

Los Angeles Mission College/Art Department

Fall 2013

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ART 101/HISTORY OF WESTERN ART

COURSE DESCRIPTION

This course is designed as a survey of the visual arts of the western world from the Paleolithic through the Medieval. During the semester we will use both archaeological and written records to examine the theory that art is shaped by contemporaneous social, religious, political and economic forces. Cultural interaction and the influence of style across time will also be taken into account. Lectures will be laced with a good deal of information about the materials and methods of production used in the creation of art.

Our subject matter is roughly divided into three parts. For the first four weeks, we will examine the art of the Prehistoric and the ancient Near East; We will then move to the Aegean and Mediterranean as we examine the Classical cultures of ancient Greece and Rome for six weeks. The rest of the course will focus primarily on the art of Northern Europe during the Medieval. Students completing this course will develop a vocabulary to identify and analyze works of art within particular traditions and chronological periods in the history of western art.

This is a 3 unit UC/CSU transferable course.

STUDENT LEARNING OUTCOMES

At the end of this course student will be able to:

- Comprehend and recall a broad range of foundational knowledge, appreciation and experience in the area of art history.
- Identify major works of art, architecture and archaeological sites from the Paleolithic-Medieval.
- Incorporate Art Historical terminology into discussions and written essays.
- Apply various methodologies (historical and archaeological) in the interpretation of a work of art.
- Analyze works of art within their historical context through an understanding of social and cultural events.

TEXT AND READINGS

The required text for this course is Fred S. Kleiner, Gardner's Art Through the Ages, Western Perspectives, 13th edition. I will accept any addition of Gardner's as long as it corresponds to the class material i.e. must be WESTERN and 9th-13th editions only. You may purchase the text (latest edition) at the LAMC bookstore. Readings will be assigned on a weekly basis in correspondence with each "Learning Unit." The readings will serve as a primary source of information and should be completed prior to the posting of discussions and completion of assessments. You may also use the weekly handouts as study guides to help you focus on areas of importance within the reading assignments. This method of study will make it easier to absorb the terminology, dates and geography covered during each "Learning Unit." Please refer to the weekly "Modules" and/or the week-by-week schedule below for assignments and due dates.

MINIMUM TECHNOLOGY REQUIREMENTS

- Computer access-You will need access to a computer with MS word installed. Your computer must be reliable and accessible.
- Internet access-it is possible to take this course using a dial up connection, but high speed or wireless is highly recommended.
- You must be using the appropriate web browser
- You must configure your browser's cache.
- You must configure cookies, JavaScript, pop-up blocker.
- Plug Ins-you will need to insure you have the following plug in installed on your computers:

-Adobe Acrobat Reader-you will need the most current version to download these files from the class website.<http://www.adobe.com/products/acrobat/readstep2.html>

-Quicktime-available from <http://www.apple.com/quicktime/download/> to view video segments.

-Email-we will make extensive use of Email.Make sure that you update your profile with current email information. If you do not have email, there are several ways you can get one for free such as www.yahoo.com or www.hotmail.com.

- You must accept Etudes-NG SSL certificate and settings for alerts.
- For instructions on how to verify/check these requirements please see the [Etudes System Requirements](#).

ATTENDANCE AND PARTICIPATION POLICY

The online class environment is different from the traditional in-class experience in that we will not meet face-to-face, however, there will be plenty of contact between students and instructor and “classroom” discussions with your fellow students as well as collaborative learning activities. In order to stay active in the class through participation in discussions and activities, you will need to log in to the class website between 3-4 times per week at minimum. There is no mandatory amount of time you need to be “logged-on”, however.

One of the first things to keep in mind when taking an online course is that the key to success is motivation. It is advised that you plan your time for completing assignments the same way you would in a traditional class. As a three unit class, you should be prepared to spend a minimum of 9 hours per week working on course material, on and off line. And don’t forget: although you may not meet me in person, I am always available to help you with any questions or needs you might have. I’m only a click away!

GRADING

Grades will be determined by the following criteria and values:

Students will be graded in four areas: **Weekly Discussion Forum** (25 points x 16=400 points), **Semi-Weekly Quiz** (30 points x 10 = 300 points), **VoiceThread** activities (10 points x 10 = 100 points), **Final Project** (due at the end of the semester = 300 points) and **Participation (be nice, be helpful)** (100 points) TOTAL POINTS = 1200

For more information about how each area is graded, please refer to the individual grading rubrics listed with instructions for each assignment/ assessment. Instructions for each individual

assignment/assessment will be listed within the weekly modules in Etudes. Due dates are listed in the weekly modules and also within the course outline.

