

ARH 2050

Introduction to the Principles and History of Art I

Spring 2025

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

Monday and Wednesday, 12:50-1:40pm

FAB 103

Credit Hours: 3

Course Fee: \$13.50

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

Dr. Elizabeth Ross (she/her)

Email: eross@arts.ufl.edu

Office Location: FAC 101

Office Hours: Please email Dianne Caple (dcaple@ufl.edu) for an appointment. Otherwise, you are welcome to walk in any time my door is open.

Dani Sensabaugh (she/her)

Email: d.sensabaugh@ufl.edu

Office Location and Hours: TBA

Class 10542, Thursday, 10:40-11:30am, FAC 116A

Teaching Assistant: Cassidy Cannon (they/them)

Email: cannoncassidy@ufl.edu

Office Location and Hours: TBA

Class 10541, Thursday, 9:35am-10:25pm, FAC 116A

Class 18136, Friday, 9:35-10:25am, FAC 116A

Class 18137, Friday, 11:45am-12:35pm, FAC 116A

COURSE DESCRIPTION

This course provides an overview of the history of art and architecture from prehistory through the Middle Ages in Europe, the Mediterranean basin, and the Near East. It familiarizes students with key works and gives students the tools to describe, analyze, and contextualize artworks. Includes works from the Western canon.

ADDITIONAL DESCRIPTION

This course surveys the art and architecture of Europe, the Mediterranean basin, and the Near East from prehistory through the medieval era, situating works in the cultural context of their creation and reception. Lectures and section meetings introduce students to key concepts and issues of the discipline of art history, such as the political and social dimensions of art, representation of the body, architectural space and siting, style, narrative, iconography, appropriation and historical reference, monumentality, the role of the viewer, and abstraction and resistance to representation.

This course and its continuation, ARH 2051, are gateways into the art history major/minor, and they are designed to prepare students for further study in art history. Many non-majors take this course, and they are equally welcome.

COURSE GOALS

Provide an overview of the history of art from prehistory to circa 1300 CE in Europe, the Mediterranean Basin, and the Near East.

Introduce students to the concepts, issues, methods, and vocabulary of the discipline of art history.

Inform students about the variety of social, cultural, and economic contexts in which art was produced and used in order to explain how these contexts affected the objects' form and function.

Heighten visual acuity and increase facility in analyzing works of art and architecture, as well as other aspects of the visual environment.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to...

Identify, describe, and interpret works of art, architecture, and material culture from prehistory to circa 1300 CE in Europe, the Mediterranean Basin, and the Near East.

Use the methods and vocabulary of art history to examine and assess historical questions about the creation, use, and reception of art in this period and region.

Formulate oral and written analyses of works of art and architecture from this period in their historical and cultural context.

GENERAL EDUCATION CREDIT

General Education Humanities

General Education International

This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education Credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

General Education Objectives and Learning Outcomes

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

This course also meets the International (N) of the UF General Education Program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

International Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

COURSE POLICIES

Due Dates. Please take a look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays, family obligations, or extracurricular activities) that conflict with lectures, due dates, and exam times. If you do have a conflict, please see your section instructor in advance to clear your absence, schedule an extension, or discuss the possibility of a make-up exam.

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

Final Exam. The time and date of the final exam (April 30, 10am-noon) is set and enforced by the UF Registrar. Do not schedule vacation or family travel or another activity to conflict with the Final Exam. There will be no early exams offered.

Accommodation. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recording. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Honesty. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) *If you have any questions or concerns, please consult with the instructors or TA in this class.*

UF's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult "Misuse of Sources" on the course web site. *If you have any questions, please ask.* An online plagiarism checker service may be used to screen papers.

Artificial Intelligence. Take-Home Comparison: Any use of generative AI for this assignment constitutes academic misconduct. Generative AI would not be able to complete this assignment very well, even if it were allowed. We've tried. Also, if you try to use it to get started and generate initial observations, it will set you off in the wrong direction. This is an exercise in close-looking, and the AI jumps too quickly to vague interpretation.

