

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Art College: CLASS
2. Faculty Contact Person: Rex Koontz Telephone: 3-3001 Email: rkoontz@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
ARTH / 1380 / Art and Society: Prehistoric to Gothic
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
ARTH / 1380 / Art & Society:PreHist-Gothic
 - SCH: 3.00 Level: FR CIP Code: 50.0703.00 03 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): B.A. in Art History; B.A. in Art, B.F.A. in Art
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
ARTH / 1380 / Art and Society: Prehistoric to Gothic
 - Course ID: 12546 Effective Date (currently active row): 8/27/2012
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1303 Description (30 words max.): Required for art and art history majors. Art and its relationships to society in and for which it was made from the ancient world to the Gothic period
10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: _____

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: School of Art

Person Making Request: Rex Koontz

Telephone: 3-3001

Email: rkoontz@uh.edu

Dean's Signature: _____

Date: 9/10/2012

Course Number and Title: ARTH 1380 : Art and Society: Prehistoric to Medieval

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will be able to look closely and critically at a work of art or architecture and to identify the key elements of its style as shown through essays and examinations. Students will display their understanding of works of art as the product of social and cultural forces in essays and examinations.

Component Area for which the course is being proposed (check one):

- | | |
|---|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political |
| Science | |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated

the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a four page paper that asks them to describe and analyze a primary source (an art object or a document on art) and to use that source as evidence for a wider argument on the ideas, values and beliefs of the culture that produced that work. The research and writing process will elicit critical thinking in the formation and marshaling of the argument. Detailed analysis of visual evidence will also encourage critical argument from evidence.

Communication Skills:

In the same four page paper above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same four page paper, students will explore issues of social responsibility through the examination of the social function of art and architecture.

Personal Responsibility:

In the same four page paper, students will explore the personal responsibility inherent in curating and explaining the past.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The four page paper discussed above.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a four page paper that asks them to analyze a primary source (an art object or a document on art) and to use that source as evidence for a wider argument on the ideas and values surrounding artmaking. The research and writing process will elicit critical thinking in the formation and marshaling of the argument. Detailed analysis of visual evidence will also encourage critical argument from evidence.

Communication Skills:

In the same four page paper above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Through participation in peer review research and writing groups, the students will learn and practice the art of constructive criticism in a group setting.

Social Responsibility:

In the same four page paper, students will explore issues of social responsibility through the examination of the social function of the art object or text.

Personal Responsibility:

Click here to enter text.

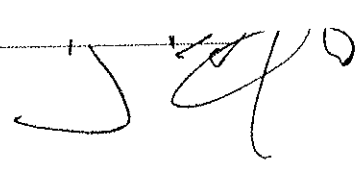
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The four page paper cited above.

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Dept. Signature: Troy Bennetfield for Rex K... 

ART & SOCIETY: PREHISTORIC - MEDIEVAL (ARTH 1380)

Professor Judith Steinhoff

Fall 2012: ARTH 1380, section 12720

Class meetings: Tues. and Thurs., 10 - 11:30 in Fine Arts Building 132A (Dudley Recital hall)

Office: 104-F Fine Arts Building (across the courtyard from the lecture hall)

Contact Information: The best way to reach me is through MAIL ON BLACKBOARD

Alternatively, you may talk to me immediately before or after class to schedule an appointment.

COURSE DESCRIPTION

This course is concerned with the history of art and is very different from a course on art appreciation. It provides a chronological survey of works of Western European art and architecture from the prehistoric through the medieval periods in relation to their social, political, and economic contexts. Attention is given not only to the style or visual properties of works of art, as well as the methods and materials of art-making in the periods covered. However, the principle emphases are on the way style and subject matter together express the ideas, experiences, and values of their patrons, audiences, and artists, and the function of art objects within their culture.

COURSE GOALS

Visual Skills

In this course you will learn how to look closely and critically at a work of art or architecture and to identify the key elements of its style.

Cultural and Historical Knowledge

Students will acquire an understanding of works of art as the product of many forces and factors. These include the contributions of the artist and the patron, and the ideas and values shared widely within the culture from which the work comes.

Writing About Art

Students will write a four page paper that asks them to describe and analyze a primary source (an art object or a document on art) and to use that source as evidence for a wider argument on the ideas, values and beliefs of the culture that produced that work. Students will discuss the relationships between the aesthetic and symbolic practices in art and the wider philosophical, religious, and political frameworks of society.

