

# **ARH 2050: Introduction to the Principles and History of Art I**

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

**Fall 2025**

## **General Information:**

Credit Hours: 3

Course Fee: \$13.50

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

Final exam: 12/11/2025 @ 12:30 PM - 2:30 PM

NOTE: This syllabus is subject to change, and students should consult it each week during the semester.

## **Class Meetings**

Lecture: Monday and Wednesday, Period 6 (12:50 PM-1:40 PM), FAB 103

Discussion Section 10485: Friday, Period 3 (9:35 AM-10:25 AM), FAC 116A

Discussion Section 10486: Friday, Period 5 (11:45 AM-12:35 PM), FAC 116A

Discussion Section 10522: Friday, Period 7 (1:55 PM - 2:45 PM), FAC 201

Discussion Section 10521: Friday, Period 8 (3:00 PM – 3:50 PM), FAC 201

## **Instructor: Alice Klima**

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Office Location: FAC 119

Office Hours: Thursdays 1:00 – 3:00 PM

Phone: 352-273-3072

## **COURSE DESCRIPTION FROM UF CATALOG**

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of art, representation of the body, architectural space and siting, style, narrative, iconography, appropriation and historical reference, monumentality, the role of the viewer, and abstraction and resistance to representation.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

## **STATE COURSE NUMBERING SYSTEM DESCRIPTION**

1. Forms of art, painting, sculpture and architecture. 2. The origins of art. 3. Egyptian and Sumerian art. 4. Classical Greek and Roman art. 5. Early Christian and Medieval art. 6. Renaissance art. 7. Baroque and Rococo. 8. Art in the 19th century. \* \* within the arh \_050 and arh \_051 sequence, the coverage may vary. However, combined, the sequence will cover art from prehistoric times to the present.

## **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 communicating about 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, while also recognizing the works' continued importance in our contemporary world. **(Content SLO: H, N)**

- These outcomes will be assessed through quizzes, exams, and the take-home comparison.

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. **(Critical Thinking SLO: H)**

- These outcomes will be assessed through quizzes and exams.

Analyze how works of art and architecture and the cultural, economic, political, and/or social systems surrounding their creation mediate our understanding of both the past and the contemporary world. **(Critical Thinking SLO: H,N)**

- These outcomes will be assessed through quizzes, exams, and the take-home comparison.

Formulate oral and written analyses of works of art and architecture from this period in their historical and cultural context, while also reflecting on the ways that works of art and architecture mediate understanding of the contemporary world. **(Communication SLO: H, N)**

- These outcomes will be assessed through quizzes, exams, and the take-home comparison.

## 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.

Make-up or early exams can only be offered in exceptional circumstances, including those required by the DRC or Registrar's office. Extensions to deadlines will not be given except under exceptional circumstances. Please request any extension **in advance** of the due date. Each day late for any assignment will result in a lowered 1/3 letter grade for that assignment (A to A- for example).

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

**Final Exam.** The time and date of the final exam is set and enforced by the UF Registrar. Do not schedule vacation or family travel or another activity to conflict with the Final Exam.

**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.*

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.

### GRADING SCALE

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

Please note: A minimum grade of C is required to fulfill major or General Education requirements. [Here is a link to university grades and grading policies.](#)

### COURSE REQUIREMENTS

Attendance	8%
Participation	12%
Quizzes (4)	20%
Midterm Exam	20%
Take-Home Comparison	20%
Final Exam	20%

## EXAMS

**Midterm Exam, in class, Wednesday, October 15, 12:50 – 1:40pm**

**Final Exam, in class, December 11, 12:30 PM - 2:30 PM**

Exam content will be drawn from readings, terms, and examples discussed in class. The exams will require (1) identification and discussion of images presented in class and on the image boards and (2) essay responses to questions about themes developed in class and in the readings. The midterm will be 60 minutes total and the final exam will be 75 minutes total. This information will be posted along with more details on expectations and grading on Canvas under the Midterm and Final Exam tabs on the “Assignments” page.

## QUIZZES #1–4

Quiz #1: Practice Single Slide IDs

Quiz #2: Practice Comparison

Quiz #3: Ancient Architecture Vocabulary

Quiz #4: Medieval Architecture Vocabulary

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. All quizzes will be taken in class in section, see schedule for quiz dates.