Please note: It may appear to you that there are a lot of assignments in this class. Keep in mind, however, that the assignments are short and the material is interrelated. This means that the material covered in the assignments is not exclusive. We will be working on building our knowledge of Art History throughout the semester; what you learn in week one will come up again over and over. For example, your weekly discussions and quizzes will serve as the foundation for your “section projects.”

A= 100-90% 1200-1080 points

B=89-80% 1079-960 points

C= 79-70% 959-840 points

D= 69-60% 839-720 points

F= 59% or less 719 points or less

Assignments will be graded within 1 week of submission. Your grades will be posted on the class web site. It is your responsibility to make sure that you have received the proper grades for your assignments. If you believe that there has been an error in grading one of your assignments, don't hesitate to contact me; send me an email as soon as possible.

EXTRA CREDIT: It will be possible to earn extra credit. The maximum possible is 100 points.

OFFICE HOURS AND COMMUNICATION POLICY

Contact between instructor and students and between students is essential to succeed in this course.

The best way to reach me is via Email: LEZOAL@lamc.edu. I will respond to emails within 24 hours. Emails received on the weekends will be answered by or on Monday. If you do not receive a response within 24 hours, please resend. Please include your full name in the subject line of your email.

You may also send me a **PRIVATE MESSAGE** through the Etudes board or post a public question in the **CLASS DISCUSSIONS** forum. I find that most students prefer to send their questions through Etudes because it tends to be more convenient.

I will be communicating with the class on a weekly basis through the **ANNOUNCEMENT** section in Etudes. I will be posting an announcement with important information at the start of each week. If there is an announcement for the entire class, it will also be posted in the **ANNOUNCEMENT** section.

STUDENTS WITH DISABILITIES

It is the policy of Mission College to make its services, facilities, programs and accommodations accessible to all students, including people with disabilities, and comply fully with the provisions of the Americans with Disabilities Act of 1990. If a disability prevents you from fully using our facility or enjoying our services and programs, we would like your input and ideas on how we can serve you better. Any concerns, comments or suggestions should be directed to Disabled Students Programs & Services (DSP&S), <http://www.lamission.edu/dsps/>

DROP POLICY

Students who do not complete all assignments in the first learning unit by the due date will be dropped from the course. Exceptions may be made under certain circumstances. I do not drop past the first week. It is the students' responsibility to drop the course after the first week.

LATE WORK POLICY

Work must be turned in by the due date in order to receive full credit. Late work received by the end of the semester will receive half credit. It is important to plan sufficient time to complete assignments. Falling behind and leaving work for the last minute will be detrimental to your final grade and overall class performance. Exceptions may be made under certain circumstances.

Class "Netiquette"

Please use complete sentences and proper grammar in your discussion posts. Be respectful of others opinions and contributions. Keep in mind that we all have something unique to contribute to this class. One of the best ways to show that you appreciate contributions is to offer thoughtful feedback on your classmate's efforts. Accept help when you need it and offer it when you can.

CLASS PHILOSOPHY AND EXPECTATIONS

This class is a community. We all have the same objective: to learn! Online students may feel isolated at times, but it is important to remember that you are not alone. I need each of you to approach our online class with a great attitude and willingness to help each other. Think of our online class as a community. Many problems and questions can be resolved by asking a fellow student. I am always here to help you, but I truly believe your experience will be more fulfilling if you establish a good level of communication with your fellow students. The subject of our first discussion forum is an introduction where we will share some things about ourselves. Use this introductory exercise as a way to get to know each other. Is there a student in the course with whom you have something in common? Let them know and share. Let's work together to make this semester great for everyone!

Let's keep the following "groundrules" in mind when beginning this course:

- Participation in discussion forums and VoiceThread activities is **mandatory**.
- Spend time learning how to navigate in your course management system.
- Check the announcement board regularly.
- Address technical problems immediately.

CLASS STRUCTURE AND WEEK-BY-WEEK SCHEDULE

Our course is divided into three "**sections**", each of which contains a number of "**learning units**" or "**modules**." Each "**section**" is based roughly on a particular theme. **Section I** explores the prehistoric and world of the ancient Near East, including Egypt and Mesopotamia. **Section II** focuses on the cultures of ancient Greece and Rome, what we refer to as "Classical Civilization" due to the tremendous influence these areas had on the development of the western world. Lastly, in **Section III** we examine the Medieval world of western Europe which encompasses the spread of Christian culture and art.

The **learning units/modules** contain the information that you will need to follow each week, such as learning objectives, assignments and assessments such as quizzes and class discussions.

You will need to complete these small assignments on a weekly basis. There is a larger group project due at the end of the class which is based on these “**sections**.” These projects are meant to be enjoyable and facilitate interaction with your classmates while at the same time bringing together all the information you have learned in each “**section**”.