BLACKBOARD

Blackboard is a crucial component of this course! It hosts all assignments and many study guides. Each student is responsible for browsing the Blackboard site and USING the materials there! NOTE: If you have any technical problems with Blackboard please call the IT Services at 713 743-1411 or go to: support@uh.edu. The Tech Center has recently moved its physical location. For a map go to <http://tinyurl.com/techcommons>

SEE: How to Access Blackboard handout (if you misplace yours, ask for another!!)

CHECK BLACKBOARD OFTEN FOR
POSSIBLE SCHEDULE CHANGES and ANNOUNCEMENTS!

ASSIGNMENTS

All assignments for this course are described in detail on the Blackboard site. These include:

- ❖ ALL out-of-textbook readings (including Required and Recommended)
- ❖ Paper Assignments (1 and 2) and Guidelines (for both papers)
- ❖ 4 QUIZZES (you may try each quiz twice and the better grade will count)

READING ASSIGNMENTS

Textbook:

The textbook, required for purchase, is a NEW customized for UH edition of **Stokstad & Cothren, History of Western Art, 4th edition with MyArtsLab (online study guides)**. When you purchase the paperback version, you automatically also receive access to the e-book version. A copy is also on reserve in the Jenkins Art & Architecture Library and one is available for on-site use in the Visual Resources Library (room 100 FA).

Other REQUIRED Readings

The following readings are also required and are available on the course **Blackboard** site:

- **O. Demus, "Byzantine Mosaics"** (excerpt from H. Spencer, ed. Readings in Art History, vol. I).
- **A. Katzenellenbogen:** "The Iconography of a Romanesque Tympanum at Vezelay" (excerpt from Spencer)

HIGHLY Recommended Readings

A few additional readings are listed as recommended and are also available on Blackboard. These readings are **not required** but will enhance your knowledge and enable you to do better on the tests and papers than if you only do the assigned readings and attend class.

- **C.M. Havelock**, "Mourners on Greek Vases: Remarks on the Social History of Women" in Broude and Garrard, Feminism and Art library History
- **J. Pollitt**: "Art and Experience in Ancient Greece"(excerpt from Spencer, vol. I)
- **W.L. McDonald**: "Roman Architecture"(excerpt from Spencer, vol I)
- **D. Williams**: "Ancient Greek Pottery"

NOTE:

Class lectures and reading assignments are designed to supplement and enhance one another. One does not repeat and therefore cannot substitute for the other. **TO DO WELL IN THIS COURSE YOU WILL NEED TO BOTH ATTEND CLASS AND DO THE READING.** I strongly urge you to take notes both on the readings and class lecture.

PAPERS

Each student will write two short papers for this course. Assignment 1 involves going to a local museum and writing about the visual and physical aspects of ONE work of art that you will select from the list of works from cultures we will discuss in this course.

For the second paper you will use that work of art as your primary source as evidence for a wider argument on the ideas, values and beliefs of the culture that produced that work. This assignment allows you to make use of the formal analysis of the first paper along with information and ideas you have learned in class, and will also involve supplementary research. The first assignment will be about 2 pages in length; the second assignment must be 4 pages in length. You will be graded on writing skills as well as on content. In general, the research and writing process will elicit critical thinking in the formation and marshaling of your argument. Detailed analysis of visual evidence will also encourage you to form a critical argument from evidence. SEE Paper Assignments and General Paper Guidelines for more detailed instructions on content and format.

**I encourage you to get help with writing skills from the
Writing Center (713) 643-3016
www.uh.edu/writcen
Schedule ahead!**

- **Instructions for Paper Assignments** are available on Blackboard. I will remind the class about paper assignments when the due date is 3 weeks away. However, students with complicated schedules or transportation difficulties should be sure to schedule ample time to complete these assignments by the due dates on the **Schedule of Topics and Assignments** below.

The paper assignments in this course require that you visit either the Museum of Fine Arts, Houston (MFAH) or the Menil Collection. If you enroll in this course you must be prepared to organize the time and transportation to make those visits.

If you have trouble getting transportation talk to me early!!!