## TAKE-HOME COMPARISON (ESSAY)

This will be a 2- to 3-page (600- to 900-word) descriptive analysis of two works of art. Students may visit UF’s Harn Museum of Art to analyze works in their collection. You will choose from a list of possible works provided by the instructor. That list can be found under the assignment tab on Canvas along with more detailed instructions, requirements, and helpful tips. **Due November 5, 11:59pm**, submitted on Canvas. Papers turned in late will be marked down 1/3 letter grade (A to A- for example) for each day, unless the TA or instructor has approved – in advance – your extenuating circumstance. Plagiarism will result in a failing grade.

## ATTENDANCE

You are expected to attend lectures and discussion sections. We reserve the right to mark you absent if you arrive late or leave early. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

## CLASS PARTICIPATION



The Friday discussion sections offer an opportunity to explore course themes and consolidate information from the lectures in conversation with your instructors and classmates. Your participation points assess how well you engage with class discussion by asking and answering questions, completing in-class written reflections, and collaborating on other section activities.

## READINGS & IMAGE BOARDS

There is no textbook to purchase for this course. You will access the materials for the course through the Canvas platform in e-Learning. On the course Canvas site, you will find a series of digital image boards linked to readings. These constitute a virtual textbook for the 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

For each module, there is a digital board of images. These are images of the works of art and architecture that will be discussed in class. The most important works have been starred (\*). Clicking on an image brings up a page dedicated to that image with a brief description and (often) links to further information. Click the  at the top of the image page to open the side bar with information and links for the image. Click the ellipsis  to open the entire side bar.

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

- (1) Readings for individual images. These include descriptions of the work on a museum web site, in a museum catalog, scholarly encyclopedia, textbook, or a similar source, with some longer texts.
- (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 important person.

Use both types of readings to supplement the lectures, better understand the works of art, and review for exams. On average, we expect that you will spend a total of 6 hours per week on the course outside of class. This time includes looking at the image boards, working through the readings, collating information about the images from lectures and readings, studying for exams and quizzes, and completing assignments. A “reading” can be a PDF text, podcast, web page, video, etc. There is a full list of readings at the end of this syllabus. There are a lot of them, but most are quite short.

### RECOMMENDED TEXTBOOK:

If you prefer one comprehensive textbook, I recommend the following:

Marilyn Stokstad and Michael W. Cothren. *Art History, Vol. 1*. Sixth Edition. Upper Saddle River, New Jersey: Pearson Education, 2018.  
(ISBN#: 0134479270)

\*There is a digital version of this textbook you may get if you prefer. You may also use the fifth edition of the textbook, although the page numbers for the readings will not match up exactly with what is on the schedule.

I will provide a suggested reading schedule for this textbook.

### FAQ

Q. How much do I actually 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 essays that compare two images or relate images to course themes. Use the readings to build your knowledge and understanding of the images.

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 final list of the images that may be tested on that exam (about 30-40). The other images will contribute to your knowledge and understanding of the tested images.

**COURSE SCHEDULE**

For each week's reading, students should consult the image boards, which are organized by module. You should complete the General Readings, grouped at the top of each board, by the end of the module. After each week, review the images introduced in class and do the readings for those individual images, focusing on the starred images. You are also welcome to read ahead in the module, looking at the images and doing the readings ahead of their introduction in class, if that works better for you. You are also invited to have the image board open on your device during class, if you want to follow along.

**Week 1****August 22****Section**      **No class****Week 2****August 25****Module**      Introduction**Topic**      Introduction to the course**August 27****Module**      Prehistory and the Art of Ancient Iraq**Topic**      Prehistory**August 29****Section**      Discussion and review**Week 3****September 1**      **No Class (Labor Day Holiday)****September 3****Module**      Prehistory and the Art of Ancient Iraq**Topic**      Art in Ancient Iraq (Sumeria, Assyria)**September 5****Section**      Discussion and review**Week 4****September 8****Module**      Ancient Egyptian Art**Topic**      Ancient Egyptian Art and Architecture (Old Kingdom)**September 10****Module**      Ancient Egyptian Art**Topic**      Ancient Egyptian Art and Architecture (Old and New Kingdom)**September 12****Section**      Discussion and review**Assignment**      **Quiz #1: Practice ID** (in class)**Week 5****September 15****Module**      Ancient Egyptian Art**Topic**      Ancient Egyptian Art and Architecture (New Kingdom)**September 17****Module**      Art of the Ancient Aegean and Greece**Topic**      Art of the Ancient Aegean**September 19****Section**      Discussion and review



