

ARH 2050

Introduction to the Principles and History of Art I Spring 2020

University of Florida, College of the Arts, School of Art + Art History
Tuesday and Thursday, 12:50-1:40pm, Fine Arts B (FAB) 105

Credit Hours: 3

Course Fee: \$10

Course Web Site: <http://elearning.ufl.edu/>

Dr. Elizabeth Ross

Email: eross@arts.ufl.edu

Walk-in Office Hours: TBA

Office Location: Fine Arts C (FAC) 119a

Office Phone: (352) 273-3067

The fastest way to reach me is through email. I am very often away from my office phone and voicemail.

Course Description:

This course surveys the art and architecture of Europe, the Mediterranean basin, and the Near East from prehistory through the medieval era, situating works in the cultural context of their creation and reception. Lectures and section meetings introduce students to key concepts and issues of the discipline of art history, such as the political and social dimensions of art, representation of the body, architectural space and siting, style, gender, narrative, iconography, appropriation and historical reference, monumentality, the role of the viewer, and abstraction and resistance to representation.

This course and its continuation, ARH 2051, are gateways into the art history major/minor, and they are designed to prepare students for further study in art history. Many non-majors take this course, and they are equally welcome.

Teaching Assistant, Fiona Wirth

Email: fiona.wirth@ufl.edu

Office Hours: TBA, FAC 125, and by appointment

Section 10893, Thursday, 3:00–3:50pm, FAC 116a

Section 10894, Thursday, 4:05–4:55pm, FAC 116a

Teaching Assistant, Allison Raper

Email: awraper15@ufl.edu

Office Hours: TBA, FAC 125, and by appointment

Section 10895, Friday, 9:35–10:25am, FAC 116a

Section 10896, Thursday, 11:45–12:35pm, FAC 116a

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu> or (352) 392-1575

University Police Department: (352) 392-1111 or 911 for emergencies

Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161.

Course Objectives:

Provide an overview of the history of art from prehistory to circa 1300 CE in Europe, the Mediterranean Basin, and the Near East.

Introduce students to the concepts, issues, methods, and vocabulary of the discipline of art history.

Inform students about the variety of social, cultural, and economic contexts in which art was produced and used in order to explain how these contexts affected the objects' form and function.

Heighten visual acuity and increase facility in analyzing works of art and architecture, as well as other aspects of the visual environment.

Course Policies:

Attendance and due dates. Please look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays) that conflict with classes, due dates, or exams. If you do have a conflict, contact Dr. Ross in advance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policy that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

Final Exam. The time and date of the final exam is fixed by the UF Registrar, not Dr. Ross. Do not schedule vacation or family travel or another activity to conflict with the Final Exam. There will be no early exams offered.

Classroom demeanor. No talking on cell phones, ringing or beeping, texting, Facebooking, tweeting, emailing, noisy or smelly eating, etc., during class. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate behavior shall result, minimally, in a request to leave class.

Accommodation. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to Dr. Ross when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Diversity. It is my intent that we explore the content of this course in a way that is respectful of diversity—gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both my responsibility and yours. It is my intent that students from all backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated.

Academic Honesty:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. *If you have any questions or concerns, please ask me* (Dr. Ross).

UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means that cheating and plagiarism will be penalized, and a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor, and phones must be turned off. For a discussion of how to avoid plagiarism, consult *Misuse of Sources* on the course web site. *If you have any questions, please ask me.* An online plagiarism checker service may be used to screen papers.

Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
% Equivalent	93+	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59-

See the following web page for UF policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Please note: A grade of C- (or below) will not count toward major requirements.

Course Requirements:

This course has a web site accessible through UF's e-Learning at <http://elearning.ufl.edu/>. This syllabus, class handouts, assignments, readings, and images required for exams will be posted to the site.

Vocabulary quizzes — 6% of the final grade

In-class practice IDs and comparisons — 5% of the final grade

Take-home comparison — 14% of the final grade

Midterm Exam — 25% of the final grade

Final Exam — 35% of the final grade

Attendance and class participation — 15% of the final grade

“Misuse of Sources” quiz — Pass/Fail

EXAMS

Midterm Exam, Thursday, February 27, 12:50–1:40pm, FAB 105

Final Exam, **Wednesday, April 29, 2:30–4:30pm**, FAB 105

The exams will require (1) identification and discussion of images presented in class and in the reading and (2) essay responses to questions about themes developed in class and in the readings. You can find sample exam instructions and study tips at the end of this syllabus.

QUIZZES—All quizzes take place in your discussion section.

Quiz #1: Practice Single Slide IDs, January 23/24

Quiz #2: Practice Comparison, February 6/7

Quiz #3: Ancient Architecture Vocabulary, February 20/21

Quiz #4: Medieval Architecture Vocabulary, April 16/17

The first two quizzes will practice the two types of exam questions where you write about images: “Single Slide IDs” and “Comparisons.” There will also be two vocabulary quizzes.

