

ARH 2050: Introduction to the Principles and History of Western Art I
Spring 2024
Syllabus

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

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

Discussion Section 10720: Thursday, Period 3 (9:35 AM-10:25 AM), FAC 116A

Discussion Section 10721: Thursday, Period 4 (10:40 AM-11:30 AM), FAC 116A

Discussion Section 21991: Friday, Period 3 (9:35 AM-10:25 AM), FAC 116A

Discussion Section 21993: Friday, Period 5 (11:45 AM-12:35 PM), FAC 116A

Professor: Dr. Mark Hodge

Email: mch22@ufl.edu

Office: FAD 333

Office hours: Monday and Wednesday, Period 5 (11:45-12:35)

Teaching Assistant: Laura Hodges

Email: laura.hodges@ufl.edu

Office: FAC 201A

Office hours: TBA

Teaching Assistant: Jenifer Hernandez

Email: fete41088@ufl.edu

Office: FAC 201A

Office hours: TBA

Primary General Education Designation: Humanities (H)

Secondary General Education Designation: International (N)

Area objectives available here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Note: A minimum grade of C is required for general education credit

Course Description

This course is an overview of Western art and architecture in Europe, the Mediterranean basin, and the Near East, from prehistory through the Middle Ages. We will pay special attention to the particular cultural circumstances in which works of art and architecture were created, viewed, and otherwise experienced. This course aims to introduce students to key concepts and concerns within the discipline of art history, equipping them with the tools to relate works of art to specific historical, religious, and political contexts, in order to better understand and reflect on the significance of objects and images in the world around us. This course also aims to develop critical thinking skills, visual literacy, visual memory, and verbal and written analysis of images.

Textbook

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 syllabus. I will explain more about this in class.

Marilyn Stokstad and Michael W. Cothren. *Art History Portable Edition, Books 1 & 2 (Ancient Art and Medieval Art)*. Fifth Edition. Upper Saddle River, New Jersey: Pearson Education, 2008. (ISBN#: 0205873766 and 0205873774, or combined as 0205941745)

Requirements:

This course has information available through UF's e-learning website called "Canvas." The syllabus, handouts, assignments, and images for exams will be available on Canvas. A passing grade requires completion all of the requirements of the course listed below. The scheduled lectures and reading assignments are subject to change upon the discretion of the instructor. It is the students' responsibility to check their UF email, their Canvas email, and listen to announcements in class pertaining to those potential changes to ensure they are up to date on assignments. The final grade is comprised of the following elements:

Attendance	10%
Participation	10%
Quiz 1	10%
Quiz 2	10%
Midterm Exam	20%
Take-Home Comparison	20%
Final Exam	20%

Attendance (10%)

Attendance is required. You will be asked to sign in at each session. Extreme tardiness (15+ minutes) and early departures will be considered absences. Excused absences include religious holidays, illness with appropriate documentation, etc. In these cases, please see the TA or instructor (in advance when possible) to clear your absence, schedule an extension, and/or discuss the possibility of a make-up quiz or exam. If technical difficulties prevent your connecting or you lose connection, send me an email, cc'ing your TA, to let me know about your difficulties. I will excuse absences for technical difficulties as long as you work to resolve them before they become a chronic problem. Please also see the UF attendance policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Participation (10%)

Students are expected to have read the assigned material before coming to class and to remain engaged. Being "engaged" means active participation through questions, comments, and daily reflection exercises in lecture and section, and passive participation by taking notes and paying attention. While both lecture and section allow for questions, comments, and written reflection, section is focused on student-led discussion aimed at talking about art in constructive, meaningful ways.

- *Electronic devices:* Computers and tablets are permitted ONLY for note taking. The TA will monitor computer usage from a seat in the back of the classroom. All other electronic devices—*especially cell phones*—should be turned off and packed away for the duration of class. Inappropriate usage of devices will result in a deduction of the participation grade. Students are expected to assist in maintaining a classroom setting that is conducive

to learning. Be aware that you are not the only person who can see your screen. Respect your classmates and the learning environment by not offering a distraction.

As part of the **Participation** grade, students are expected to complete **reading responses** for the section readings. These responses consists of summarizing the reading's main argument in a paragraph and offering a question based on the reading for discussion. Responses are due on Canvas at the start of section.

Quizzes (10% each)

The quizzes are in-class assignments. They are timed at 15 minutes and comprised of two parts: 10 image identifications and 5 vocabulary terms. The instructor will provide a list of terms and study images from which the quiz questions will be drawn. This information will be posted along with more details on expectations and grading on Canvas under the Quiz 1 and Quiz 2 tabs on the "Assignments" page. Quiz 1 will be **February 1/2** and Quiz 2 will be **April 11/12**.