All other assessments: Exams and quizzes will be completed in class on paper, so you will not have the opportunity to use AI while writing the exam or quiz. If you choose to use AI for study, you are still responsible for all content (ideas, facts), however your study information was generated. Note that AI can generate untrue, inaccurate, and hallucinatory content.

GRADING SCALE

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

Please note: A minimum grade of C is required to fulfill major or General Education requirements.

[Here is a link to university grades and grading policies.](#)

COURSE REQUIREMENTS

Quizzes #1 & 2 — 30 points each for a total of 60 points

Quizzes #3 and 4 — 50 points each for a total of 100 points

Take-home comparison — 150 points

Midterm Exam — 250 points

Final Exam — 270 points

Attendance — 50 points

Class Participation before Midterm Exam— 60 points

Class Participation after Midterm Exam—60 points

"Misuse of Sources" quiz — Pass/Fail

TOTAL—1000 points

EXAMS

Midterm Exam, Wednesday, March 3, 12:50–1:40pm

Final Exam, **Wednesday, April 30, 10:00am – 12:00pm**

The exams will require (1) identification and discussion of images presented in class and in the reading and (2) essay responses to questions about themes developed in class and in the readings. You can find sample exam instructions and study tips at the end of this syllabus.

QUIZZES #1–4

Quiz #1: Practice Single Slide IDs

Quiz #2: Practice Comparison

Quiz #3: Ancient Architecture Vocabulary

Quiz #4: Medieval Architecture Vocabulary

The first two quizzes will practice the two types of exam questions where you write about images: "Single Slide IDs" and "Comparisons." There will also be two vocabulary quizzes. All quizzes will be taken in class in section.

TAKE-HOME COMPARISON

This will be a 2- to 3-page (600- to 900-word) descriptive analysis of two works of art. Students may visit UF's Harn Museum of Art to analyze works in their collection.

MISUSE OF SOURCES QUIZ

In preparation for the paper, you will read a brief text: Gordon Harvey, "Misuse of Sources," Chapter 3 of *Writing with Sources*, 2nd ed. (Indianapolis: Hackett, 2008), 29-44. You will then take a short online quiz. Access the quiz through the Quizzes link in the left-hand menu on the course web site. You may take the quiz as many times as you need until you get all the questions right, but you must get all the questions right to pass the quiz (= 15 points). You will not receive a grade for the quiz, but you must pass the quiz to pass the course.

ATTENDANCE

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

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

CLASS PARTICIPATION



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

READINGS & IMAGE BOARDS

There is no printed textbook to purchase for this course.

The course is divided into modules.

- Prehistory and the Art of Ancient Iraq
- Ancient Egyptian Art
- Art of the Ancient Aegean and Greece
- Etruscan and Ancient Roman Art
- Byzantine and Islamic Art
- Early Medieval and Carolingian Art
- Romanesque and Gothic Art

Each module has a page on the course web site in eLearning, and each page has a link to a digital board of images for the module. These are the works of art that will be discussed in lecture. The most important works have been marked with an asterisk (*). Clicking on an image brings up a page dedicated to that image with a brief description and/or links to further information. Click the  at the top of the image page to open the side bar with information and links about the image. Click the ellipsis  to open the entire side bar.

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

1. Links from individual images. These are descriptions from a museum web site, museum catalog, scholarly encyclopedia, textbook, or a similar source, with some longer texts. These constitute a virtual textbook, and they are the primary readings for the course. These are not listed below.
2. General readings. The items gathered in the “general readings” stack at the top of each image board provide an overview of a period, region, theme, concept, medium, building type, or patron. These are listed toward the end of the syllabus.

Use both types of readings to supplement the lectures, better understand the works of art, and review for exams.

A “reading” can be a PDF text, podcast, web page, video, interactive walking tour, etc.