- **General Paper Guidelines** provides guidance for writing style and format for **both papers. YOU ARE RESPONSIBLE FOR READING AND USING THE PAPER GUIDELINES.**
- **Choosing, Using, and Citing Sources** guidelines are also available on Blackboard. Read these carefully before you research or write your papers. Failure to comply with these guidelines is **PLAGIARISM and will result in a failing grade for the course.**

Submitting Your Paper Assignments

We are using TURNITIN assignment tool in Blackboard as a means of detecting and preventing plagiarism. TURNITIN also records the time and date that you turn in your paper.

You **WILL NOT** turn in a hard copy of your paper but **ONLY** upload it to **TURNITIN.COM.**

To post your papers on **Blackboard** you do **NOT** need a code!

-Go to the **course homepage** on Blackboard

-Click on the **computer-like link** for the Assignment you want to upload

-This should bring up a screen with an option to upload your paper.

-Click **Upload** to submit your paper. Be sure all your pages are in **one document!**

**BE SURE TO PRINT OUT A RECEIPT
TO SHOW THAT YOUR PAPER HAS UPLOADED CORRECTLY!**

IF YOU HAVE TROUBLE UPLOADING YOUR PAPER

-Immediately contact the help line at the bottom of the course Blackboard homepage

-Notify me through mail on Blackboard.

NOTE:

PAPERS WILL NOT BE ACCEPTED BY FAX OR E-MAIL.

- **Late Papers and Extensions**
Late papers will be accepted for full credit **ONLY** if an extension is granted.
Late papers without an extension will be accepted NO MORE THAN ONE WEEK after the due date.

Papers that are turned in late (without an extension) will lose 5 points for each day of lateness (eg. 85 becomes 80, etc.). Each part of a day after the paper is due counts as a full day of lateness (-5 points).

Extensions will be granted on a case-by-case basis, at my discretion.

If you believe you need an extension, **TALK TO ME!** If an extension is granted, another due date will be determined which you will be expected to meet.

ASSESSMENTS

TESTS

- Two tests will be given **IN CLASS** as scheduled on the list of **Topics and Assignments** below. If any changes are made to this schedule they will be changed and announced on Blackboard as well as in class.
- The first test will deal with material from the first half of the course; the second will cover material from the second part of the course but will also depend on concepts developed throughout the entire course.
- There is no “final exam” for this course: **the last test will be given during the last class meeting.**
- **Format and Coverage:**
 - Tests will be entirely multiple-choice in format. Some questions will be accompanied by images; others will rely on your knowledge without reference to a specific image.
 - Concepts will be emphasized over purely factual data. Understanding why a work looks the way it does, and what it meant to the people for whom it was made are more important than memorization of ID information about the works.
 - You will be responsible for:
 - 1) **TERMS and PEOPLE** from the lists on Blackboard (what or who they were and how they were important for art and the history of art)
 - 2) **IMAGES** that are discussed in class **AND ARE ALSO** in your readings (including out-of-textbook required readings)
 - 3) **INFORMATION** from **BOTH** the readings and class that pertains to those images.
- **Make-up tests**

Part of your responsibility as a student in this course is to arrange your schedule so that you can take the tests at the scheduled times. Make-up tests for Test #1 will be given **ONLY** in case of serious, documented illness or other difficulties that are beyond the student's control.

NO MAKE-UP TEST will be given for the final test except in case of dire emergency.

If you need a make-up test, it is your responsibility to contact me about it as soon as possible. Make-up tests are normally scheduled the week after the regular test.

QUIZZES

- Four short quizzes are located on the Blackboard and are to be taken there according to the schedule on the list of **Topics and Assignments**. The first two cover material from class and readings; the second two are directly related to the Quicktime movies on Blackboard.
- You may take each quiz TWICE and the better score will automatically upload to the gradebook.
- You will have a SPECIFIED WINDOW OF ONE WEEK in which to take the quiz in order to get a grade for it. If you do not take the quiz, you will get a "o" for that assignment (worth 5% of your grade).

STUDY GUIDES AND AIDS

STUDY GUIDES & AIDS ON BLACKBOARD

- ❖ Terms and People lists for each test
These will be discussed in class; many are also in your book and on Gardner's Art Study on-Line
YOU WILL BE EXPECTED TO KNOW THEM ON YOUR TESTS AND TO USE THEM AS APPROPRIATE IN YOUR PAPERS. Many, but not all of these are also in your textbook.
- ❖ Instructional Videos: Short videos on Blackboard made by ME and other UH professors clarify and expand on key concepts. Topics and suggested viewing dates are listed in the Schedule of Topics and Readings
- ❖ Test Study Guides with questions to help you organize your studying for each test
- ❖ Image Pairs for Study with questions to help you identify many of the important art historical and cultural issues for each test. On occasion I may ask you to study these pairs on your own and bring your conclusions to class for discussion.
- ❖ Powerpoints from classes

STOKSTAD'S MyArtsLab STUDY AIDS

These are available on-line using the same access code as the course e-book. I encourage you to explore the resources and make use of any and all that help you! These are NOT required.