When you are on the Etudes site for this course, you will see your weekly assignments listed in the “**modules**”, “**assignment**” and “**discussions**” areas of the interface.

Readings, Handouts and Lecture Notes

In order to successfully achieve the learning objectives for each learning unit and complete the assignments, it is necessary to complete the readings and review the handouts and lecture notes. You will be receiving most of your information from these three sources.

Readings are assigned for each learning unit in our textbook, Gardner’s Art Through the Ages. The readings correspond in theme with the topic covered in each learning unit. For example, when we cover Egyptian art in weeks 3-4, you will be assigned to read the chapter on Egyptian art in Gardner’s. Since these chapters often contain a lot of information, you should use the handouts as study guides; make sure that you have a general idea of the chronology and terminology contained in your handouts. You will also be incorporating the terminology on your handouts (the definitions are contained in your readings) in your forum posts. The lecture notes are just additional information that you may use to supplement your readings. You will not be tested directly on the lecture notes. Please note: lecture notes will not be provided for every learning unit. The questions contained in the quizzes are taken directly from the readings. I don’t quiz you on anything that is not discussed in *both* readings and lecture. Basically, I don’t quiz you on anything outside major topics.

You will also have the opportunity to hear the lecture notes read by me and accompanied by images on VoiceThread. The “lecture” VoiceThreads are not an assignment, but are rather meant to enhance what you have read in your text book. A link to the “Lecture” VoiceThreads will be provided in the “Module” section of our Course Management System (Etudes). You will notice when reading the course outline that there will not be a VoiceThread lecture for every learning unit (week).

CLASS ASSIGNMENTS

GRADED ASSIGNMENTS ARE HIGHLIGHTED IN YELLOW IN THE WEEKLY SECTIONS OR “LEARNING UNITS” OF THE COURSE OUTLINE These assignments are listed again in the “Assignments” section of our class site, Etudes.

Your grade will be based on 4 types of assignments: Quizzes, Discussion boards, VoiceThread assignments and Section Projects. All assignments that you will be **GRADED** on are listed every week in the “Assignments, Tests and Survey’s” section of Etudes. You readings assignment etc are located every week in the”Modules.” Please note that while your discussion assignment is listed in the assignments section, you will actually complete this assignment in the “Discussion” section of Etudes.

Quizzes

The questions contained in the quizzes are taken directly from the readings. The questions are general in nature, and after the first few weeks, you will have an idea as to the types of questions I ask. Again, use the handouts and lecture notes to guide you in your readings. I don’t test you on information that is not contained in all three sources, readings, handouts and lecture.

Final Projects

There will be a short project due at the end of the semester. There will be several project choices available and you will need to select from one from three choices. The Final projects are designed to be collaborative activities with your fellow students. There are many benefits to working together towards the completion on an assignment. However, I will not force you into a group; it will also be possible for you to complete the projects on your own if you choose to, however, you will still be required to participate in the forums and offer your feedback on the projects being developed by your classmates. If you are part of a group, remember that it is important for every student to be accountable for his or her share of work. More to come....

Discussion Forums

Discussion forums will be used during the semester as a means of sharing what you have learned with your classmates. Participation in the forums is mandatory and makes up a large portion of the final grade for the course. There will be a forum assignment corresponding to every week, or “learning unit” for a total of 16 discussion forums. The topic for each discussion forum will be revealed in your weekly assignments. The topics and purpose of the forums will be tied to your section projects. Just think of each discussion forum as work leading up to the work you will complete in your section projects. I usually don’t make the discussion forum topics available until a week before they are due because the topics are related to the work you will be doing in each learning unit. For example, a possible topic might be to discuss the importance of the funerary arts in ancient Egypt. In general, the topics are broad which enables you to focus on an area that is of particular interest to you. The idea is for students to share what they have discovered and learn from each other. This is important practice for you because you will be collaborating with your classmates on your section projects. For example, for the question on ancient Egypt, one student might focus on tomb construction while another describes the mummification process.

The forum posts are not meant to be long, involved research projects, but they should display the fact that you have completed the readings, reviewed the lecture notes and handouts and have command of the subject matter. The minimum requirement for the forum posts is three brief paragraphs (minimum 3-7 sentences) and two replies to fellow students’ posts. You should also incorporate at least three terms from the terminology section of your handout into the body of your forum posts when applicable i.e. relates to the discussion question.

Discussion tips

- Take some time to review the discussion threads before entering a discussion.
- Try to maintain threads by using the “reply” button rather than starting a new topic.
- Have a good attitude. Be considerate of other’s opinions and offer constructive feedback; part of your grade involves the feedback you offer your classmates.
- Be sure to respond by the due date as discussions are graded assignments and will be closed by the due date.

