

# ARHI 0110 - SURVEY OF WESTERN ART I: PREHISTORY THROUGH THE MIDDLE AGES

## Catalog Description

Formerly known as ART 1A

Hours: 54 lecture

Description: Survey of developments in European and Near Eastern art and visual culture from Paleolithic times through the Middle Ages, including Mesopotamia, Egypt, Greece, Rome, and early Christian and Islamic cultures. Significant monuments and artworks of each major culture discussed, analyzed, and placed within historical context. Special attention paid to architectural monuments as both political and religious structures, the development of figural sculpture, and the evolving debate over the rightful ownership of ancient objects. (C-ID ARTH 110) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Analyze and differentiate the structure, design, decoration, and function of the major architectural styles of Prehistoric through Medieval Europe.
- CSLO #2: Analyze artworks and monuments in terms of how they reflect the specific religious, philosophical, political, and/or social beliefs of the culture that produced it.
- CSLO #3: Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements in both written and verbal form.
- CSLO #4: Identify and differentiate between the major materials and media used to create works of art from the Prehistoric through Medieval Europe.
- CSLO #5: Identify and differentiate major monuments, works of art, and artists from Prehistoric through Medieval Europe.

## Effective Term

Fall 2016

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Upon completion of this course the student is expected to be able to:

1. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology.

2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. List and describe notable stylistic developments in painting and sculpture from Paleolithic times through the Gothic period.
4. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period.
5. Identify and differentiate between the major materials and media used to create works of art from Paleolithic times through Gothic period.
6. Explain the evolution of major architectural spanning techniques and materials during Paleolithic times through the Gothic period.
7. Compare and contrast monuments and works of art from Paleolithic times through the Gothic period in terms of style, content, function, and historical context.
8. Discuss the movement of art objects from culture to culture and the debates of ownership and provenance.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Fine Arts
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3A Arts

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Class discussions can be used as continual assessments of students' abilities to verbally analyze artworks and use proper terminology. For example, students may be asked to discuss how a work of art on the screen is typical of a specific historical style (such as Carolingian)
- Essay Examinations
  - Example: Essay exams may test students on application of knowledge and comparison of style, content, function, and context of works. Such as, an in class timed essay where the student is given two buildings to compare in terms of style, content, function, and historical context. Students would be assessed in terms of ability to make connections between works, both in terms of similarities and differences, tying those similarities and differences to media, technique, and historical context (religious/political, etc). They would also have to demonstrate ability to use required terms and correctly identify style, media, and techniques in the images.
- Objective Examinations
  - Example: Objective exams may test students on basics of terminology and recognition of major artists and artworks/monuments. Such as, a fill in the blank quiz where students must identify major media and techniques of Ancient Aegean Civilizations and an image identification (artist, title, and date).
- Projects
  - Example: You and four fellow classmates have been hired by a famous movie executive as art historical consultants. An upcoming movie will feature a realistic recreation of an ancient Greek temple. It is your task to prepare a detailed written and

illustrated description of elements that must be included in the recreation. The movie executive knows very little about ancient Greek culture so it is also important to explain the significance of a temple to an ancient Greek.

- Reports
  - Example: Reports in the form of assigned formal papers can be used to address specific themes in the course, such as asking each student to choose one major architectural monument to research and in a paper analyze its function during their period. The final paper would be assessed for research methods and citation, ability to clearly organize and state information, and application of historical and aesthetic approaches to a historical monument.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor presents A. Visually oriented lectures about artworks and their historical contexts. For example, a lecture on Roman basilicas and their evolution into Christian churches during the Middle Ages, and how the changes reflect the needs and values of the new religion. Through this students will learn architectural elements (CLS0 1: Analyze and differentiate the structure, design, decoration, and function of the major architectural styles of Prehistoric through Medieval Europe) as well as the ability to relate form to cultural values (CSLO 2: Analyze artworks and monuments in terms of how they reflect the specific religious, philosophical, political, and/or social beliefs of the culture that produced it).

Distance Learning

1. The instructor also creates B. Class and small group discussions (online and on ground) such as:
2. Comparing and contrasting the social functions of basilicas and churches and the changes in architectural styles during the Early Medieval, Romanesque and Gothic eras that were featured in the lectures.
3. Analyze a primary document relating to social and cultural context of art making (literary sources (Epic of Gilgamesh), or ownership controversies)
4. Work together to analyze an unknown image in terms of subject and style as if coming across an image in a museum or gallery setting In these types of activities, students will actively apply their knowledge and skills to new situations, engaging with visual literacy and analysis skills, including CSLO 3 (Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements) as well as the before mentioned CSLOs 1, 2, 4, and 5)

## Typical Out of Class Assignments

### Reading Assignments

1. Read chapter four in your text and select one architectural monument. In a three-page, typed double-spaced paper thoroughly discuss the monument in terms of style and function. On Friday, before class, post your paper to the course discussion board.
2. Read the provided

documents on the Elgin Marbles controversy. On the course discussion board, summarize both arguments and explain which one you feel has a more just case and why.

## Writing, Problem Solving or Performance

1. Identify the two works shown by artist (if applicable), title, and date. Compare and contrast the works with regard to their original function and cultural context. 2. Choose one work of art from the Prehistoric to Gothic periods. Write a five page research paper about the work which explains the work's original function, its cultural context, and a discussion of any conflicting interpretations that have been offered by art historians. The paper must be typed and in MLA format.

## Other (Term projects, research papers, portfolios, etc.)

Architecture scavenger hunt. In your local community, locate and document 15 distinct architectural elements from the provided list.

## Required Materials

- Art History
  - Author: Stokstad, Marilyn & Michael Cothren
  - Publisher: Pearson
  - Publication Date: 2013
  - Text Edition: 5th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Gardner's Art Through the Ages: The Western Tradition
  - Author: Kleiner, Fred and Christin Mamiya
  - Publisher: Wadsworth
  - Publication Date: 2009
  - Text Edition: 13th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Janson's History of Art: The Western Tradition
  - Author: Davies, Denny, Jofrichter, Jacobs, Roberts, Simon
  - Publisher: Prentice-Hall
  - Publication Date: 2011
  - Text Edition: 8th
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.

Khan Academy Online Text [www.khanacademy.org/humanities](http://www.khanacademy.org/humanities)