

## ART HISTORY

**Professor Naby Avcioglu**  
**Hunter College/City University of New York**  
**Office Hours by Appointment**

### **COURSE DESCRIPTION**

This course is an introductory survey of Western art from prehistory through the modern period. The course makes use of slides, textbooks, and online sources, to develop students' appreciation of art through the particular concepts and methodology of art historical analysis.

### **COURSE OBJECTIVES**

This course is designed to introduce students to the art and artists of prehistory through the Modern Period. Students will develop an appreciation and deeper understanding of the art of this period through the acquisition of a certain bank of information and the necessary tools for managing and analyzing this information. Students will become acquainted with a range of terms and concepts to help them identify, describe, and characterize works of art. Students will develop skills to recognize differences in style across time and place. These skills will enable students to analyze and effectively critique works of art. Class lectures, discussion, and assignments will focus on the nature of works of art in relation to each other while remaining mindful of historical and geographical differences. Upon completion of the course, students will have a sense of the overall development of art and the different contexts within which these works were created.

### **LEARNING OUTCOMES**

Students will be able to demonstrate their ability to recognize and identify particular art works, as well as the work of particular artists, from particular periods, and from particular areas. They will be able to name the various characteristics of works of art according to stylistic differences based on period and location. Students will be able to analyze works of art using the terms and concepts covered in the course. Students will be able to discuss works of art in terms of formal characteristics, style, meaning, and context. They will be able to engage in a critical discussion of works of art considered either singly or in compare-and-contrast relation. Students will be able to demonstrate their acquisition and ability to integrate new information, terms, and concepts in ongoing evaluations and mid-term and final examinations. Students will also be able to demonstrate their ability to interpret and analyze information, and think creatively in their assignments.

### **INSTRUCTIONAL METHODS AND ACTIVITIES**

Information will be presented in a series of visual lectures and through assigned readings, videos, and website material. Students are expected to be on time, and to come to class prepared, having done any set readings or other assignments. Students are expected to participate in class discussions. In-class quizzes or short written assignments will be asked of students on a regular basis. The quizzes are intended to help students keep up with the readings and will cover basic information in the readings or other assigned materials. Written assignments are designed to focus students on key points and to help them develop their analytical and critical faculties in relation to the material under consideration.

#### **Requirements:**

- quizzes or assignments based on readings or other materials
- two exams (slide IDs, definition of terms, essays)
- class participation

#### **Reading Assignments:**

Required reading assignments are in Stokstad, Vol. One and Two and Kleiner 14<sup>th</sup> Edition. These will be supplemented by a selection of photocopied journal articles to be distributed in class. Readings listed for each class are due for that class. The page numbers listed for Stokstad are for the second edition. For other editions, follow corresponding section headings.

### **Website material:**

Related website material (texts, images, videos) is listed for each class. You should have a look at this material as it complements and supplements the readings. It also presents the material in easy-to-grasp formats; virtual visits, 3D reconstructions, etc. Your ability to refer to this material in written work and in class discussions will improve your grade.

### **Email Contact:**

Communication by email is essential. Students are expected to check their email for information concerning the course on a daily basis. They are likewise encouraged to contact their professor to discuss any academic questions they may have.

### **Study Questions:**

Students will periodically be given „study questions“ to help them focus on important issues connected with the readings and help them to prepare for quizzes and exams. These questions will be sent by email and discussed in the following class period.

### **Quizzes/Short Writing Assignments:**

Quizzes are on the readings in Stokstad and Kleiner. They will be held at the beginning of class and will not be announced in advance. There are no make-up quizzes. In lieu of a quiz, you will sometimes be asked to write a brief paragraph on a particular discussion topic.

### **Extra Credit Papers:**

You may write about a work of art or monument related to our time period that you encounter during your travels. Please consult with me before you go and clear your choice of topic with me before you begin writing.

## **PRIMARY TEXTBOOK**

Marilyn Stokstad, *Art History*, Pearson Prentice Hall, Fourth Edition.

Sylvan Barnet, *A Short Guide to Writing About Art*, 10<sup>th</sup> Edition, Prentice Hall.

Fred S. Kleiner, *Gardner's Art through the Ages: A Global History*, 13th edition, 2010.