VoiceThread and Images

Throughout the semester we will be using VoiceThread <http://voicethread.com/> to view, comment on and discuss images together as a class. VoiceThread is an online "media album" that allows for asynchronous (not live) discussions using text, voice or webcam. Our VoiceThreads will function in a way similar to our forums as they are areas for class discussions. However, you may find VoiceThread to be more engaging than our forums as we will be viewing, commenting and discussing images in a way similar to how we would in an in-class environment where there is a lecture and discussion. Personal avatars of users appear on the screen when a comment is left. When voice or webcam is utilized, discussions between students are more like in-class conversations and the feedback you receive from me is personalized. VoiceThread is a wonderful opportunity for us to work together even though we may be physically separated.

Please view the following link for instructions on how to register for and use VoiceThread. It is free to register. The above link <http://voicethread.com/> is for the actual website where you will register for VoiceThread. Please note that registration and participation in VoiceThread activities is mandatory for this class.

https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B2sPknTEBiJkMTc2ZWl1OGUtZjRjMy00YWVlLWEyMjOtMjlkOGVhYjU5MTM3&hl=en_US&authkey=CPqnkq4I

VoiceThread tips

- Take time to listen to your classmate's comments
- If you are one of the first to comment on a slide, return to it later after other's have commented to hear what they had to say.
- Review the instruction in the link below on how to use VoiceThread before attempting to leave comments.

**DUE DATES AND CONTENT OF SYLLABUS ARE
SUBJECT TO CHANGE**

Grading Rubrics:

DISCUSSION FORUMS

	POOR 0-14 points	GOOD 15-20 points	Excellent 15-20
Discussion Forum	No post is made prior to the due date or the response does not answer the question and is terse and lacking a personal reflective quality. No responses are given to other posts.	Reflective thoughts are shared prior to the due date and two replies are given to other posts.	Reflective thoughts are shared prior to the due date and incorporate terminology and art historical information from readings and assignments (when pertinent to discussion topic only). Two replies are given to other posts.

SECTION PROJECTS

	Poor (C) 0-50 points	Good (B) 51-79 Points	Excellent (A) 80-100 Points
Term Project	Only three requirements for the project are met. Student has not met collaborative participation requirements.	Three requirements for the project are met including page or content length, the thesis is addressed and supported by content and documentation of resources. Student has met collaborative participation requirements as set up by the group at the beginning of project.	All five requirements are met. The project displays excellent exploration of the thesis and original ideas. Student has met collaborative participation requirements as set up by the group at the beginning of project.

VoiceThread Activities

VoiceThread Activity	Poor 3 points	Good 7 points	Excellent 10 points
	Quantity of comments: Comments are left on only one slide. (1 point)	Quantity of comments: Comments are left on three slides. (3 points)	Quantity of comments: Comments are left on three slides. (4 points)
	Quality of	Quality of	Quality of

	<p>comments: Comments are brief (less than 30 seconds). Comments do not show reflection of the question being asked. Comments demonstrate repetition of existing contributions. (2 points)</p>	<p>comments: Comments show that student has considered the question being asked and has planned comments. Student incorporates some informational background from readings; lecture notes and handout. Comments are at least 1 minute in length. (4 points)</p>	<p>comments: Student leaves comments that are thoughtful and contribute to the community of the class. Comments demonstrate personal insights and interpretations. Student responses show excellent command of subject matter through the incorporation of art historical terminology and historical information from texts and lectures within comments. Comments are over 1 minute in length. (6 points)</p>
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QUIZZES

Weekly Quiz	Fail	D	C	B	A
	0-4 points	5-8 points	9-13 points	14-17 points	18-20 Points

COURSE TITLE: ART 101/ HISTORY OF WESTERN ART I

Section I: THE PRE HISTORIC AND EARLY CIVILIZATIONS

Weeks 1-4

Learning Unit 1 (week 1): Introduction to Art History and Archaeology

Begins: Monday, August 6 at 8:00 A.M.

Ends: Sunday, September 1 at 11:00 P.M

Unit Overview: In this unit you will begin to acquire a general knowledge of the theories and concepts of Art History. You will begin to think critically about the development of art in early civilizations through an understanding of history, production and geography. You will begin to build your art historical vocabulary and utilize the terminology in discussions and writings. You will also spend time during the first week learning how to navigate our CMS (Class Management System; Etudes). All the resources for this class as well as assignments are included within the CMS.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Summarize several key points of Art Historical and Archaeological theory (we are on our way...).
- Discuss the visual characteristics of ancient art.
- Incorporate Art Historical terminology within the body of a written assignment (discussion board) (by the end of week 2).
- Navigate our CMS and locate online syllabus, discussion forums, and electronic resources.