FAQ

Q. How much do I need to know about each image?

A. On exams, you will write about images and build your essays around images. The images are the building blocks for the course. On exams, you will identify images and write for about 5 minutes per image, explaining what the work is, how it was used, what it depicts, why it is significant, etc. You will also write short essays that compare images or relate them to course themes. Use the readings to build your knowledge and understanding of the images. See the end of this syllabus for a more detailed description of exams.

Q. Do I need to know all that about every image on the boards?

A. No, the starred (*) images are the ones that may be directly tested on exams. About a week before each exam, you will get a list of the images that may be tested on that exam. The other images will contribute to your knowledge and understanding of the starred images.

Podcasts

The readings include BBC podcasts (audio recordings) from *A History of the World in 100 Objects*, *Living with the Gods*, and *In Our Time*. The image board links take you to web sites where you can play or download the recordings. You may prefer to stream or download the podcast through your phone. They are all available for free from iTunes, Spotify, and elsewhere.

COURSE SCHEDULE

Week 1

January 13

Image Board	Prehistory and Art of Ancient Iraq
Topic	Prehistory to Art History
General Reading	Benzel, <i>Art of the Ancient Near East</i>

January 15

Image Board	Prehistory and Art of Ancient Iraq
Topic	The Assyrians and their Palaces
Reading	Image links only

January 16/17

Section Topic	Introduction & Syllabus
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Week 2

January 20 **No Class (Martin Luther King, Jr. Holiday)**

January 22

Image Board	Ancient Egyptian Art
Topic	The Royal Afterlife in Old Kingdom Egypt
General Reading	Watts, <i>The Art of Ancient Egypt</i>

January 23/24

Section Topic	Art and Politics in Assyria
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Week 3

January 27

Image Board	Ancient Egyptian Art
Topic	Egypt's New Kingdom Temples
Reading	Image links only

January 29

Image Board	Ancient Egyptian Art
Topic	Continuity and Change in Egypt's New Kingdom
General Reading	In Our Time: Hatshepsut (BBC podcast) In Our Time: Akhenaten (BBC podcast)

January 30/31

Section Topic	The Body
Assignment	Quiz #1: Practice ID (in class)

Week 4

February 3

Image Board	Art of the Ancient Aegean and Greece
Topic	Art of the Ancient Aegean
General Reading	Minoan Crete (Metropolitan Museum) Mycenean Civilization (Metropolitan Museum)

February 5

Image Board	Art of the Ancient Aegean and Greece
Topic	The Classical Language of Architecture
General Reading	Ancient Greece: The Classical Orders (Khan Academy) Ancient Greece: Introduction to Greek Architecture (Khan Academy)

February 6/7

Section Topic	Style
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Week 5

February 10

Image Board	Art of the Ancient Aegean and Greece
Topic	(Vase) Painting in Archaic and Classical Greece
General Reading	Norris, <i>Greek Art</i> Woodford, <i>The Parthenon</i> Making Black-Figure Greek Vases (Getty Museum)

February 12

Image Board	Art of the Ancient Aegean and Greece
Topic	Sculpture in Archaic and Classical Greece
General Reading	Nude in Western Art (Metropolitan Museum) Women in Classical Greece (Metropolitan Museum) Lost Wax Bronze Casting (Victoria & Albert Museum)

February 13/14

Section Topic	Elements of Ancient Architecture
Assignment	Quiz #2: Practice Comparison (in class)

Week 6

February 17

Image Board	Art of the Ancient Aegean and Greece
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Topic	Athens and the Acropolis
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General Reading	Woodford, <i>Parthenon</i> , cont.
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February 19

Image Board	Art of the Ancient Aegean and Greece
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Topic	Alexander the Great and Hellenistic Art
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General Reading	Image links only
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February 20/21

Section Topic	Art, Society, and Gender in Ancient Greece
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Week 7

February 24

Image Board	Etruscan and Ancient Roman Art
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Topic	The Etruscans, Roman Republic, and Age of Augustus
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Reading	Etruscan Art (Metropolitan Museum) Introduction to Ancient Rome (Khan Academy) Roman architecture (Khan Academy)
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February 26

