthetics. The emphasis on critical thinking will foster skills relevant to all humanities and social science disciplines as well as generate an appreciation of the importance of individuals' creative contributions to culture and society.

#### **Learning Outcomes**

After you have finished the course you should:

**Be able to:** Identify famous works of art and architecture that exist or have existed in the regions we study; compare the formal qualities of artworks and appreciate some of the

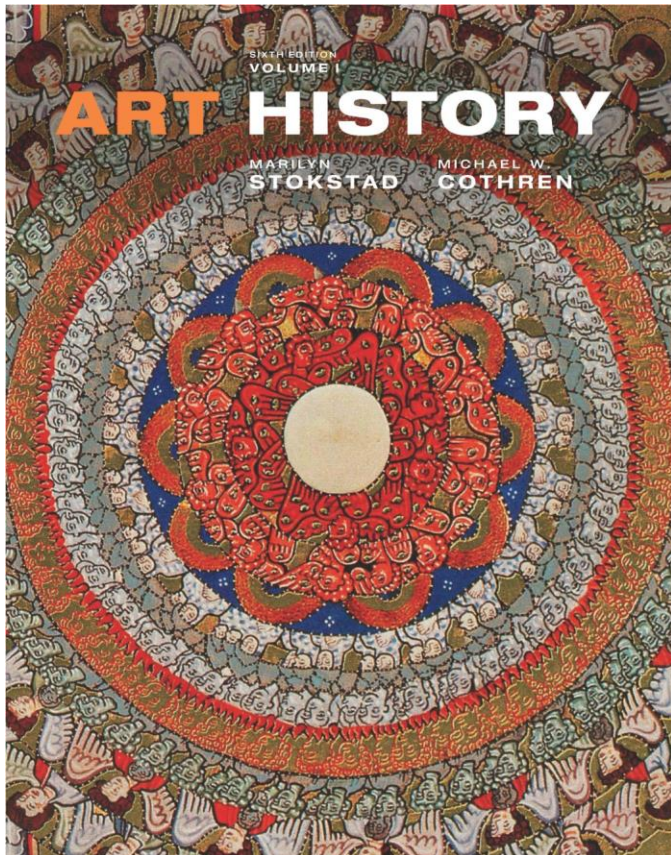
roles they play in specific cultural traditions; synthesize information and ideas into effective presentations and essays.

**Be more aware about:** the historical development of art and art history and the evolution of ideas regarding the purposes and value of artistic production.

**Be motivated to:** visit art galleries and museums, cultivate visual thinking, and advocate for the critical role the visual arts have played in contributing to human societies around the world.

### **Required Textbook**

Marilyn Stockstad, *Art History* Volume 1 (Sixth Edition) Pearson Education, Inc./Prentice Hall, Upper Saddle River (NJ), 2018 (PDF/e book) ISBN-13: 9780134479279



### **Other Useful Books**

Although chapters from the textbook will be the required reading for most classes, other texts will also be assigned throughout the course, and will be necessary for class presentations, comparative reading exercises and the Museum project. Some of these will be available on-line. Other helpful introductory survey books are:

Ernst Gombrich, *The Story of Art*

Nigel Spivey, *How Art Made The World*  
 Gardner's *Art Through the Ages*  
 H. W. Janson, *History of Art*

## Evaluation and Grading

1. Class Attendance and Participation (10%)
2. Object Comparison Group Presentation (10%)
3. Comparative Text Analysis (10%)
4. Slide Test (20%)
5. Museum Paper (25%)
6. Final Exam (25%)

| Grade | Description  | 4-point Equivalent | 100-point |
|-------|--------------|--------------------|-----------|
| A     | Superior     | 4.0                | 95-100    |
| A-    | Superior     | 3.7                | 90-94     |
| B+    | Good         | 3.3                | 87-89     |
| B     | Good         | 3.0                | 83-86     |
| B-    | Good         | 2.7                | 80-82     |
| C+    | Satisfactory | 2.3                | 77-79     |
| C     | Satisfactory | 2.0                | 73-76     |
| C-    | Satisfactory | 1.7                | 70-72     |
| D     | Poor         | 1.0                | 65-69     |
| F     | Failure      | 0.0                | 0-64      |

### 1. Class Attendance and Participation

Students are expected to take notes during lectures and actively contribute to discussions and group assignments. Participation in seminars is a major component of the course. Students are also expected to attend every class, having completed the assigned reading. Attendance will be recorded on a sheet on my desk. You must write your name down when you come into class; failure to sign your name will result in a marked absence for that day, so don't forget! Lateness to class is disruptive and will affect your participation grade. Please talk with me if you have problems arriving on time for class. Cell phones **MUST** be turned off.

### 2. Object Comparison Group Presentation

Small groups of student will choose a work of art from one of the periods under consideration (listed in the course schedule) that particularly interests them and will compare and contrast it to another work of art/image of their choice from the last 100 hundred years. The group will introduce both of the works to the class, reporting in detail on their subject matter, size, how they were made, location, intended audience, and their function. The group must explain why they chose the two works, what *important* connections they think exist between them (and what differences), and what

this tells us about the values and beliefs of the 2 cultures they derive from. Groups can choose any object or image to compare to the artwork from the course – another work of art, an image from a magazine, or an object from popular culture. This is a creative activity so use your imaginations. The point of connection could be shared subject matter, function, title, or medium. Try and develop a comparison that meaningfully animates the artwork. The presentations will serve as a stimulus to debates about what art is, how it is distinguished from non-art objects, how art might have changed over time, and how we might think about understanding art historical enquiry thematically and conceptually, as well as chronologically. **GROUPS MUST BRING IMAGES OF THEIR CHOSEN WORKS TO CLASS AND EVERY MEMBER MUST SPEAK DURING THE PRESENTATION.** You will be expected to research both objects thoroughly before the presentation, which should be **10 minutes long**. If you are having problems come and see me before your presentation.