In order to achieve the learning objectives shared above, please complete the following assignments and assessments contained in the unit outline:

- **Download** and read the syllabus and Week-by-week course schedule.
- **Read:** Announcement “Welcome to Art 101”
- **Participate** in VoiceThread # 1 “Introduction to VoiceThread”

<http://voicethread.com/share/2088732/>

- **Read:** Gardner’s Chapter 1
- **Review:** Week 1 Handout “The Prehistoric” and Week 1 Lecture Notes “The Prehistoric”
- **View:** “The Caves of Lascaux” <http://www.lascaux.culture.fr/#/en/00.xml/index.html>
- **Discussion Topic 1:** “Introduction to Art 101”

- **Quiz 1:** “The Prehistoric”

Learning Unit 2 (week 2): Ancient Mesopotamia

Begins: Monday, September 2 (this is labor day, so you may also start on Tuesday, Sept. 3) at 8:00 A.M.

Ends: Sunday, September 8 at 11:00 P.M.

Unit Overview: In this unit you will begin to examine the development of art and architecture within the Bronze Age civilization of the ancient Near East. You will begin to consider the role played by organized religion in the development of art and architecture and the way in which socio-political concerns influence artistic styles. The area that we refer to as ancient

Mesopotamia (Modern Day Iraq) was occupied by various cultures throughout the Bronze and Iron Ages. When doing the readings for this week, keep in mind the unique contributions made by these cultures to ancient Mesopotamian civilization in addition to the ways in which they influenced each other.

Learning Objectives

By the end of this learning unit you will be able to:

- Understand the development of religion from the Prehistoric into the Bronze Age.
- Analyze the socio-political developments of the Bronze Age and key influences behind architectural and artistic developments.
- Summarize the major characteristics of ancient Mesopotamian cultures.

In order to achieve the learning objectives shared above, please complete the following assignments and assessments:

- **Read:** Gardner's , Chapter 2
- **Review:** Week 2 Handout "The Art of the Ancient Near East" and Week 2 Lecture Notes "The Art of the Ancient Near East"
- **View** "The British Museum: Mesopotamia" <http://www.mesopotamia.co.uk/menu.html>
- **Discussion 2:** Discuss group collaboration
- **Participate** in VoiceThread # 2 " The Ancient Near East"

Learning Unit 3 (week 3): Ancient Egypt

Begins: Monday, September 9 at 8:00 A.M.

Ends: Sunday, September 15, at 11:00 P.M.

Unit Overview: In this unit you will begin to examine the civilization of Ancient Egypt. We will spend two weeks studying ancient Egypt due to the vast amount of historical information, art and architecture remaining from this fascinating chapter in human history. Due to the isolated geographical location of Egypt, as well as other political factors, cultural elements in ancient Egypt, such as art and religion, remained constant for over 3,000 years; something unprecedented in the history of mankind. During week 3, we will focus on the Old Kingdom period and the development of the funerary complex as central to ancient Egyptian religious practice. We will also begin to examine the monumental tombs and temples constructed by the Egyptians.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Understand the basic conventions of Egyptian art e.g. depiction of the human figure; organization of space.
- Identify the major aspects of ancient Egyptian religion e.g. ‘the afterlife’
- Define the major elements of Ancient Egyptian architecture

In order to achieve the learning objectives shared above, please complete the following assignments and assessments:

- **Read:** Begin to read Gardner’s, Chapter 3 “Ancient Egypt”
- **Review:** Week 3-4 Handout, “The Art of Ancient Egypt” and Week 3 Lecture Notes “Ancient Egypt: The Pre-Dynastic –Old Kingdom”
- **Explore:** “K-V 5” website <http://thebanmappingproject.com/>
- **Quiz 3:** “Ancient Egypt: the Old Kingdom”
- **Discussion topic 3:** TBA
- **Participate:** VoiceThread # 3 Death, Religion and the Afterlife in Ancient Egypt”

Learning Unit 4 (week 4): Ancient Egypt continued

Begins: Monday, September 16, at 8:00 A.M.

Ends: Sunday, September 22, at 11:00 P.M.

Unit Overview: We will continue to examine ancient Egypt during the New Kingdom and into the Roman period.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify hieroglyphic signs used frequently in Egyptian designs e.g. ankh sign=life
- Identify the ways in which tomb construction in the New Kingdom period differs from that of the Old Kingdom period.
- Identify other types of symbolism and therefore “decode” designs.

In order to achieve the learning objectives shared above, please complete the following assignments:

- **Read:** continue to read Gardner’s, Chapter 3.
- **Review:** continue to review handout and lecture notes for Week 4 “Ancient Egypt: The New Kingdom”
- **View:** Film on the Discovery of the Tomb of Tutankhamen
- **Quiz 4:** “The New Kingdom”
- **Discussion 4:** TBA

Weeks 5-9

Learning Unit 5 (week 5): The Ancient Aegean

Begins: Monday, September 23 at 8:00 A.M.