Take-Home Comparison (20%)

You will compare and contrast the visual qualities of two works of art and what effect you think those qualities have on the meaning or interpretation of the works. 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. The paper will be due through canvas on **March 27 at 11:59 PM**. Papers turned in late will be marked down one letter grade for each day, unless the TA or instructor has approved – in advance – your extenuating circumstance. Plagiarism will result in a failing grade.

Midterm and Final Examinations (20% each)

The midterm and the final will consist of three timed sections: three extended ID responses (15 minutes), a short essay comparing two images (one on the midterm and two on the final exam; 15 minutes each), and a longer essay question (30 minutes). The midterm will be 60 minutes total and the final exam will be 75 minutes total. Exam content will be drawn from readings, terms, and examples discussed in class. A list of study images will be provided. 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. The midterm is scheduled during class on **February 28** and the final is scheduled from 3:00-5:00 PM on **April 30**.

Deadlines and Making Up Missed Materials

Make-up or early exams can only be offered in exceptional circumstances, including those required by the DRC or Registrar's office. **Please make note of the midterm and final exam dates and times and plan to be in attendance.** 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).

Student Learning Outcomes SLOs)

- Students will develop the ability to recognize major artistic traditions from prehistory to circa 1300 CE in Europe, the Mediterranean Basin, and the Near East and be able to mark their continued importance in our contemporary world. **(Content SLO: H, N)**
 - These outcomes will be assessed through quizzes, a midterm exam, a final exam, and a take-home essay assignment.

- Students will identify and describe to the concepts, methods, issues, and vocabulary of the discipline of art history through both verbal and written exercises. **(Content SLO: H; Communication SLO: H)**
 - These outcomes will be assessed through participation in classroom discussion, written responses to readings, a midterm exam, a final exam, and a take-home essay assignment.

- Students will analyze the variety of social, cultural, and economic contexts in which art was produced and used in order to explain how these contexts affect each object's form and function. **(Critical Thinking SLO: H)**
 - These outcomes will be assessed through participation in classroom discussion, a midterm exam, a final exam, and a take-home essay assignment.

- Students will heighten their visual acuity and increase facility in analyzing works of art and architecture, as well as other aspects of the visual environment from the past and recognize how these persist in the present day. **(Critical Thinking SLO: H, N)**
 - These outcomes will be assessed through participation in classroom discussion, written responses to readings, a midterm exam, a final exam, and a take-home essay assignment.

- Students will reflect on and discuss the ways in which cultural, economic, political, and/or social systems and beliefs developed by past societies and expressed through cultural artistic output mediate understandings of an increasingly connected contemporary world. **(Communication SLO: N)**
 - These outcomes will be assessed through participation in classroom discussion and written responses to readings.

Grading Scale

A 100-93
A- 92-90
B+ 89-87
B 86-83
B- 82-80
C+ 79-77
C 76-73
C- 72-70
D+ 69-67
D 66-60
F 59-0

Important Dates

Drop/Add	January 8-12
No Class	January 15 (Martin Luther King Jr. Day)
	March 11-15 (Spring Break)
Quiz #1	February 1/2
Midterm Exam	February 28
Take-Home Comparison	March 27
Quiz #2	April 11/12
Final Exam	April 30 (3:00-5:00 PM)

Links and Policies:

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 Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodation. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Email. Each student is issued a University e-mail address (username@ufl.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and

react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

UF grades and grading policies. Information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Online Course Evaluation Policy. 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.a.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>.

Health and Wellness

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

Counseling and Wellness Center: visit <https://counseling.ufl.edu> 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 <https://shcc.ufl.edu> .

University Police Department: visit <https://police.ufl.edu> 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 <https://ufhealth.org/emergency-room-trauma-center>.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu> 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.

Career Connections Center: <https://career.ufl.edu>. Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: <https://uflib.ufl.edu>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: <https://academicresources.clas.ufl.edu>. Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/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: <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>.

On-Line Students Complaints: View the Distance Learning Student Complaint Process: <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course Schedule*

Week 1

January 8: Syllabus Review, ~~What is Art History?~~

January 10: Prehistoric Cave Painting

Reading: Ch. 1: Prehistoric Art, p. 1-25

Recommended Links:

The Anthropocene Reviewed-Lascaux Paintings and the Taco Bell Breakfast Menu
<https://www.wnycstudios.org/podcasts/anthropocene-reviewed/episodes/episode-6-lascaux-paintings-and-the-taco-bell-breakfast-menu>

January 11/12: The Formal Elements of an Object

Reading: Starter Kit and Introduction, ps. XXII-XLI. PDF provided on eLearning.