PAPER

Take-Home Comparison, due Tuesday, April 7, 12:50pm

This will be a 2- to 3-page (600- to 900-word) descriptive analysis of two works of art in UF's Harn Museum of Art. Instructions will be discussed in section on March 12/13.

In preparation for the paper, you will read a brief text: Gordon Harvey, “Misuse of Sources,” Chapter 3 of *Writing with Sources*, 2nd ed. (Indianapolis: Hackett, 2008), 29-44. You will then take a short online quiz. There is a link to the text on the <Home> page of the course web site. Access the quiz through the <Quizzes> link at the left of the course web site. You should **complete the online quiz** by **Thursday, March 12**. You may take the quiz as many times as you need until you get all the questions right, but you must get all the questions right to pass the quiz (= 15 points). You will not receive a grade for the quiz, but you must pass the quiz to pass the course.

ATTENDANCE



Prompt attendance is required at all classes. Repeated unexcused absences or habitual tardiness will result in a lowering of your attendance and class participation grade. Attendance will be taken in lecture and section.

READINGS

There is no printed textbook to purchase for this course.

The course is divided into modules.

- Prehistory and the Art of Ancient Iraq
- Ancient Egyptian Art
- Art of the Ancient Aegean and Greece
- Etruscan and Ancient Roman Art
- Byzantine and Islamic Art
- Early Medieval and Carolingian Art
- Romanesque and Gothic Art

Each module has a page on the course web site in eLearning, and each page has a link to a digital board of images for the module. These are the works of art that will be discussed in lecture. The most important works have been marked with an asterisk (*). Clicking on an image brings up a page dedicated to that image with a brief description and/or links to further information. Click the  at the top of the image page to open the side bar with information and links about the image. Click the ellipsis  to open the entire side bar.

There are two types of readings for the course: (1) links from individual images on the image boards and (2) more general readings found at the top of each image board.

1. Links from individual images. These are descriptions from a museum web site, museum catalog, scholarly encyclopedia, textbook, or a similar source, with some longer texts. These constitute a virtual textbook, and they are the primary readings for the course. These are not listed below.
2. General readings. The items gathered in the “general readings” stack at the top of each image board provide an overview of a period, region, theme, concept, medium, building type, or patron. These are listed below.

Use both types of readings to supplement the lectures, better understand the works of art, and review for exams.

A “reading” can be a PDF text, podcast, web page, video, interactive walking tour, etc.

FAQ

Q. How much do I need to know about each image?

A. On exams, you will write about images and build your essays around images. The images are the building blocks for the course. On exams, you will identify images and write for about 5 minutes per image, explaining what the work is, how it was used, what it depicts, why it is significant, etc. You will also write short essays that compare images or relate them to course themes. Use the readings to build your knowledge and understanding of the images. See the end of this syllabus for a more detailed description of exams.

Q. Do I need to know all that about every image on the boards?

A. No, the starred (*) images are the ones that may be directly tested on exams. About a week before each exam, you will get a list of the images that may be tested on that exam. The other images will contribute to your knowledge and understanding of the starred images.

Podcasts:

The readings include podcasts (audio recordings) from *A History of the World in 100 Objects*, *Living with the Gods*, and *In Our Time*. The image board links take you to web sites where you can play or download the recordings. You may prefer to stream or download the podcast through your phone. They are all available for free from iTunes and other podcatchers.

WEEK 1

January 7— Is There an Art History of Prehistory?

January 9— First Cities in Ancient Iraq

Image board: Prehistory and Art of Ancient Iraq

General reading:

- Kim Benzel, et al., *Art of the Ancient Near East: A resource for educators* (New York: The Metropolitan Museum of Art, 2010), 9-24, 34-41.

January 9/10—Section topic: Introduction

WEEK 2

January 14— The Assyrians and their Palaces

Image board: Prehistory and Art of Ancient Iraq

January 16—The Royal Afterlife in Old Kingdom Egypt

Image board: Ancient Egyptian Art

General reading:

- Edith Watts, *The Art of Ancient Egypt: A resource for educators* (New York: The Metropolitan Museum of Art, 2008), 7-9, 19-22, 27-32, 37-39, 43-46, 69-71, 75, 86, 88-89.