GENERAL SUGGESTIONS FOR STUDYING FOR THIS COURSE

- ❖ **Take notes** on both reading assignments and class lectures in such a way that you can correlate notes on a particular work from both sources of information
- ❖ **Review** your notes and highlight important points each week (don't wait for test time!)
- ❖ Pick out one or two of your favorite pieces and outline what you know about them
- ❖ Write down **questions** or things you don't understand left over from class and readings; either raise them in class or make an appointment to discuss them with me.
- ❖ Print out the syllabus and other materials on the website and keep them in a notebook with your notes from class and readings.
- ❖ **IF YOU MISS A CLASS**, try to get the notes from someone in the class. If you do not know anyone post your request on the DISCUSSION TOOL of Blackboard. If no one responds after a week, please let me know.

GRADING and COURSE REQUIREMENTS

You must take both tests and write both papers in a timely manner in order to pass the course.
FAILURE TO COMPLETE ONE OF THESE ASSESSMENTS WILL RESULT IN AN "F" FOR THE COURSE. If you fail to take one or more of the quizzes, your grade will be reduced by the relevant number of points.

Each test and paper will be worth 20% of your total course grade; quizzes will be worth a total of 20% (averaged together).

However, IF one of either your **FIRST paper** or **FIRST test** grades is significantly lower than the other paper or test grades, then it will be given slightly less weight in order to encourage improvement during the course. (Quiz grades and second paper and test grades will NOT be readjusted in this manner)

Extra Credit

Your participation in class discussion makes the class more interesting and a better learning experience for everyone. If you are a frequent contributor, it is also an opportunity for extra credit. **Extra credit (if any) will be added to your final course grade** (2.5 points for participating in class Q & A frequently during the first half of the semester; 5 points for participating the entire semester).

Above all, remember that analysis and understanding are more important than memorization in this class!

SCHEDULE OF TOPICS AND ASSIGNMENTS

Introduction: Tues., Aug. 28

Review of Syllabus, course requirements and policies, and study materials on Blackboard Vista

The Ancient World

Prehistoric Art (The Stone Age): Thurs., Aug. 30

Reading: Stokstad Chapter 1

Suggested MyArtsLab Activities:

Closer Looks: Stonehenge

Architectural Simulation: Post and Lintel Construction

Interactive Map Quiz: Chapter 1

The Ancient Near East/Mesopotamia (especially Sumer and Assyria): Tues., Sept. 4

Reading: Stokstad Chapter 2

Ancient Egypt: Thurs., Sept. 6

Reading: Stokstad Chapter 3

Suggested MyArtsLab Activities:

Architectural Simulation: Mastaba to Pyramid

Closer Look: Akhenaten and His Family

Closer Look: Temple of Queen Hatshepsut

Prehistoric Aegean and Ancient Greece

NOTE: In the next several classes, we will follow a different order of topics on Greek art and architecture than in your textbook, allowing us to get a somewhat different perspective on the material. I have given the page numbers that cover the material for each class. You may follow them or simply read through the Chapter on Greek art in the textbook by the time we finish the subject in class.

Art of the Prehistoric Aegean AND Introduction to Ancient Greece: Tues., Sept. 11

Reading: Gardner chapter 4 and pp. 99-101

**TAKE QUIZ #1 (Prehistoric - Egyptian) on Blackboard
(Sunday Sept. 9 9:00 am - Sun. Sept. 16 11:59 pm)**

Greek Vessel Painting AND Architecture: Thurs., Sept. 13

Reading: Stokstad p. 102 ("Geometric Art"); p. 103-105 ("Greek Vase painting"); pp. 117-120 ("Vase painting"); pp. 141,146-148 ("Painting")
pp. 108-111, 130-131, 136-137, 149-150, (Architecture)

***Recommended reading:** C.M. Havelock, "Mourners on Greek Vases: Remarks on the Social History of Women," in Broude and Garrard, *Feminism and Art History*