Ends: Sunday, September 29 at 11:00 P.M.

Unit Overview: This unit focuses on the prehistoric and Bronze Age civilizations of the Aegean area. This is an important unit because many of the legends of ancient Greece have their roots in the Bronze Age. Archaeological evidence related to the legend of Troy, King Minos and the labyrinth and perhaps even Atlantis (the Minoans) has been discovered from this period. We will focus on three specific areas within the Aegean: The islands of the Cyclades, off the archipelago of the Greek mainland, an area where many prehistoric sites have been uncovered; the island of Crete, home to Minoan civilization; and the Greek mainland, whose Bronze Age citadels predate the dawn of Greek civilization by 500 years.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify the geographical locations and major cultural traits of the major Prehistoric and Bronze Age cultures of the Aegean area.
- Analyze wall paintings from the palace at Knossos and from Akrotiri.
- Understand the relationship between the socio-political climate and architecture on mainland Greece during the Bronze Age.

In order to achieve the learning objectives shared above, please complete the following assignments:

- **Read:** Gardner's, chapter 4 "The Ancient Aegean"
- **Review:** Week 5 Handout "The Ancient Aegean" and lecture notes "week 5 "The Ancient Aegean"
- **Participate:** VoiceThread # 4 " The palace at Knossos"
- **Discussion 5:** TBA

Learning Unit 6 (week 6): Ancient Greece, the Archaic Period

Begins: Monday, September 30 at 8:00 A.M.

Ends: Sunday, October 6 at 11:00 P.M.

Unit Overview: In this unit, we will be focusing on Greece from approx. 600-500 B.C. This period, known as the Archaic, is recognized as a formative period in terms of socio-political development in ancient Greece following the Bronze Age and subsequent “Dark Age”. Two of the most important art forms in ancient Greece, large scale stone architecture and life size stone sculpture, develop during this period under influence from Egypt.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Analyze the form and discuss the social context of the “Kouros” sculpture.
- Understand the function of major art forms within the religious context of ancient Greece.
- Identify the steps used in the manufacture of painted Greek vases.

In order to achieve the learning objectives shared above, please complete the following assignments and assessments:

- **Read:** Begin to read Gardner’s, Chapter 6 “Ancient Greece”
- **Review:** Week 6-7 Handout “The Art of Ancient Greece” and lecture notes “Archaic Greek Art”
- **Discussion 6:** “The Influence of Ancient Egypt on Archaic Greek Art”

LEARNING UNIT 7 ANCIENT GREECE, THE CLASSICAL PERIOD

Begins: Monday, October 7 at 8:00 A.M.

Ends: Sunday, October 13 at 11:00 P.M.

Unit Overview: Ancient Greek society is thought to have reached its height during the 5th century B.C.E. We refer to this period as the “Classical.” Unencumbered by the constant strain of war against the Persians, who were defeated under the Athenian General Themistocles at the battle of Salamis in 480 B.C.E., Greece, and Athens in particular, undergoes a flowering in all areas of culture and society. In this unit, we will examine the influence of the three great sculptors of this era: Polykleitos, Praxiteles and Lysippos as well as the development of the Acropolis in Athens.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify the Greek architectural orders (Doric, Ionic and Corinthian).
- Discuss the sculptural styles of the Classical period masters and discuss their defining features.
- Understand the significance of the major structures situated on the Acropolis in Athens.

In order to achieve the learning objectives shared above, please complete the following assignments:

- **Read:** Continue to read Gardner’s chapter on ancient Greece.
- **Review:** Continue to review ‘Ancient Greece’ handout and lecture notes week 7 “Ancient Greece: The Classical Period”.
- **View:** "The Parthenon Marbles" <http://www.uk.digiserve.com/mentor/marbles/>
- "The Ancient City of Athens" <http://www.stoa.org/athens/>
- **Quiz 6:** “Ancient Greece: “Archaic-Classical period”
- **Discussion 7:** “Polykleitos, Praxiteles and Lysippos”

Learning Unit 8 (week 8): Ancient Greece, The Hellenistic Period

Begins: Monday, October 14 at 8:00 A.M.

Ends: Sunday, October 20 at 11:00 P.M.