Week 2

January 15: NO CLASS (Martin Luther King, Jr. Day)

January 17: The First Cities in Ancient Iraq

Reading: Ch. 2: Art of the Ancient Near East, p. 26-47

Recommended Links:

Penn Museum-Royal Tombs of Ur
<https://www.youtube.com/watch?v=Z4uuoHc6k9w&list=PLF5C30F168A1FD0DE>

January 18/19: Art and Politics in Assyria

Week 3

January 22: Rulership in the Ancient Near East

Reading: Ch. 2: Art of the Ancient Near East, p. 26-47

Recommended Links:

Atlas Obscura, Inside the Abandoned Babylon That Saddam Hussein Built
<https://www.atlasobscura.com/articles/babylon-iraq-saddam-hussein>
NY Times, Hussein's Babylon: A Beloved Atrocity
<https://www.nytimes.com/2003/08/19/world/hussein-s-babylon-a-beloved-atrocity.html>
The Art Newspaper, Babylon is coming back to life, with its famed Ishtar Gate to be restored by this summer
<https://www.theartnewspaper.com/2022/03/24/babylon-is-coming-back-to-life-with-its-famed-ishtar-gate-to-be-restored-by-this-summer>
Met Museum, The Rediscovery of Assyria
https://www.metmuseum.org/toah/hd/rdas/hd_rdas.htm

January 24: Old Kingdom Egypt

Reading Ch. 3: Art of Ancient Egypt, p. 48-81

January 25/26: The Body in Ancient Egypt

Recommended Links:

Brooklyn Museum: A Woman's Afterlife: Gender Transformation in Ancient Egypt
https://www.brooklynmuseum.org/exhibitions/womans_afterlife_ancient_egypt

Week 4

January 29: Continuity and Change in Egypt's New Kingdom

Reading Ch. 3: Art of Ancient Egypt, p. 48-81

Recommended Links:

American Research Center in Egypt, Akhenaten: The Mysteries of Religious Revolution

<https://www.arce.org/resource/akhenaten-mysteries-religious-revolution>

Theresa Machemer, 3-D Scans of the Bust of Nefertiti Are Now Available Online

<https://www.smithsonianmag.com/smart-news/3-d-scans-bust-nefertiti-are-now-available-online-180973628/>

Sarah E. Bond, What the "Nefertiti Hack" Tells Us About Digital Colonialism

<https://hyperallergic.com/647998/what-the-nefertiti-hack-tells-us-about-digital-colonialism/>

January 31: The Bronze Age Aegean

Reading: Ch. 4: Art of the Ancient Aegean, p. 82-101

Recommended Links:

Sarah Cascone, Researchers Discover an Ancient Stone Carving So Detailed It Could Alter the Course of Art History

<https://news.artnet.com/art-world/griffin-warrior-tomb-pylos-combat-agate-1142624>

February 1/2: The Question of Style

****Quiz 1 in class****

Week 5

February 5: The Emergence of Greek Civilization

Reading: Ch. 5: Art of Ancient Greece, p. 102-157

February 7: Sculpture in Archaic and Classical Greece

Reading: Ch. 5: Art of Ancient Greece, p. 102-157

February 8/9: The Myth of Whiteness in Classical Sculpture

Readings: Margaret Talbot, "The Myth of Whiteness in Classical Sculpture"

<https://www.newyorker.com/magazine/2018/10/29/the-myth-of-whiteness-in-classical-sculpture>

Sarah E. Bond, "Why We Need to Start Seeing the Classical World in Color"

<https://hyperallergic.com/383776/why-we-need-to-start-seeing-the-classical-world-in-color/>

Week 6

February 12: Vase Painting in Archaic and Classical Greece

Reading: Ch. 5: Art of Ancient Greece, p. 102-157

February 14: Athens and the Acropolis

Reading: Ch. 5: Art of Ancient Greece, p. 102-157

Recommended Links:

Allison C. Meier, Wait, Why Are the Parthenon Marbles in London?

<https://daily.jstor.org/wait-why-are-the-parthenon-marbles-in-london/>

February 15/16: The Afterlife of Classical Architecture

For this section take a picture of and building around town that references classical architectural form. It needs to be an example from the Gainesville area. Then write a three to five sentence explanation describing how your chosen example refers to the architecture of Greece and Rome. This assignment is due to be submitted through canvas by 11:59 PM February 14.