Suggested MyArtsLab Activities:

 Closer Look: Funerary Vase (Krater)

 Architectural Simulation: Greek Orders

TUES., SEPTEMBER 18: NO CLASS

Geometric, Archaic, and Early Classical Sculpture: Thurs., Sept. 20

Reading: Stokstad pp. 106-128

Suggested MyArtsLab Activities:

 Video: Greek Sculpture (BBC: How Art Made The World)

 Web Resource: The Metropolitan Museum of Art Greek Galleries

The High Classical Moment: Tues., Sept. 25

 Reading: Stokstad, pp. 128-142

 *Recommended reading: Pollitt: "Art and Experience in Ancient Greece"

Suggested MyArtsLab Activities:

 Interactive Map Quiz: Chapter 5

Late Classical and Hellenistic Periods: Thurs., Sept 27

 Reading: Stokstad pp. 142-148; 149-157

WATCH MOVIES: "Characteristics of Greek Classical Art" and "Contrapposto"
on Blackboard to help you review for quiz 1

Etruscan and Ancient Roman Art

NOTE: As with Greek art, we will follow a different order of topics than your textbook. I have given the page numbers and identified the material that will be covered in each class. You may follow them or simply read through Chapter 10 on Roman art by the time we finish the subject in class.

Art of the Etruscans, Intro to Roman Art, AND Roman Portrait Sculpture: Tues., Oct. 2

Reading: Etruscans and Introduction to Roman Art: Stokstad Chapter 6

Portraiture: Stokstad pp. 169-173 ("Sculpture" - Julius Caesar); pp.174-175 ("Early Empire"); pp. 187-190 ("The Flavians"); p.199-201(Hadrian); pp. ("The Antonines" and Marcus Aurelius); pp. 203-204 ("Late Empire": The Severans and Caracalla);
p. 204 ("Soldier Emperors"); pp. 204-207; 208-211 ("Diocletian and the Tetrarchy" and Constantine)

Suggested MyArtsLab Activities:

 Closer Look: The Forum Romanum and Imperial Forums

**TAKE QUIZ #2 (Aegean - Greece) on Blackboard
(Sun., October 7 9:00 am - Sun. Oct. 14 11:59 pm)**

Roman Architecture: Thurs, Oct. 4

Reading: Stokstad pp.178-187 (General Architecture and Pompeii); pp. 174-175 ("Forum of Augustus" - "Spectacles in the Colosseum"); pp.191-199 (Forum and Markets of Trajan; Pantheon; Ostia); pp. 204 (Baths of Caracalla); pp. 211-212 (Basilica Nova, Rome/Basilica of Constantine; Aula Palatina, Trier)

***Recommended reading:** McDonald: "Roman Architecture"

Suggested MyArtsLab Activities:

Simulation: Concrete

Architectural Simulation: Round Arch

Architectural Panorama: Colosseum (ROME, ITALY, 72-80)

Architectural Panorama: Pantheon (ROME, ITALY, c. 118-128)

Architectural Panorama: Baths of Caracalla (ROME, ITALY, 211-217)

Architectural Panorama: Basilica Nova (Basilica of Maxentius and Constantine)

WATCH MOVIES: "Symbolism of Architecture" (covers Egyptian and Roman architecture) and **"Classicizing"** on Blackboard

Roman Relief Sculpture AND Painting: Tues., Oct. 9

Reading: Stokstad pp. 176-177 (Ara Pacis Augustae); pp. 186 (Arch of Titus);

p.194 (Column of Trajan); pp. 208-209 (Arch of Constantine)

pp. 213-215 (Painting and mosaic)

Suggested MyArtsLab Activities:

Closer Look: The Column of Trajan

WATCH MOVIES: "Naturalism" and **"Classicizing"** on Blackboard

THURS. OCT 11: IN-CLASS REVIEW FOR TEST 1

SEE *Slide Pairs for Study, *Terms and People I, and * Study Guide for Test 1 on Blackboard!

Bring Study Guides to class and be prepared to ask and help answer questions!

