

## **ARH 2050 | Introduction to the Principles and History of Art I | Summer B 2025**

University of Florida, College of the Arts, School of Art + Art History

FAC 201 | Credit Hours: 3 | Course Fee: \$13.50

### **Lectures**

Mon, Tue, Wed, Thur | Period 4: 12:30-1:45 | Fac 201

### **Discussion Sections**

Class 14272 : Friday 11:00 AM – 12:15 PM | Class 10263: Friday 12:30-1:45 PM

**Instructor: Faith Barringer (she/her)**

fc.barringer@ufl.edu

Office Hours: By appointment only

**GTA: Cassidy Cannon (they/them)**

cannoncassidy@ufl.edu

Office hours: TBA

### **COURSE DESCRIPTION**

This course provides an overview of the history of art and architecture from prehistory through the Middle Ages in Europe, the Mediterranean basin, and the Near East. It familiarizes students with key works and gives students the tools to describe, analyze, and contextualize artworks. Includes works from the Western canon.

### **ADDITIONAL 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of art, representation of the body, architectural space and siting, style, narrative, iconography, appropriation and historical reference, monumentality, the role of the viewer, and abstraction and resistance to representation.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.

### **COURSE GOALS**

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.

### **STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to...

Identify, describe, and interpret works of art, architecture, and material culture from prehistory to circa 1300 CE in Europe, the Mediterranean Basin, and the Near East.

Use the methods and vocabulary of art history to examine and assess historical questions about the creation, use, and reception of art in this period and region.

Formulate oral and written analyses of works of art and architecture from this period in their historical and cultural context.

### **GENERAL EDUCATION CREDIT**

General Education Humanities

General Education International

This course accomplishes the General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education Credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

### **General Education Objectives and Learning Outcomes**

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and

theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

#### Humanities Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

This course also meets the International (N) of the UF General Education Program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

#### International Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

#### **COURSE POLICIES**

**Due Dates.** Please take a look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays, family obligations, or extracurricular activities) that conflict with lectures, due dates, and exam times. If you do have a conflict,

please see your section instructor in advance to clear your absence, schedule an extension, or discuss the possibility of a make-up exam.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies.

**Final Exam.** The time and date of the final exam (August 8, 12:30pm-1:45pm) is set and enforced by the UF Registrar. Do not schedule vacation or family travel or another activity to conflict with the Final Exam. There will be no early exams offered.

**Accommodation.** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). Click [here](#) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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.aa.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**In-Class Recording.** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium,

to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student honor Code and Student Conduct Code.

**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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. *If you have any questions or concerns, please consult with the instructors or TA in this class.* 4

UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult “Misuse of Sources” on the course web site. *If you have any questions, please ask.* An online plagiarism checker service may be used to screen papers.

**Artificial Intelligence.** Take-Home Comparison: Any use of generative AI for this assignment constitutes academic misconduct. Generative AI would not be able to complete this assignment very well, even if it were allowed. We’ve tried. Also, if you try to use it to get started and generate initial observations, it will set you off in the wrong direction. This is an exercise in close-looking, and the AI jumps too quickly to vague interpretation.

All other assessments: Exams and quizzes will be completed in class on paper, so you will not have the opportunity to use AI while writing the exam or quiz. If you choose to use AI for study, you are still responsible for all content (ideas, facts), however your study information was generated. Note that AI can generate untrue, inaccurate, and hallucinatory content.

**Letter Grade**

**% Equivalency**

A	94 and above
A-	90 to 93
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
E, I, NG, WF	59 and below

### Summary of course requirements

Attendance and Participation	10%
Reading Responses	20%
Quizzes	20%
Midterm Exam	25%
Final Exam	25%

### Attendance Policy:

Attendance will be taken at the beginning of each class meeting. Students are allowed a maximum of **two unexcused absences**. You cannot have more than **one** excused absences for discussion sections. Excused absences include documented illness, family emergencies, and other circumstances beyond the student's control. **If you must miss class for any reason, please notify the teaching assistant in advance and provide documentation if possible.**

**Except in extenuating circumstances, more than two unexcused absences (total) will affect your final course grade.** The instructor may opt to drop your final grade a half-step for every additional unexcused absence (B to B-, B- to C, etc.). Three or more unexcused absences may result in a failing grade for the course.