### **Online reference sources:**

<http://www.enotes.com/oxford-art-encyclopedia/?start=3840>

Oxford Dictionary of Art

<http://www.artcyclopedia.com/ARTCYCLOPEDIA>

<https://www.khanacademy.org/humanities/art-history>

Heilbrunn Timeline of Art History, Metropolitan Museum of Art

<http://www.metmuseum.org/toah/>

A Closer Look, Louvre Museum

<http://www.louvre.fr/en/oal>

Art Encyclopedia

[www.visual-arta-cork.com](http://www.visual-arta-cork.com)

Art History Archive

<http://www.arthistoryarchive.com/arthistory/>

A History of the World in 100 objects, British Museum

[http://www.britishmuseum.org/explore/a\\_history\\_of\\_the\\_world.aspx](http://www.britishmuseum.org/explore/a_history_of_the_world.aspx)

Art History Resources on the Web

<http://arthistoryresources.net/ARTHLinks.html>

### EVALUATION AND GRADING

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|----------------------|------|
| quizzes/assignments: | 20%, |
| midterm exam:        | 35%, |
| final exam:          | 35%, |
| class participation: | 10%  |

### ATTENDANCE AND CLASS POLICIES

Plagiarism: Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source (plagiarism) is strictly prohibited.

Etiquette: Students are expected to be on time. No eating is allowed. No electronic devices except for computers are allowed. Computers are authorized for note-taking only. Avoid classroom disruptions, plan for bathroom breaks before you come to class and refrain from talking while others are speaking.

**SCHEDULE**  
(Subject to change)

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**JULY 13      Introduction: Art History and its Methodology**

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Take a look at the Met's website, 82<sup>nd</sup> and Fifth, <http://82nd-and-fifth.metmuseum.org/>. Choose one of the videos. For the first class, come prepared with "talking notes" (ie. one very short paragraph you can refer to if called upon in class to share, and can be handed in at the end of the lesson). Think about what personal connections the narrator of their chosen video made with the objects they talk about. **What is the theme that connects your objects? Why did you choose this video? What new things did you learn?**

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**JULY 14      Prehistory and Prehistoric Art**

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Paleolithic Period - Lascaux and Chauvet  
Neolithic Period - Stonehenge

Reading Assignment: TBD

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**JULY 17      Art of the Ancient Near East**

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The Fertile Crescent, Early Neolithic Cities – Sumer, Chatal Hoyuk, Ur and Babylon  
Gilgamesh  
Standard of Ur  
Ishtar Gate  
Assyrian Palace (Ashurnasirpal III)  
Hanging Gardens of Babylon

Reading Assignment: TBD

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**JULY 18      Art of Ancient Egypt**

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Neolithic and Predynastic Egypt, Early Dynastic Egypt  
The Story of the Nile  
The Gates of Heaven  
Building the Great Pyramid  
The Body in Ancient Egypt  
New Kingdom - Karnak  
Hatshepsut and Tuthmosis: a royal feud?  
Akenaten and the Amarna Period

Reading Assignment: TBD

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**JULY 19      Aegean Art**

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Early Cycladic Art and Culture  
Minoan Crete - Palace of Knossos  
Mycenaean Art

Reading Assignment: TBD

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**JULY 20      Art of Ancient Greece**

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Greek Gods and Religious Practices  
Death, Burial, and the Afterlife in Ancient Greece  
Polykleitos  
Classical Greek Sculpture  
Acropolis - Parthenon  
Winged Victory of Samothrace  
Etruscan Blue Devils

Reading Assignment: TBD

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**JULY 21      Roman Art**

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Republican, Early Empire  
First Political Lie  
Early Empire („Good Emperors“)  
Imperial Forums  
Late Empire (Severan Dynasty through Constantine)  
Imperial Christian Architecture and Art  
Early Byzantine Art  
The Glory of Byzantium - San Vitale

Reading Assignment: TBD

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**JULY 24      Early Medieval Art in Europe**

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Visigothic, Merovingian, Carolingian Art  
Secrets of Norse Ships  
Sutton Hoo  
Carolingian Art  
Ottonian and Early Romanesque Art  
Monastic Art and Architecture  
Romanesque Art (France, Spain) - Cluny III  
Romanesque Art (Britain, Normandy, Italy) - Bayeux tapestry  
Gothic Architecture (France, Britain)

Reading Assignment: TBD

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**JULY 25      MID-TERM Exam**

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**JULY 26      Renaissance Art**

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Italian Renaissance Art  
Painting in Northern Italy  
Architecture in Venice  
Renaissance Art outside Italy

Reading Assignment: TBD

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**JULY 27      Baroque Art in Europe**

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