*** TUESDAY, OCTOBER 16: TEST #1**

Early Medieval, Byzantine, and Islamic Art

The Art of Late Antiquity and the Early Christian Period: Thurs., Oct. 18

Reading: Stokstad Chapter 7 (pg 217-233)

Suggested MyArtsLab Activities:

Closer Look: The Mosaic Floor of the Beth Alpha Synagogue

Architectural Panorama: Santa Costanza

WATCH MOVIE: "Medieval Artists and Workshops" on Blackboard

❖ **SUNDAY: OCTOBER 21: PAPER ASSIGNMENT #1 DUE**
(upload to [turnitin.com](https://www.turnitin.com) by 11:59 pm)

• Window open for upload beginning 9:00 am Oct. 19.

LATE papers (with penalty) accepted ONLY until 11:59 pm Oct. 28

Byzantine Art: Tues., Oct. 23

Reading: Stokstad Chapter 7 (pg. 233-259)

***REQUIRED READING: Demos: "Byzantine Mosaics" (on Blackboard)**

Suggested MyArtsLab Activities:

Architectural Simulation: Pendentives

Architectural Panorama: Church of San Vitale (RAVENNA, ITALY, c. 546-548)

THURSDAY, OCTOBER 25: NO CLASS

Islamic Art and Architecture: Tues., Oct. 30

Reading: Stokstad Chapter 8

Suggested MyArtsLab Activities:

Architectural Panorama: Alhambra (GRANADA, SPAIN, 1354-91)

Architectural Simulation: Islamic Arches

Early Medieval Art in the West (Hiberno-Saxon, Carolingian, Ottonian): Thurs., Nov. 1 AND Tues., Nov. 6

Reading: Stokstad Chapter 14

Suggested MyArtsLab Activities:

Closer Look: Psalm 23 in the Utrecht Psalter

Closer Look: Purse cover, from Sutton Hoo burial ship

Romanesque Art

Romanesque Architecture and the Pilgrimage Routes: Thurs., Nov. 8

Reading: Stokstad Chapter 15

Suggested MyArtsLab Activities:

Closer Look: The Bayeux Tapestry (also, Bayeux Embroidery)

Closer Look: The Last Judgment Tympanum at Autun

Architectural Simulation: Romanesque Portal

❖ **SUNDAY, NOVEMBER 18: PAPER ASSIGNMENT #2
DUE**

(upload to turntin.com by 11:59 pm to be on time)

- Window open beginning 9:00 am Nov. 16

LATE papers (with penalty) accepted ONLY until 11:59 pm Nov. 25

Romanesque Figurative Arts: Tues., Nov. 13

*REQUIRED Reading: Katzenellenbogen: "The Iconography of a Romanesque Tympanum at Vezelay" (on Blackboard)

Gothic Art:

Reading: Stokstad Chapter 16

Introduction to Gothic: Thurs., Nov. 15

WATCH MOVIE: "St. Denis and Gothic Architecture" on Blackboard

TAKE QUIZ #3 ("St. Denis and Gothic Architecture" - based on movie) on Blackboard (TUES., Nov. 20- 9:00 am- TUESDAY., Nov. 27 - 11:59 pm)

TUESDAY, NOV. 20 AND THURSDAY, NOV. 22: NO CLASS (THANKSGIVING)

Gothic Architecture in France: Tues., Nov. 27

WATCH MOVIES:

- "Rayonnant Gothic" on Blackboard
- "The Difference between Romanesque and Gothic Architecture" (chapter 17) on Gardner Art Study Online

Suggested MyArtsLab Activities:

Closer Look: Rose Window And Lancets, North Transept, Chartres Cathedral

Architectural Simulation: Ribbed Vault

Architectural Panorama: Cathedral of Notre Dame, Paris (ca. 1155-ca. 1250)

Architectural Panorama: Sainte-Chapel

Gothic Sculpture and Painting in France: Thurs., Nov. 29

WATCH MOVIE:

- "French Gothic Sculpture" on Blackboard

TAKE QUIZ #4 ("French Gothic Sculpture" - based on movie) on Blackboard (THURS., Nov. 29 - SUNDAY, Dec. 2 - 11:59 pm)

TUES., DEC 4: IN-CLASS REVIEW FOR TEST #2 (FINAL TEST)

SEE *Slide Pairs for Study, *Terms and People II, and * Study Guide for Test 2 on Blackboard!

ALSO watch the videos on Medieval Art on Blackboard and on Gardner Art Study Online listed above to help you review

Bring Study Guides to class and be prepared to ask and answer review questions!

***TEST #2*: THURS., DEC. 6: LAST TEST - IN CLASS!**