Week 7

February 19: Late Classical and Hellenistic Art

Reading: Ch. 5: Art of Ancient Greece, p. 102-157

February 21: The Etruscans, the Roman Republic, and the Age of Augustus

Reading: Ch. 6: Etruscan and Roman Art, 158-215

February 22/23: Roman Wall Painting and the Roman Domus

Recommended Links:

Pompeii and the House of Sallust - 3D Reconstruction

<https://www.youtube.com/watch?v=RSd8f5780GM>

Khan Academy, Roman Wall Painting Styles

<https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/wall-painting/a/roman-wall-painting-styles>

Week 8

February 26: Midterm Exam Review

February 28: Midterm Exam

February 29/March 1: NO CLASS

Week 9

March 4: High and Late Empire

Reading: Ch. 6: Etruscan and Roman Art, 158-215

Recommended Links:

The Virtual World Heritage Laboratory at Indiana University, The Digital Hadrian's Villa Project: State vs. Reconstruction

<https://www.youtube.com/watch?v=zGdjf9wzHOI>

March 6: Jewish and Early Christian Art in the Roman Empire

Reading: Ch. 7: Jewish and Early Christian Art, p. 216-235

March 7/8: The Origins of the Cult of the Relic

Week 10

NO CLASS (SPRING BREAK)

Week 11

March 18: Art of the Byzantine Empire

Reading: Ch. 8: Byzantine Art, p. 236-267

March 20: Icon and Iconoclasm in Byzantine Art

Reading: Ch. 8: Byzantine Art, p. 236-267

March 21/22: Iconic and Aniconic Art in the Abrahamic Religious Tradition

Reading: Read the introduction and sections entitled "The Longue Durée: Representation and Real Presence, Memoria and Memory Sanctions" and "The Longue Durée: Judeo-Christian Positions" from ps. 368-376 in Elsner, Jas. "Iconoclasm as Discourse: From Antiquity to Byzantium." *The Art Bulletin* 94, no. 3 (2012): 368-94.

<http://www.jstor.org/stable/23268277>

Week 12

March 25: Islamic Art before 1453

Reading: Ch. 9: Islamic Art, p. 268-297

Recommended Links:

Khan Academy, The Great Mosque of Kairouan

<https://www.khanacademy.org/humanities/art-africa/north-a/x1f9f8bff:tunisia/a/the-great-mosque-of-kairouan>

March 27: Early Medieval Art: Migrations and Anglo-Saxon England

Recommended Links:

PBS, The Volga Trade Route

<https://www.pbs.org/wgbh/nova/video/the-volga-trade-route/>

Take-home Comparison due to be submitted online by 11:59 PM

Reading: Ch. 15: Early Medieval Art in Europe, p. 440-469

March 28/29: Creating and Contesting Sacred Space

Week 13

April 1: Early Medieval Art: Illuminated Manuscripts

Reading: Ch. 15: Early Medieval Art in Europe, p. 440-469

April 3: Early Medieval Art: Carolingian Europe

Reading: Ch. 15: Early Medieval Art in Europe, p. 440-469

April 4/5: Review

Week 14

April 8: Romanesque Pilgrimage Churches and Monasteries

Reading: Ch. 16: Romanesque Art, p. 470-505

Recommended Links:

NY Times, Relic of a Saint Is Stolen From a Dublin Cathedral

<https://www.nytimes.com/2012/03/08/world/europe/saints-preserved-heart-stolen-from-dublin-church.html>

April 10: Telling Stories in the Romanesque

Reading: Ch. 16: Romanesque Art, p. 470-505

Recommended Links:

Animated Bayeux Tapestry

https://www.youtube.com/watch?v=LtGoBZ4D4_E

April 11/12: Elements of Pilgrimage and Monastic Architecture

****Quiz 2 in class****

Week 15

April 15: The Gothic Cathedral

Reading. Ch. 17: Gothic Art of the Twelfth and Thirteenth Centuries, p. 506-540

Recommended Links:

Restoration of Chartres Cathedral (no dialogue, French Ministry of Culture/Communication)

<https://dai.ly/x15nfdt>

Artnews, When Will Notre-Dame Cathedral's \$865 Million Restoration Finally Reopen to the Public? A Dramatic Date Has Been Set

<https://news.artnet.com/art-world/notre-dame-reopening-2024-2153958>

April 17: New Jerusalems in Gothic Paris

Reading. Ch. 17: Gothic Art of the Twelfth and Thirteenth Centuries, p. 506-541

April 19/20: Collegiate Gothic Architecture at UF

Week 16

April 22: The Spiritual Example of Saint Francis

Reading: Fourteenth-Century Art in Europe, 542-573

April 24: The Afterlives of Art Objects

Reading: Theodor Adorno. "Valèry Proust Museum" in *Prisms* (MIT Press, 1981), 173-186.

http://www.columbia.edu/itc/anthropology/rothschild/g6352/client_edit/pdfs/nov28-1.pdf

FINAL EXAM: 4/30 (3:00 – 5:00 PM)

***This is a tentative schedule subject to change**