### **Participation Policy**

Active participation is an essential part of this course and contributes to a dynamic and engaging learning environment. Students are encouraged to share their ideas and perspectives, listen to and learn from others, and engage in constructive dialogue with their classmates.

Participation will be evaluated based on the quality and quantity of the student's contributions to class discussions and the quality of their responses in their section journals.

**Section meetings : 7/11, 7/25, 8/1**

### **Quizzes**

There will be **three quizzes** during the semester, each of which will consist of multiple-choice questions. The quizzes will be administered during section and will cover material from the readings, lectures, and discussions. **The quizzes will be given on 5/26 and 6/16.**

The two quizzes combined will count for 20% of the final grade. Each quiz will be worth 10% of the final grade. The quizzes will be given during section and will be timed. No make-up quizzes will be given, except in cases of documented illness or other extenuating circumstances beyond the student's control.

### **Exams**

The midterm and final exams are important components of this course. Both exams will be given **in-person**. The exams will consist of short-answer and essay responses that will test students' understanding of the major themes, concepts, and historical developments covered in the course. Combined they are worth 50% of the final grade.

The midterm exam will be given during **Week 3 (7/17)** of the semester and will be worth 25% of the final grade. The final exam will be given during **Week 6 (8/7)** of the semester and will be worth 25% of the final grade. Both exams will be timed, and students will have 1 hour and 15 minutes to complete each exam.

### **Summary of important dates**

7/4	Independence Day (no class)
7/11	Quiz 1
7/17	Midterm
7/25	Quiz 2
8/1	Quiz 3
8/7	Final Exam

### **READINGS & IMAGE BOARDS**

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 toward the end of the syllabus.

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 BBC 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, Spotify, and elsewhere.

Course Schedule

## **Week 1**

<b>Monday, June 30</b>	
<b>Image Board</b>	Prehistory and Art of Ancient Iraq
<b>Topic</b>	Prehistory to Art History
<b>General Reading</b>	Benzel, <i>Art of the Ancient Near East</i>
<b>Tuesday, July 1</b>	
<b>Image Board</b>	Prehistory and Art of Ancient Iraq
<b>Topic</b>	The Assyrians and their Palaces
<b>General Reading</b>	Image links only
<b>Wednesday, July 2</b>	
<b>Image Board</b>	Ancient Egyptian Art
<b>Topic</b>	The Royal Afterlife in Old Kingdom Egypt
<b>General Reading</b>	Watts, <i>The Art of Ancient Egypt</i>
<b>Thursday, July 3</b>	
<b>Image Board</b>	Ancient Egyptian Art
<b>Topic</b>	Egypt's New Kingdom
<b>General Reading</b>	Image links only
<b>Friday, July 4</b>	
<b>Classes Canceled</b>	

## Week 2

<b>Monday, July 7</b>	
<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	Art of the Ancient Aegean
<b>General Reading</b>	Minoan Crete (Metropolitan Museum) Mycenean Civilization (Metropolitan Museum)
<b>Tuesday, July 8</b>	
<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	The Classical Language of Architecture
<b>General Reading</b>	Ancient Greece: The Classical Orders (Khan Academy) Ancient Greece: Introduction to Greek Architecture (Khan Academy)
<b>Wednesday, July 9</b>	

<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	(Vase) Painting in Archaic and Classical Greece
<b>General Reading</b>	Norris, <i>Greek Art</i> Woodford, <i>The Parthenon</i> Making Black-Figure Greek Vases (Getty Museum)

#### Thursday, July 10

<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	Sculpture in Archaic and Classical Greece
<b>General Reading</b>	Nude in Western Art (Metropolitan Museum) Women in Classical Greece (Metropolitan Museum) Lost Wax Bronze Casting (Victoria & Albert Museum)

**Assignment** **Quiz 1**

#### Friday, July 11

<b>Section Topic</b>	Art, Society, and Gender in Ancient Greece
----------------------	--

### Week 3

#### Monday, July 14

<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	Athens and the Acropolis
<b>General Reading</b>	Woodford, <i>Parthenon</i> , cont.