### 3. Comparative Text Analysis

During class, you will be expected to carefully read three different short texts that analyze the same work of art (previously studied in class). You will summarize the approach of each author, identify the different parts of the work each concentrate upon, suggest why you think they describe the object the way they do, and what you think their agenda is. We will talk more about this before the test, but things to think about include the language used by each writer – is it chatty or formal; the evidence each writer presents in support of their claims; the technical terms used; and who their intended audience might be. The ability to critically analyze written work is just as important for art historians as looking closely at artworks.

### 4. Slide Test

A series of questions about the periods, artworks and issues covered in the first half of the course. The test will include short essay answers, slide identification, and comparative slide analysis.

### 5. Museum Project/Visual Analysis Paper

Choose an artwork from the Museum from any of the periods covered in the course. You must go and visit the museum, spending considerable time carefully looking at your chosen object. Experiencing the material reality of works of art is essential to really understanding them. Make detailed notes of your observations, looking closely at the works' surface. Walk around it if can, and look at it from all sides. Reflect upon how the size, materials used, composition, volumes, use of space, color, light, textures, and traces of the artists labor might relate to the work's function and value. Has the work been damaged? Has it changed over time? How might this affect your appreciation of it? How does the museum setting affect our understanding? You will write-up your experiences in a **6-page essay** (double spaced) that combines your careful reflections upon the work, with some additional research about it and the culture it was originally part of. Try and relate the artwork and your observations to the issues discussed in class – art's relationship to fantasy, optical reality, power, conceptions of beauty, religious belief, social control, iconoclasm, social change, gender relations etc.

## 6. Final Exam

Short essay questions about the whole of the course designed to test both your concrete knowledge of the material covered and your ability to think critically about it. We will discuss the final exam towards the end of the course.

Your final grade will be calculated by adding up these six different evaluations, giving a score out of 100. **Please note: you must complete ALL of the listed assignments in order to pass the course.**

### **Plagiarism**

Students have a responsibility to maintain the highest level of academic integrity. They are expected to perform educational tasks with the highest moral and ethical conduct. Academic dishonesty, depending on the severity of the infraction, may produce consequences, which range from a reduction in grade for the particular assignment involved to a failing grade for the course. The BSU academic integrity policy can be accessed via: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

### **Problems**

Students should talk to me first if any problems should arise with the class and I will try to resolve the matter. Should a resolution not be reached, the matter may be taken to the appropriate department chairperson. A copy of the grievance procedure can be found in the Student Handbook. If you are having difficulties meeting the requirements for the course speak with me after class. We will discuss options for working out the problem.

### **Changes to Schedules and Assignments**

Schedules, assignments and readings are subject to change at the discretion of the instructor. Students are responsible for marking changes to their syllabus copy when announcements are made. Please check your student email and blackboard regularly. I will endeavor to inform you of changes as early as possible.

# COURSE SCHEDULE

## MAY

Week One                      Monday 31                      What is Art and Why Does Art  
History Matter?

## JUNE

Tuesday 1                      Prehistoric Art  
Reading: Chapter 1

*Group Presentations Discussion &  
Example: Shrines - Medieval &  
Contemporary*

Wednesday 2                      Art of the Ancient Near East  
Reading: Chapter 2

Thursday 3                      Art of Ancient Egypt  
Reading: Chapter 3

Friday 4                      **COMPARATIVE TEXT  
ANALYSIS ASSIGNMENT**

Week Two                      Monday 7                      Art of the Ancient Aegean  
Reading: Chapter 4  
**Object Comparison Group  
Presentations Part 1**

|            |              |  |
|------------|--------------|--|
|            | Tuesday 8    | Art of Ancient Greece<br><u>Reading:</u> Chapter 5   |
|            | Wednesday 9  | Etruscan & Roman Art<br><u>Reading:</u> Chapter 6  |
|            | Thursday 10  | Revision Session   |
|            | Friday 11    | <b>SLIDE TEST</b>  |
| Week Three | Monday 14    | Byzantine & Islamic Art<br><u>Reading:</u> Chapters 8 & 9<br><b>Object Comparison Group<br/>Presentations Part 2</b> |
|            | Tuesday 15   | Art of South & SouthEast Asia<br>before 1200<br><u>Reading:</u> Chapter10  |
|            | Wednesday 16 | Chinese and Korean Art before 1279<br><u>Reading:</u> Chapter 11   |
|            | Thursday 17  | <b>FIELD TRIP</b>  |
|            | Friday 18    | <b>Art History Writing<br/>Workshop &amp; Tutorials</b>  |
| Week Four  | Monday 21    | Art of the Americas Before 1300<br><u>Reading:</u> Chapter 13<br><b>Museum Paper Due</b>                             |
|            | Tuesday 22   | Art of Africa to the 16 <sup>th</sup> Century<br><u>Reading:</u> Chapter 14  |
|            | Wednesday 23 | Early Medieval & Romanesque Art<br><u>Reading:</u> Chapter 15 & 16   |
|            | Thursday 24  | Gothic Art   |

Reading: Chapter 17

Friday 25

**Final Exam**