January 16/18—Section topic: Art and Politics in Assyria

WEEK 3

January 21— Egypt's New Kingdom Temples

January 23— Continuity and Change in Egypt's New Kingdom

Image board: Ancient Egyptian Art

General reading:

- In Our Time: Hatshepsut (BBC podcast)
- In Our Time: Akhenaten (BBC podcast)

January 23/24— **Quiz #1: Practice single slide IDs**

Section topic: The Body

WEEK 4

January 28— Art of the Ancient Aegean: Cycladic and Minoan

January 30— Art of the Ancient Aegean: Mycenaean

Image board: Art of the Ancient Aegean and Greece

General reading:

- Minoan Crete (Metropolitan Museum)
- Mycenaean Civilization (Metropolitan Museum)

January 30/31—Section topic: Style

WEEK 5

February 4— The Classical Language of Architecture

February 6—(Vase) Painting in Archaic and Classical Greece

Image board: Art of the Ancient Aegean and Greece

General reading:

- Ancient Greece: The Classical Orders (Khan Academy)
- Ancient Greece: Introduction to Greek Architecture (Khan Academy)
- Michael Norris, *Greek Art from Prehistorical to Classical: A Resource for Educators* (New York: Metropolitan Museum, 2000), 17-25, 39-43, 49-53.
- Susan Woodford, *The Parthenon* (Cambridge: Cambridge University Press, 1981), 4-27.
- Making Black-Figure Greek Vases (Getty Museum)

February 6/7— **Quiz #2: Practice comparison**

Section topic: Elements of Ancient Architecture

WEEK 6

February 11— Sculpture in Archaic and Classical Greece

February 13— Athens and the Acropolis

Image board: Art of the Ancient Aegean and Greece

General reading:

- The Nude in Western Art and Its Beginnings in Antiquity (Metropolitan Museum)
- Women in Classical Greece (Metropolitan Museum)
- Norris, *Greek Art*, 43-48 “Bronze Statues... .”
- Lost Wax Bronze Casting (Victoria & Albert Museum)
- Susan Woodford, *The Parthenon* (Cambridge: Cambridge University Press, 1981), 28-47.

February 11/13—Section topic: Art, Society, and Gender in Ancient Greece

WEEK 7

February 18— Alexander the Great and Hellenistic Art

Image board: Art of the Ancient Aegean and Greece

February 20— The Etruscans, Roman Republic, and Age of Augustus

Image board: Etruscan and Ancient Roman Art

General reading:

- Etruscan Art (Metropolitan Museum)
- Introduction to Ancient Rome (Khan Academy)
- Roman architecture (Khan Academy)

February 20/21— Quiz #3: Ancient architecture vocabulary

Section topic: Midterm Review

WEEK 8

February 25— The Roman Villa and its Painting

Image board: Etruscan and Ancient Roman Art

February 27— Midterm Exam

Image board: Midterm Exam

General reading:

- (Optional) “The Eruption Story” (British Museum)
- Roman domestic architecture (domus) (Khan Academy)
- Roman domestic architecture (villa) (Khan Academy)
- Roman Painting (Metropolitan Museum)

Blue books will be provided at the exam. You do not have to bring your own.

February 27/29—No Section

WEEK 9

March 3 and 5—No Class (Spring Break)

WEEK 10

March 10— Imperial Rome

March 12— Jewish and Early Christian Art in the Roman Empire

“Misuse of Sources” quiz due online before class (12:50pm)

Image board: Etruscan and Ancient Roman Art

General reading:

- Sarah Bond, “Whitewashing Ancient Statues: Whiteness, Racism, and Color in the Ancient World” (Forbes)
- Rome Reborn 2.2: A Tour of Ancient Rome in 320 CE (UCLA)
- Michael Norris, “Overview of Medieval Art and Its Time,” in *Medieval Art: A Resource for Educators* (New York: Metropolitan Museum of Art), 11–18.
- Jeffrey Spier, *Picturing the Bible: The Earliest Christian Art* (Fort Worth: Kimbell Art Museum, 2007), 1-13.

- R. A. Stalley, “The Christian Basilica” [excerpt] in *Early Medieval Architecture* (Oxford: Oxford University Press, 1999), 17-28.

March 12/13—Midterm Exam returned in class
Instructions for take-home comparison discussed

WEEK 11

March 17— The Age of Justinian in New Rome

March 19— Byzantine Ravenna

Image board: Byzantine and Islamic Art

General reading:

- Robin Cormack, *Byzantine Art* (Oxford: Oxford University Press, 2000), 37-41, 44-50.

