**ARH 2050 CRN – Online Class: Introduction to Art History I (3 credit hours)**

**Valencia Fall 2012 August 7 through Dec 31.**

Withdrawal deadline for a ‘W’ is November 2nd.

**Instructor Information**

**Name**: Prof. Terry Pasfield

**Phone**: 407- 582- 2067 (please use Blackboard mail)

**Office**: 1-338 East Campus

**email**: use Mail in Blackboard. If you email me outside of Blackboard you must give the class and CRN.

**Contact Hours:** in Blackboard. You may contact me through Blackboard mail (this is my preferred contact method). In addition if you see that I am online you may ask me to chat. I keep office hours on East Campus. If you need to meet with me, send me a message in Blackboard to set up a time.

**Required Text:** Gardner’s Art Through the Ages. A Global History. Vol I.  14th edition. Fred Kleiner. Boston: Thomson, 2013. ISBN-10: 111177157X or ISBN-13: 9781111771577

\* Please note: there are several texts that have *Gardner’s Art Through the Ages* in the title. You are looking for **Volume 1**, **14th edition**. Use the ISBN number to be sure you have the right book.

**Course Distribution points**

Exam One……………………………………125

Cumulative Final Exam…………………….150

Textbook Questions (10 sets worth

20 points each)…………………………...….200

Quizzes (11 wroth 10 points each)…………110

Discussions (8 worth 15 pts each)…………120

**Total possible points………………………..705**

**Grading Scale. Total Point Values**

A…..705 – 635

B…..634 – 564

C…..563 – 493

D…..492 – 422

F…..362 – 0

**Computing Your Grade**  
I work with the point system. Everyone starts out with a ‘0’. You add points as you complete the graded activities. I don't use percentages. If you want to know your current grade, follow this formula: take the total number of points you have earned (thus far) and divided that by the number of points it is possible to earn (thus far). Your points are available to you in Blackboard in MY GRADES.

\* If you have special needs for this class you must have official documentation from the Student Disabilities office and submit it to me at the beginning of the semester.

Valencia College is interested in making sure all our students have a rewarding and successful college experience.  To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work.  BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

**Attendance**

* Regular attendance and class participation (noted in discussion areas and email postings) are significant factors in success in college.
* I note attendance by your contributions in discussions, email, textbook questions and quizzes.
* This course is structured for weekly participation. If you don't participate your grades will suffer.
* An online course requires self-discipline. Set aside time each week to do the readings and participate in the activities.

**Behavior**

All students are expected to comport themselves appropriate to a public learning environment.

Review the online protocols. If you use inappropriate language I will block you from the course, count you absent for that week negating the point for the quiz, discussion, exam, and/or assignment for that week.

The instructor reserves the right to change the syllabus and course schedule as necessary; accordingly, no exceptions will be made for students who are unaware of changes because of absences or failure to read instructions, postings, announcements or other methods of contact used in an online class.

**The instructions for quizzes, exams, textbook questions, and discussions are considered part of this syllabus**

Quizzes

1. All quizzes are opened on Thursday 6:00am and run through Sunday 11:59pm.
2. Specifics for each quiz (number of questions, types of questions, point values, material you are being quizzed on etc) are included in the description of each quiz.
3. Quizzes are open book, open note.
4. Spelling counts. I'll allow only a few typos.
5. You must use complete sentences to receive credit.
6. The titles must be the same as those on the image and terms list.
7. The average time I give to take is quiz is 30 minutes.
8. There are no makeups on quizzes.

**Grades for quizzes**

1. Blackboard will automatically grade the radio button responses. That grade appears before the written responses are graded.
2. All written responses are graded incorrect (or not graded) by Blackboard. This is a computer thing. I have to change the grade for these questions manually - correcting them when Blackboard marks them as incorrect. I get to these as soon as possible, but you need to be patient. Short answer, fill in the blank, paragraph questions or anything written must be graded manually.
3. Check MY GRADES for quiz results two days after the Sunday deadline has passed.

**Exams**

1. Exam expectations are the same as for quizzes. However, exams are **NOT** open book open note.
2. Exams must be taken in one of Valencia’s testing centers, using Blackboard and Respondus Lockdown Browser (the testing center sets this up automatically).
3. If you aren’t local to the central Florida area, you may arrange to take the exam at an accepted proctor site. You **must** arrange this *at the beginning of the semester* since the software needs to be compatible with Valencia’s software See the student resources link for exam sites to get you started.
4. When you take the exam you must show your Valencia ID.
5. The testing centers all have different hours of operation. Their hours may be different than the times posted on their webpage.
6. None of the testing centers are open on Sunday.
7. Saturday hours are limited.
8. None of the testing centers will allow you to sit for the exam one hour prior to their closing time.
9. The open hours I allow for the exam do not reflect the hours of the testing centers.
10. You are not allowed to have notes, books, or any other study aids during the exam.
11. There are no makeups on exams, with the following exception.\*

\* Makeups are allowed only for emergencies. You must notify the instructor immediately, and supply official documentation. (Over sleeping, car running out of gas, forgetting the time and day of the exam, and anything of that nature are not emergencies). The instructor reserves the right to determine if the emergency warrants a makeup. If the professor accepts your documentation then a makeup exam (usually a massive essay) will be scheduled at the professor’s discretion.