#### Tuesday, July 15

<b>Image Board</b>	Art of the Ancient Aegean and Greece
<b>Topic</b>	Alexander the Great and Hellenistic Art
<b>General Reading</b>	Image links only

#### Wednesday, July 16

<b>Image Board</b>	Etruscan and Ancient Roman Art
<b>Topic</b>	The Etruscans, Roman Republic, and Age of Augustus
<b>General Reading</b>	Etruscan Art (Metropolitan Museum) Introduction to Ancient Rome (Khan Academy) Roman architecture (Khan Academy)

#### Thursday, July 17

**Assignment** **Midterm**

#### Friday, July 18

**Classes Canceled**

## Week 4

<b>Monday, July 21</b>	
<b>Image Board</b>	Etruscan and Ancient Roman Art
<b>Topic</b>	The Roman Villa and its Painting
<b>General Reading</b>	Roman domestic architecture (domus) (Khan Academy) Roman domestic architecture (villa) (Khan Academy) Roman painting (Metropolitan Museum)
<b>Tuesday, July 22</b>	
<b>Image Board</b>	Etruscan and Ancient Roman Art
<b>Topic</b>	Imperial Rome
<b>General Reading</b>	Rome Reborn 2.2 (UCLA)
<b>Wednesday, July 23</b>	
<b>Image Board</b>	Etruscan and Ancient Roman Art
<b>Topic</b>	Jewish and Early Christian Art in the Roman Empire
<b>General Reading</b>	Norris, <i>Medieval Art</i> Spier, <i>Picturing the Bible</i> Stalley, "The Christian Basilica"
<b>Thursday, July 24</b>	
<b>Image Board</b>	Byzantine and Islamic Art
<b>Topic</b>	Byzantine Ravenna and The Age of Justinian in New Rome
<b>General Reading</b>	Cormack, <i>Byzantine Art</i>
<b>Assignment</b>	<b>Quiz 2</b>
<b>Friday, July 25</b>	
<b>Section Topic</b>	Sacred Space

## Week 5

<b>Monday, July 28</b>	
<b>Image Board</b>	Byzantine and Islamic Art
<b>Topic</b>	Three Religions in Jerusalem
<b>General Reading</b>	Ekhtlar and Moore, <i>Art of the Islamic World</i>

### Tuesday, July 29

<b>Image Board</b>	Byzantine and Islamic Art
<b>Topic</b>	Icon, Iconoclasm, and Aniconism in Byzantium and the Islamic West
<b>General Reading</b>	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)

### Wednesday, July 30

<b>Image Board</b>	Early Medieval and Carolingian Art
<b>Topic</b>	Another New Rome: Charlemagne
<b>General Reading</b>	Making Manuscripts (Getty Museum) The Vikings (Metropolitan Museum) Carolingian Art (Metropolitan Museum)

### Thursday, July 31

<b>Image Board</b>	Romanesque and Gothic Art
<b>Topic</b>	Monasteries and Romanesque Pilgrimage Churches
<b>General Reading</b>	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)

**Assignment** **Quiz 3**

### Friday, August 1

<b>Section Topic</b>	Arts of the Book
----------------------	------------------

## Week 6

### Monday, August 4

<b>Image Board</b>	Romanesque and Gothic Art
<b>Topic</b>	Telling Stories in the Romanesque
<b>General Reading</b>	Image links only

### Tuesday, August 5

<b>Image Board</b>	Romanesque and Gothic Art
<b>Topic</b>	Stone Skeletons and Stained Glass: The Gothic Cathedral
<b>General Reading</b>	Image links only

### Wednesday, August 6

Image Board	Romanesque and Gothic Art
Topic	New Jerusalem in Gothic Paris
General Reading	How stained glass is made (Khan Academy)

### Thursday, August 7

Assignment	Final Exam
------------	------------

### Full Citations for Readings from Print Sources

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.

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

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.

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.

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.

Susan Woodford, *The Parthenon* (Cambridge: Cambridge University Press, 1981).

### HEALTH AND WELLNESS RESOURCES

**U Matter, We Care:** If you or someone you know is in distress, please contact <mailto:umatter@ufl.edu> or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

**University Police Department:** Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## **ACADEMIC RESOURCES**

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services

**Library Support:** Various ways to receive assistance with using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code webpage for more information.

**On-Line Students Complaints:** View the Distance Learning Student Complaint Process.