March 19/20— Section topic: Sacred Space and Monumentality in Rome and Byzantium

WEEK 12

March 24— Three Religions in Jerusalem

March 26— Icon, Iconoclasm, and Aniconism in Byzantium and the Islamic West

Image board: Byzantine, and Islamic Art

General reading:

- Maryam Ekhtlar and Claire Moore, *Art of the Islamic World: A Resource for Educators* (New York: Metropolitan Museum of Art, 2012), 29-34, 36-39, 55-56, 58-61, 63, 77-79, 107, 110-113, 124.
- Living with the Gods: Rejecting the Image (British Museum/BBC)
- The Cult of the Virgin Mary in the Middle Ages (Metropolitan Museum)
- Icons and Iconoclasm in Byzantium (Metropolitan Museum)

March 24/26— Section topic: Jerusalem and Elements of Islamic Architecture

WEEK 13

March 31— Barbarians and their Books

April 2— Another New Rome: Charlemagne

Image board: Early Medieval and Carolingian Art

General reading:

- Making Manuscripts (Getty Museum)
- The Vikings (Metropolitan Museum)
- Carolingian Art (Metropolitan Museum)

April 2/3— Section topics: Arts of the Book

WEEK 14

April 7— Monasteries and Romanesque Pilgrimage Churches

Take-home comparison due before class (12:50pm)

April 9— Telling Stories in the Romanesque

Image board: Romanesque and Gothic Art

General reading:

- Monasticism in Western Medieval Europe (Metropolitan Museum)
- Relics and Reliquaries in Medieval Christianity (Metropolitan Museum)
- Pilgrimage in Medieval Europe (Metropolitan Museum)
- Romanesque Art (Metropolitan Museum)

April 9/10—Section topic: Form, Function, and Meaning in Architecture

WEEK 15

April 14— Stone Skeletons and Stained Glass: The Gothic Cathedral

April 16— New Jerusalems in Gothic Paris

Image board: Romanesque and Gothic Art

General reading:

- How stained glass is made (Khan Academy)

April 16/17— Quiz #4: Medieval architecture vocabulary

Section topic: Church Portal Programs

WEEK 16

April 21— The Spiritual Example of Saint Francis

Image board: Romanesque and Gothic Art

Reading: Image links only

****FINAL EXAM****

Wednesday, April 29, 2:30–4:30pm, FAB 105

Blue books will be provided at the exam. You do not need to bring your own.

ACADEMIC RESOURCES

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

WHAT ARE THE EXAMS GOING TO BE LIKE?

For Parts I and II, images will be projected onto the screen at the front of the exam room. As in lecture, there will be no text on the screen with the images. You will have to identify the images and write about them. You will *not* be required to memorize *every* image on the image boards. The images that might be tested on an exam are marked with an asterisk (*). About a week before each exam, a master slide list of all the testable images will be posted to the course web for you to view, print out, and study. You need to memorize the information to identify each image as given on the slide list, but you will also need to associate concepts and information from class and the reading with each image.

Many of you will not have taken an exam with this type of “slide question” before. Therefore, there will be two quizzes in section to let you practice this type of question before the first exam. On Thursday/Friday, January 25/26, you will take a quiz with the type of question in Part I, “Single Slide IDs.” On Thursday/Friday, February 8/9, you will take a quiz with the type of question in Part II, “Slide Comparisons.”

Sample Midterm Exam Instructions

Answer all questions using complete sentences, not bullet points.

Part I – Single Slide IDs, 3 @ 5 minutes each

Identify the slide with the information provided on the slide list: maker (if known), title, date, and place where made. Write a brief essay about the most important aspects of the image.

Part II – Slide Comparisons, 2 @ 10 minutes each

Identify each slide with the information provided on the slide list: maker (if known), title, date, and place where made. Write an essay in which you compare and contrast the slides. Remember to write an integrated discussion of the images; do not analyze them in isolation from one another.

Part III – Essay, 15 minutes

Choose ONE of the following questions and write an essay in which you incorporate materials from lecture and course readings, as they apply. Before writing, you may want to take a few minutes to outline the major points of your essay. Use specific examples. Try to avoid repeating your answers for Parts I and II.

Exam Study Tips

1. Go through the slide list and for each slide ask yourself:

- What is shown here?
- Why is it important or interesting?
- What course themes does it address?
- What was the function of this work?
- What are its most striking visual qualities?
- How does the work involve the viewer?
- How does the work relate to its site?
- What symbolism is shown in the work?
- What were the political, religious, social, or cultural meanings of the different elements of the work?
- What other works relate to this one? Which come from the same site, from the same period, or have similar imagery?
- What other cultural or historical context helps us understand the meaning of this work?

If the slide were presented as an ID question, what would you say? Pull material from your class notes and textbook.

2. You can use the slides to help you study the larger course themes addressed in the comparisons and essays. Group slides by culture and ask how the works each elucidate different aspects of that culture’s history, religion, and aesthetics. Make a list of course themes (start with the section topics), and then ask, “Which slides address this theme?” Group slides from different periods and cultures that share the same function, iconography, theme, etc.—for example, slides of sacred spaces, royal spaces or persons, works that negotiate the afterlife, or works that demonstrate technological innovation or achievement. Within these groups, would any pairs of slides make good comparisons? Could you construct an essay around any of these groups of slides?
3. Memorize the identifying info for each slide on the exam slide list.