Image Board	Etruscan and Ancient Roman Art
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Topic	The Roman Villa and its Painting
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General Reading	Roman domestic architecture (domus) (Khan Academy) Roman domestic architecture (villa) (Khan Academy) Roman painting (Metropolitan Museum)
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February 27/28

Section Topic	Midterm Review
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Assignment	Quiz #3: Ancient architecture vocabulary (in class)
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Week 8

March 3

Image Board	Etruscan and Ancient Roman Art
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Topic	Imperial Rome
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General Reading	Rome Reborn 2.2 (UCLA)
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March 5

Image Board	Midterm Exam Slides
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Assignment	Midterm Exam (in class)
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March 6/7	No Section
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Week 9

March 10

Image Board	Etruscan and Ancient Roman Art
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Topic	Jewish and Early Christian Art in the Roman Empire
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General Reading	Norris, <i>Medieval Art</i> Spier, <i>Picturing the Bible</i> Stalley, "The Christian Basilica"
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March 12

Image Board	Byzantine and Islamic Art
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Topic	Byzantine Ravenna
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General Reading	Cormack, <i>Byzantine Art</i>
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Assignment	Misuse of Sources Quiz (due 12:50pm before class)
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March 13/14

Section Topic	Sacred Space I Instructions for Take-Home Comparison
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Week 10

March 17 – 21	SPRING BREAK
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Week 11

March 24

Image Board	Byzantine and Islamic Art
Topic	The Age of Justinian in New Rome
Reading	Image links only

March 26

Image Board	Byzantine and Islamic Art
Topic	Three Religions in Jerusalem
General Reading	Ekhtlar and Moore, <i>Art of the Islamic World</i>

March 27/28

Section Topic	Sacred Space II
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Week 12

March 31

Image Board	Byzantine and Islamic Art
Topic	Icon, Iconoclasm, and Aniconism in Byzantium and the Islamic West
General Reading	Living with the Gods: Rejecting the Image (British Museum/BBC) The Cult of the Virgin Mary in the Middle Ages (Metropolitan Museum) Icons and Iconoclasm in Byzantium (Metropolitan Museum)

April 2

Image Board	Early Medieval and Carolingian Art
Topic	Barbarians and Their Books
General Reading	Making Manuscripts (Getty Museum) The Vikings (Metropolitan Museum)
Assignment	Take-Home Comparison (due before class at 12:50pm)

April 3/4

Section Topic	Arts of the Book
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Week 13

April 7

Image Board	Early Medieval and Carolingian Art
Topic	Another New Rome: Charlemagne
General Reading	Carolingian Art (Metropolitan Museum)

April 9

Image Board	Romanesque and Gothic Art
Topic	Monasteries and Romanesque Pilgrimage Churches
General Reading	Monasticism in Western Medieval Europe (Metropolitan Museum) Relics and Reliquaries in Medieval Christianity (Metropolitan Museum) Pilgrimage in Medieval Europe (Metropolitan Museum) Romanesque Art (Metropolitan Museum)

April 10/11

Section Topic	Elements of Medieval Architecture
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Week 14

April 14

Image Board	Romanesque and Gothic Art
Topic	Telling Stories in the Romanesque
Reading	Image links only

April 16

Image Board	Romanesque and Gothic Art
Topic	Stone Skeletons and Stained Glass: The Gothic Cathedral
Reading	Image links only

April 17/18

Section Topic	Meaning through Historical Reference
Assignment	Quiz #4: Medieval architecture vocabulary (in class)

Week 15

April 21

Image Board	Romanesque and Gothic Art
Topic	New Jerusalems in Gothic Paris
General Reading	How stained glass is made (Khan Academy)

April 23

Image Board	Romanesque and Gothic Art
Topic	The Spiritual Example of Saint Francis
Reading	Image links only
Assignment	Final Exam, Wednesday, April 30, 10:00am – 12:00pm

Full Citations for Readings from Print Sources

Kim Benzel, et al., *Art of the Ancient Near East: A resource for educators* (New York: The Metropolitan Museum of Art, 2010), 9-24, 34-41.