## Week 6

September 22

**Module** Art of the Ancient Aegean and Greece

**Topic** Classical Greek Architecture

September 24

**Module** Art of the Ancient Aegean and Greece

**Topic** Art of Ancient Greece (Sculpture and Vase Painting)

September 26

**Section** Discussion and review

**Assignment** **Quiz #2: Practice Comparison** (in class)

## Week 7

September 29

**Module** Art of the Ancient Aegean and Greece

**Topic** Art of Ancient Greece (Sculpture and Vase Painting)

October 1

**Module** Art of the Ancient Aegean and Greece

**Topic** Art and Architecture of Ancient Greece (Athens)

October 3

**Section** Discussion and review

## Week 8

October 6

**Module** Art of the Ancient Aegean and Greece

**Topic** Art and Architecture of Ancient Greece (Hellenistic)

October 8

**Module** Etruscan and Ancient Roman Art

**Topic** Etruscan Art and Ancient Roman Art (Roman Republic, Age of Augustus)

October 10

**Section** Discussion and review

**Assignment** **Quiz #3: Ancient architecture vocabulary** (in class)

## Week 9

October 13

**Module** Etruscan and Ancient Roman Art

**Topic** Art and Architecture of Ancient Rome (Wall Painting and Domestic Architecture)

October 15

**Assignment** **Midterm Exam** (in class)

October 17

**Section** **No Class (Fall Holiday)**

## Week 10

October 20

**Module** Etruscan and Ancient Roman Art

**Topic** Art and Architecture of Ancient Rome (Roman Empire)

October 22

**Module** Etruscan and Ancient Roman Art

**Topic** Jewish and Early Christian Art in the Roman Empire

October 24

**Section** Discussion and Review



### Week 11

October 27

**Module** Byzantine and Islamic Art  
**Topic** Byzantine Art and Architecture (Ravenna)

October 29

**Module** Byzantine and Islamic Art  
**Topic** Byzantine Art and Architecture (Age of Justinian)

October 31

**Section** Discussion and review

### Week 12

November 3

**Module** Byzantine and Islamic Art  
**Topic** Sacred Spaces of Jewish, Early Christian, and Islamic Architecture

November 5

**Module** Byzantine and Islamic Art  
**Topic** Byzantine and Early Islamic Art (Icons, Iconoclasm, Aniconism)  
**Assignment** Take-Home Comparison due, 11:59 PM, on Canvas

November 7

**Section** Discussion and review

### Week 13

November 10

**Module** Early Medieval and Carolingian Art  
**Topic** Early Medieval Art (Books)

November 12

**Module** Early Medieval and Carolingian Art  
**Topic** Carolingian Art and Architecture

November 14

**Section** Discussion and review

### Week 14

November 17

**Module** Romanesque and Gothic Art  
**Topic** Romanesque Art and Architecture (Pilgrimage)

November 19

**Module** Romanesque and Gothic Art  
**Topic** Romanesque Art and Architecture (Portals)

November 21

**Section** Discussion and review  
**Assignment** Quiz #4: Medieval architecture vocabulary (in class)

### Week 15

November 24 – 28

No Class – Thanksgiving Break

### Week 16

December 1

**Module** Romanesque and Gothic Art  
**Topic** Gothic Art and Architecture (Cathedrals)

### December 3 (last day of class)

**Module** Romanesque and Gothic Art

**Topic** Gothic Art and Architecture (Paris) and Late Medieval Art and Architecture

### Exam Week

**Assignment** **Final Exam: December 11 @ 12:30 PM - 2:30 PM**

### 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](#).

A link to all academic policies and resources online can be found here:

<https://go.ufl.edu/syllabuspolices>.