

**ARH 131**  
**Survey of Western Art History I**  
**Introduction**

**Course Objectives**

Welcome to Survey of Western Art History 1. This course is designed to provide students with both a thorough introduction to the evolution of style and an analysis of aesthetic qualities. We will be concerned with the meaning of the work by focusing on iconography (symbols) as well as cultural and historical contexts.

The first third of the course examines developments during the Prehistoric periods, Mesopotamia (a.k.a. Ancient Near East), Egyptian, and Aegean civilizations. The middle third explores how the Greeks synthesized the lessons of the aforementioned civilizations to arise at a fully mature naturalism and how Roman civilization innovated upon these achievements. The final third of the course highlights the waning of the classical aesthetic during the Early Christian period, which gave way to a highly expressive and decorative style during the Medieval period.

*The Summer A session requires a very fast pace, practically double that of a typical term, whereby the student covers approximately two (2) units per week. Assignments are due by Sunday at midnight, unless otherwise indicated.*

**Required Texts:**

Kleiner, Fred S., ed. *Gardner's Art through the Ages: The Western Perspective*, Vol. 1, 14th Edition (Boston: Wadsworth, 2016).

**Grading Rubric:**

<input type="checkbox"/> Unit Quizzes	175 points	(37%)
<input type="checkbox"/> Discussion Boards	125 points	(26%)
<input type="checkbox"/> Reflections	105 points	(22%)
<input type="checkbox"/> Visual Analysis Paper & Essays	70 points	(15%)

## VISUAL ANALYSIS PAPER

One of the more traditional assignments students encounter in an introductory Art History class is to go to a museum to observe Greek pottery object(s) discussed in Unit 5 and write a paper that describes in detail their stylistic features. It is strongly suggested that students visit the Lowe Art Museum on the University of Miami campus in Coral Gables whose permanent collection contains Greek pottery from the time period we are studying. A strong paper could trace the development of Greek pottery, by examining the various techniques and quality of naturalism that evolved over the course of approximately four centuries. However, if you cannot observe the objects in the Lowe Art Museum or cannot attend a museum in your vicinity that has a collection of Ancient Greek pottery, you may virtually visit [The Metropolitan Museum of Art](#) (in New York). Click on "All thematic essays" and choose the Greek periods (i.e., Geometric, Archaic, Classical, Hellenistic) we have studied.

Select four or five objects in the Lowe's collection to analyze (several of which are uploaded into Blackboard to choose from). Pay close attention to stylistic features, describing each element of the vessel. Integrate into the analysis comparisons to object(s) that we have studied on-line or in the textbook. When selecting objects to compare the museum piece to, be discerning. In other words, try to find objects that share more characteristics with one another than differences. Almost pretend that, if you were an appraiser and a client brought an object in for your opinion as to what the piece was worth, you could establish its value based on comparables ("comps").

Thus the aim of this assignment is for students to develop an eye for style and locate the subtle differences that distinguish one technique or tendency from another. As such, the paper should be organized with an introductory paragraph, body, and conclusion. The introduction may include some general period information (e.g., historical, economic, cultural) about the objects' specific time period(s), and the technique(s) utilized to create the object(s). More importantly, the introduction should include a thesis statement about the evolution of Greek pottery. **More explicit written directions have been uploaded into the Visual Analysis Paper tab in the left column within Blackboard.**

Be sure to organize the body in a logical, analytic fashion, and conclude the paper with some remarks about the significance of the objects -- that is, how they fit into a larger Greco-Roman art historical framework. Remember, this is NOT a research paper; however, if you quote a source (e.g., a placard or web site from the museum), be sure to somehow cite it.

Due date: Sunday, June 5, 2016

## **ARH 131 Course/Unit Structure: Due Dates**

### Unit 1: Course Introduction and Prehistoric

In this unit, students will learn about the conditions in which Paleolithic art began to be produced, discover characteristics of cave art, explore sculpture in the Paleolithic period, and examine art and architecture of the Neolithic period.

- Reading: Chapter 1
- Reflections: Due Sunday, May 22, 2016
- Discussion Board — Lascaux: Due Sunday, May 22, 2016
- Discussion Board — Stonehenge: Due Sunday, May 22, 2016
- Quiz: Due Sunday, May 22, 2016

### Unit 2: Mesopotamia and Persia

#### **Last Day to Drop a Course Without a "W" (Friday, May 20)**

In this unit, students will explore the history of Mesopotamia, examine the art and architecture of Sumer and Akkad, learn about the art and architecture of the Assyrians and Babylonians, as well as study the art and architecture of the Persian Empire.

- Reading: Chapter 2
- Reflections: Due Sunday, May 22, 2016
- Discussion Board — Victory Stele: Due Sunday, May 22, 2016
- Discussion Board — Assyrian: Due Sunday, May 22, 2016
- Quiz: Due Sunday, May 22, 2016

### Unit 3: Egyptian

In this unit, students will explore the funerary art of the Egyptian Old Kingdom, examine statuary from the Egyptian Old Kingdom, study the rock-cut tombs, sculpture and decorative arts of the Egyptian Middle Kingdom, as well as consider the evolution of Egyptian art and architecture from the Old to the New Kingdom.