Unit Overview: The traditional date for the beginning of the Hellenistic is 323 B.C.E. when Alexander the Great died surrounded by his Generals. According to the legend, they asked him to whom he bequeathed his vast Empire. He answered: "To the Strongest." Although there is no historical documentation to verify this story, we do know that the Hellenistic period was a time marked by almost constant battles and power struggles between kingdoms established within the boundaries of Alexander's empire. Alexander's tutor was the Greek Philosopher Aristotle. From his beloved teacher, he gained a great love of Greek language and culture. Hence, we give the name Hellenistic, which means "in the fashion of Greece" for the period defined by the influence of Alexander.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify the Hellenistic sculptural style in comparison with the Archaic and Classical styles.
- Recognize major works of art from the Hellenistic

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** continue to read Gardner's chapter on Ancient Greece
- **Review:** Continue to review handout on Ancient Greece.
- **Participate:** VoiceThread # 5 "The Art of Ancient Greece"
- **Discussion topic 8:** "The Hellenistic Sculptural Style"

Learning Unit 9 (week 9): Etruscan Art

Begins: Monday, October 21 at 8:00 A.M.

Ends: Sunday, October 27 at 11:00 P.M.

Unit Overview: In this unit we will begin to explore the ancient cultures of the Italian peninsula. The Etruscans came to the fore during the eighth century B.C.E. They had strong links with Asia Minor and the ancient Near East. Like the Egyptians, they constructed elaborate tombs below ground, the walls of which were covered by fresco paintings. In addition, many of the Etruscan's social conventions differed from contemporary cultures in the Italian peninsula. However, unlike the Egyptians, who left a vast amount of historical information, most of our information about the Etruscans comes from later Roman sources.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Understand the Etruscan influence on Roman culture
- Identify the major stylistic traits of Etruscan art.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** Gardner's chapter 7
- **Review:** Week 9 handout "Etruscan Art"
- **Participate:** VoiceThread # 6 "Etruscan Sculpture"
- **Discussion topic 8:** "The Capitoline Wolf"

Learning Unit 10 (week 10): Roman Art, Republican Period

Begins: Monday, October 28 at 8:00 A.M.

Ends: Sunday, November 3 at 11:00 P.M.

Unit Overview: We know more about Roman civilization than we do about any other of **the** ancient world. A vast amount of historical documentation, from philosophy and poetry to records recording the events of daily life, survives in the language of the Romans: Latin. The Romans were also builders. Have you ever heard the saying “all roads lead to Rome?” In order to support the largest Empire the world had ever seen, the Romans created a vast infrastructure of roads, aqueducts, forums and other practical structures as well as temples in support of the State Religion. In this unit, we will begin to examine the architectural innovations of the Romans as well as the various forms of Roman religious practice. We will also look at the differences between traditional Roman art and the Greek art that they admired and copied to a great degree.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Understand Roman architectural innovations such as the true arch and the use of concrete.
- Identify the defining traits and practices of the three major Roman religions: traditional, State and the Mystery Cults.
- Define important Latin terms.
- Understand the political structure of the Republican period.
- Discuss the key elements of Roman portraiture.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** Begin to read Gardner's, Chapter 9 "Ancient Rome"
- **Review:** Week 8-9 handout "The Art of Ancient Rome" and lecture notes "Ancient Rome: The Republican Period"
- **Discussion topic 8:** TBA
- **Participate:** VoiceThread # 7 "Roman Art and Architecture"

Learning Unit 11 (week 11): Roman Art, Imperial

Begins: Monday, November 4 at 8:00 A.M.

Ends: Sunday, November 10 at 11:00 P.M.

Unit Overview:

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Understand the chronology of wall painting from Pompeii and Herculaneum.
- Understand the major socio-political differences between Republican and Imperial Rome.
- Identify structures of importance from the Imperial Period.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** continue to read Gardner's, chapter 9 "Ancient Rome"
- **Review:** continue to review handout on "Ancient Rome"
- **View:** "The Pompeii Forum Project" <http://pompeii.virginia.edu/>
- **Quiz 7** "Ancient Rome: Republican -Imperial Period"
- **Discussion topic 11:** TBA

Section III THE MEDIEVAL WORLD

Weeks 12-16

Learning Unit 12 (week 12): Early Christian Art in Rome; Byzantine Art

Begins: Monday, November 11 at 8:00 A.M.

Ends: Sunday, November 17 at 11:00 P.M.

Unit Overview: In this unit, we will begin to examine the social, political and religious transition from the Classical world to the Medieval in western Europe and Byzantium (Eastern Roman Empire). We will focus on the rise of Christianity as the dominant religion in this part of the world as well as the development of Christian Iconography in art. An area of particular importance is the differences in style and function between the Roman (Late Antique) and emerging Byzantine style of the eastern Empire.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Distinguish between the Roman and Byzantine styles of early Christian art.
- Identify the architectural features of the Byzantine style.