Robin Cormack, *Byzantine Art* (Oxford: Oxford University Press, 2000), 37-41, 44-50.

Maryam Ekhtlar and Claire Moore, *Art of the Islamic World: A Resource for Educators* (New York: Metropolitan Museum of Art, 2012), 29-34, 36-39, 55-56, 58-61, 63, 77-79, 107, 110-113, 124.

Michael Norris, "Overview of Medieval Art and Its Time," in *Medieval Art: A Resource for Educators* (New York: Metropolitan Museum of Art), 11-18.

Jeffrey Spier, *Picturing the Bible: The Earliest Christian Art* (Fort Worth: Kimbell Art Museum, 2007), 1-13.

R. A. Stalley, "The Christian Basilica" [excerpt] in *Early Medieval Architecture* (Oxford: Oxford University Press, 1999), 17-28.

Edith Watts, *The Art of Ancient Egypt: A resource for educators* (New York: The Metropolitan Museum of Art, 2008), 7-9, 19-22, 27-32, 37-39, 43-46, 69-71, 75, 86, 88-89.

Susan Woodford, *The Parthenon* (Cambridge: Cambridge University Press, 1981).

HEALTH AND WELLNESS RESOURCES

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

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

EXAMS

For Parts I and II of the exams, you will be shown images without any identifying text. You will have to identify the images and write about them. The images you need to know for the exam will be collected on an exam image board published at least a week before the exam. You need to memorize the information to identify each image as given on the exam image board. You will also need to associate concepts and information from class and the reading with each image.

For Part III (essay), you will not be shown images. When you discuss images, you do not need to give all the identifying information. Just give us enough information, for example, title or brief description, so that we know which image you mean.

Sample Instructions for the Midterm and Final Exams

Answer all questions using complete sentences, not bullet points. Draw upon information and concepts presented in lectures and readings.

Part I – Single Slide IDs, 5 minutes each

Identify the slide with the information provided on the slide list: maker (if known), title, date, and place where made. Write a brief essay about the most important aspects of the image.

Part II – Slide Comparisons, 10 minutes each

Identify each slide with the information provided on the slide list: maker (if known), title, date, and place where made. Write an essay in which you compare and contrast the slides. Remember to write an integrated discussion of the images; do not analyze them in isolation from one another.

Part III – Essay, 15-30 minutes each

Choose ONE of the following questions and write an essay in which you incorporate materials from lecture and course readings, as they apply. Use specific examples. Try to avoid repeating your answers for Parts I and II. Before writing, you may want to take a few minutes to outline your major points.

Exam Study Tips

1. Go through the image board for each image ask yourself:

- What is shown here?
- Why is it important or interesting?
- What course themes does it address?
- What was the function of this work?
- What are its most striking visual qualities?
- How does the work involve the viewer?
- How does the work relate to its site (location and surroundings)?
- What symbolism is shown in the work?
- What were the political, religious, social, or cultural meanings of the different elements of the work?

- What other works relate to this one? Which come from the same site, from the same period, or have similar imagery? Which address similar themes?
- What other cultural or historical context helps us understand the meaning of this work?

If the image were presented as an ID question, what would you say? Make sure you have about 5 minutes' worth of material to write for each slide. Pull material from your class notes and readings.

2. You can use the slides to help you study the larger course themes addressed in the comparisons and essays.

- Group slides by culture and ask how the works each elucidate different aspects of that culture's history, religion, and aesthetics.
- Make a list of course themes (start with the section topics), and then ask, "Which slides address this theme?"
- Group slides from different periods and cultures that share the same function, symbolism, theme, etc.— for example, slides of sacred spaces, royal spaces or persons, works that negotiate the afterlife, or works that demonstrate technological innovation or achievement. Within these groups, would any pairs of slides make good comparisons? Could you construct an essay around any of these groups of slides?

3. Memorize the identifying info for each slide on the exam slide list.