- Reading: Chapter 3
- Reflections: Due, Sunday, May 29, 2016
- Discussion Board — The Great Pyramid: Due Sunday, May 29, 2016
- Discussion Board — King Tutankhamen: Due Sunday, May 29, 2016
- Quiz: Due Sunday, May 29, 2016

#### Unit 4: Aegean

In this unit, students will learn about the ancient Aegean civilizations, explore the art of the Cycladic period, study Minoan art and architecture, and examine Mycenaean culture.

- Reading: Chapter 4
- Reflections: Due Sunday, May 29, 2016
- Discussion Board — Palace at Knossos: Due Sunday, May 29, 2016
- Discussion Board — Lion Gate at Mycenae: Due Sunday, May 29, 2016
- Quiz: Due Sunday, Sunday, May 29, 2016

#### Unit 5: Greek (Part 1)

In this unit, students will discover the Greek geometric period, explore the influence of Eastern and Egyptian Art, investigate the different types of Greek temple architecture, and learn about Greek vases (pottery) and vase painting.

- Reading: Chapter 5
- Reflections: Due Sunday, June 5, 2016
- Discussion Board — Greek Vase Paintings: Due Sunday, June 5, 2016
- Quiz: Due Sunday, Sunday, June 5, 2016
- Visual Analysis Paper: Due Sunday, June 5, 2016

#### Unit 6: Greek (Part 2)

In this unit, students will discover the architecture and sculpture of the Early and High Classical Greek periods, examine the structures of the Acropolis, investigate sculpture from the Late Classical Period, and study Hellenistic architecture and sculpture.

- Reading: Chapter 5
- Reflections: Due Sunday, June 5, 2016
- Discussion Board — Greek Sculpture (BBC): Due Sunday, June 5, 2016
- Discussion Board — Secrets of the Parthenon: Due June 5, 2016
- Discussion Board — Pergamon Altar: Due June 5, 2016
- Quiz: Due Sunday, June 5, 2016

#### Unit 7: Etruscan and Roman

##### **Last Day to Drop a Course (Wednesday, June 8)**

In this unit, students will examine the differences between Greek and Etruscan temples, explore the funerary art and architecture of the Etruscans, learn about the sculpture and architecture of the Roman Republic, and study the painting styles of the Roman Republic.

- Reading: Chapter 6; Chapter 7, pp. 179-196.
- Reflections: Due Sunday, June 12, 2016
- Discussion Board — Roman Colosseum: Due June 12, 2016
- Quizzes: Due Sunday, June 12, 2016

### Unit 8: Roman (cont.)

In this unit, students will study the history of the Roman Empire, explore the stylistic transitions in Roman sculpture, examine the purposes of monuments and buildings in the Roman Empire, and learn about Roman innovations in art and architecture. • Reading: Chapter 7, pp. 197-230.

- Reflections: Due Sunday, June 12, 2016
- Discussion Board — Roman Pantheon: Due June 12, 2016
- Quiz: Due Sunday, June 12, 2016

### Unit 9: Early Christian (Late Antiquity) and Byzantine

In this unit, students will explore the funerary art and architecture of Early Christianity, examine the art and architecture of the Early Byzantine period, study the art and architecture of the Middle Byzantine period, and consider the art of the Late Byzantine period.

- Reading: Chapter 8, 9
- Reflections: Due Sunday, June 19, 2016
- Discussion Board — Byzantine: Due Sunday, June 19, 2016
- Discussion Board — Hagia Sophia: Due Sunday, June 19, 2016
- Quizzes: Due Sunday, June 19, 2016

### Unit 10: Early Medieval

In this unit, students will discover the art of the Vikings, explore the art and sculpture of Ireland, learn about Charlemagne the Great, and the period of Carolingian art and architecture, and examine the art and architecture of the Ottonian period.

- Reading: Chapter 11
- Reflections: Due Sunday, June 19, 2016
- Discussion Board — Charlemagne: Due Sunday, June 19, 2016
- Quiz: Due Sunday, June 19, 2016

### Unit 11: Late Medieval (Part 1)

In this unit, students will learn about the role of pilgrimages in medieval architecture, investigate Romanesque architecture and different types of vaulting, study Romanesque relief sculpture, and examine Romanesque illuminated manuscripts.

- Reading: Chapter 12
- Reflections: Due Sunday, June 26, 2016
- Discussion Board — Bayeux Tapestry: Due Sunday, June 26, 2016
- Quiz: Due Sunday, June 26, 2016

## Unit 12: Late Medieval (Part 2)

In this unit, students will learn about the origins of the Gothic style of architecture and sculpture, examine innovations in church building, explore the architecture and sculpture of several important churches and cathedrals, and discuss how Gothic architecture differs and evolves from previous styles.

- Reading: Chapter 13
- Reflections: Due Sunday, June 26, 2016
- Discussion Board: Sunday, June 26, 2016
- Essay: Due, Sunday, June 26, 2016