In order to achieve the learning objectives stated above, please complete the following:

- **Read:** Gardner's, Chapter 13
- **Review:** Week 13 Handout "Early Christian Art: Rome and Byzantium" and lecture notes "Early Christian Art: Rome and Byzantium"
- **Participate:** VoiceThread # 8 "Early Christian Art: Rome and Byzantium: Compare and Contrast the Late Antique Style (Rome) and the Byzantine"
- **Discussion topic 12:** TBA
- **Quiz # 8** "Early Christian Art: Rome and Byzantium"

Learning Unit 13 (week 13): Early Medieval Art

Begins: Monday, November 18 at 8:00 A.M.

Ends: Sunday, November 24 at 11:00 P.M.

Unit overview: In this unit, we will examine the socio-political developments of western Europe during the early Medieval period. The geographical concentration will be on northern Europe and the British Isles as architectural developments in these areas will set the stage for the construction of the great Gothic cathedrals of the late Medieval. Focus will also be on the “minor arts” of the period such as metalwork and the illuminated manuscript.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Understand the socio-political climate of Europe during the beginning of the Medieval.
- Analyze the designs and craftsmanship of the minor arts in Northern Europe.
- Understand the process of creating an illuminated manuscript and its function within Medieval society.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** Gardner’s chapter
- **Review:** Week 14 Handout “The Early Medieval”

- **View:** Explore what it was like to live in the Middle Ages
<http://www.learner.org/interactives/middleages/>
- For more information on the Medieval Visit the Online Medieval Sourcebook:
<http://www.fordham.edu/halsall/sbook.html>
- Learn about monastic life:
<http://www.faculty.de.gcsu.edu/~dvess/ids/medieval/tours.html>
- **Participate:** VoiceThread # 9 “The Early Medieval in Northern Europe”
- **Discussion Topic 13:** TBA

Learning Unit 14 (week 14): Romanesque Art

Begins: Monday, November 25 at 8:00 A.M.

Ends: Sunday, December 1 at 11:00 P.M.

Unit Overview: This unit examines the changes within European society during the middle part of the Medieval. The emergence of cities during this period leads to important developments in the area of architecture when the first large scale stone structures since the Roman period are constructed. We also see the use of stone sculpture as adornment on the outside of buildings for the first time since the fall of Rome. Due to these two developments, we give the name ‘Romanesque’ to the period dating from approx. 1050-1150. In the area of social development, we see the complete Christianization of Europe which in turn leads to the pilgrimage as a prominent symbol of religious devotion.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify the socio-political developments which lead to the rise of the pilgrimage in Medieval society.
- Identify the architectural elements of the “Romanesque” style.
- Identify the stylistic traits of Romanesque sculpture.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** Gardner’s, Chapter 14
- **Review:** Week 14 Handout “Romanesque”
- **View:** A virtual Pilgrimage: <http://boisestate.edu/courses/crusades/>
- **Quiz 9:** “Romanesque Art” Gardner’s, Chapter 14
- **Discussion 14:** “Relics and the Pilgrimage in the Medieval World”

Learning Unit 15 (week 15): Gothic Art

Begins: Monday, December 2 at 8:00 A.M.

Ends: Sunday, December 8 at 11:00 P.M.

Unit Overview: In this unit we will explore artistic developments at the end of the Medieval, a period that we refer to as the Gothic. The style that we refer to as Gothic originated in the city of Paris in 1124 with the construction of the chapel of St. Denis. St. Denis was the vision of its chief Abbot, Suger who dreamed of flooding the interior of the church with the divine light of God. He incorporated stained glass and the pointed arch into the design of St. Denis and thus revolutionized Medieval architecture; never again would we see the heavy walls and dark interiors of the Romanesque.

The end of the medieval also sees the gradual re- introduction of Classical learning in the newly established universities of Northern Europe. Religion becomes more humanistic as there is a shift in focus away from avoidance of damnation to the positive traits of mankind and its potential for good.

Learning Objectives

After the successful completion of this learning unit, you will be able to:

- Identify the architectural systems of Gothic architecture.
- Analyze the stylistic traits of Gothic sculpture.
- Discuss the gradual influence of humanistic thought into the religious practices of the late Medieval.

In order to achieve the learning objectives stated above, please complete the following assignments and assessments:

- **Read:** Gardner's, chapter 16
- **Review:** Week 14 Handout "the Gothic"
- **View:** VoiceThread "Gothic Art"
- **Quiz 10:** "The Gothic Period"
- **Discussion 15:** Draft for FINAL PROJECT project Due; give and receive feedback
- **Participate:** VoiceThread # 10 "The Construction of the Gothic Cathedral"

Learning Unit 16 (week 16): Last Week “Finals Week”

Begins: Monday, December 9 at 8:00 A.M.

Ends: Sunday, December 15 at 11:00 P.M.

Please complete the following assessments:

- **Discussion topic 16:** Submit FINAL PROJECT and “Final reflections on Art 101