 My tests are structured to evaluate your ability to process information. This is a skill you will need for the rest of your life. For each exam you will need to

1. **memorize information**. You need to be able to retain information. This is a skill that most jobs require whether including such diverse careers as coach for a football team, business manager, or lawyer. The only way to develop this skill is to use it.
2. **learn new terminology** and use that terminology in appropriate context. In your career you will need to learn a vocabulary that can be exclusive to that position. The way you develop this skill is….to practice.
3. **make intelligent comparisons**. Even choosing between two different job offers requires that you make intelligent comparisons.
4. **think critically about choices** and make intelligent evaluations based on the information available. Self-employment or managerial positions require you to make intelligent evaluations: hiring new peoples, financial investing, purchasing a house – these are should not be arbitrary or frivolous decisions.

**Textbook questions**

* Think of the textbook questions as homework assignments.
* You have a set of Textbook Questions almost every week.
* Textbooks questions are made available at the beginning of the week. Your file must be submitted before 11:59pm Sunday.
* **Late work is not accepted**.
* Each set of questions contributes 20 points to your total point score (providing they are all answered correctly and submitted on time).
* I don't use a grading rubric since most of these questions are from the textbook. If your response is incorrect (and you have made an effort) I will direct you to the page or pages where the answer can be found.
* We are using the textbook and no other source, unless I specifically indicate the use of another source. (Don't even think about using Wikipedia!)
* Textbook questions are posted in the Course Tool called ASSIGNMENTS. They are released to you at the beginning of each week.

**Textbook Instructions**

* Read the instructions for each set of questions.
* Put your name at the top of your paper – just like a classroom homework assignment
* Submit your responses as an attached file in ASSIGNMENTS using the file name format: last name, the initial of your first name\_t1 (t2, t3 etc). If your name is Jane Smith: it should look like this: smith,j\_t1.
* I will accept only files in Microsoft Word or in Rich Text Format. If you are using Microsoft Word the file ending will be "doc" or "docx".
* Mac people, you need to use a "save as" and save as a doc file or a rich text format (rtf).
* If you have no idea what I'm talking about – visit the computer center on one of Valencia’s campuses. They will help you.
* **All responds must be in Complete Sentences to receive credit.**

1. For example: if Question #1 asks, “Who excavated the Minoan city of Knossos?” and your response is, “Sir Arthur Evans.” you will NOT receive credit since you haven't responded in a sentence.
2. If you respond, #1 “Sir Arthur Evans excavated the Minoan city of Knossos.” you will receive credit.

* Make sure to number your responses consistently with the question. To avoid confusion and to stay focused on the question you should reference the question in your response.

**Textbook Citations**

In this online class we practice using parenthetical references for all textbook homework assignments. This is homework - not actual 'research'. This is a gentle way of starting to acknowledge the source of your information. You must use parenthetical references for all of your responses.

What do I mean? You must give me the author's last name and the page number where you located the response to the question.

It should look like this: (Kleiner 17)

Kleiner is the last name of the author of your textbook. 17 is the page where I located the information. Put that information in parentheses. Notice that there is no comma, no word 'page' - just the last name and the number (Kleiner 48).

When I ask you to use the presentation for your source I will tell you that assignment’s instructions, what the citation should look like.

You must use a citation even if you are not quoting.

**Examples**:

Who gave the Minoan culture the name "Minoan"? (1pt)

Sir Arthur Evans, gave the Minoan culture their name. (Kleiner 82).

What technique did the Mycenaeans use to make their gold burial masks? (2pts) The Mycenaeans made their burial masks using a technique called *repousse*. The shape is hammered from a single sheet of metal pushing the features out from behind. An example of this would be the so-called Mask of Agamemnon.

(Kleiner 94)

[Please note that I am expecting you to give me more than just the term repousse. You need to explain what it is.]

**Advice**

Stay focused on the question and use examples to support your reasoning.

If you copy blocks of text without editing I'm going to assume you didn't know the answer and you hope it is in that block of text somewhere. I will not give you credit.

**One important aspect of these "homework" exercises is learning how to sift through information, recognizing what is important and finding a balance between 'giving too much and not giving enough'.**

**Discussions**

1. Each new week begins on Monday.
2. Make sure you check the study schedule to see if you have a discussion assignment.
3. Each discussion is worth 15 points.
4. Your first post on this topic is due before 11:59pm Wednesday. You lose 1 point per day late.
5. You need to respond to postings by at least two students. You may respond to more.
6. You must post on at least three different days. If you post only on one day you will receive credit for only one posting (5 pts and nothing else, unless your initial posting is late. See above.)
7. To recap: you must post to discussions on 3 different days. (you may post more – minimum is 3).
8. There are no make-ups on discussions.
9. Credit will not be given for “Good response,” “I agree with what you said,” or anything else that has no substance.

**General Rubric for all Discussions**

Initial post (by end of day Wednesday)

* 5 pts: posted before the deadline, focused and promotes discussion.
* 4-3 pts: focused but is only voicing opinion, there’s not much discussion value.
* 2-0: Not on topic, barely ventures opinion, not meeting minimum word requirement.

Two Responses (5pts each)

* 5 pts: initiates back and forth dialogue, makes insightful observations, asks intriguing questions
* 4-3 pts: comments are good but don’t promote discussion
* 2-0 pts: comments are without thought and have no substance, not meeting minimum word requirement.

**Discussion - Create Message**

1. Discussion topics are available for all students to read – not just me.
2. To make an original post, please click on “create thread” in the appropriate discussion topic
3. Postings should be well written (please spell-check) and clearly address the issues being discussed.
4. I’m looking for quality – a post that reflects knowledge of the topic, is well thought out, and quantity – 25 to 100 words for the initial posting.
5. If you duplicate someone else's post you won’t receive credit.
6. Consider using a picture, but please make it web size.
7. You may reference outside resources, new information and/or relevant, specific real-life applications – just keep it clean.
8. Your post should encourage your colleagues to respond.
9. Asking a question is a good way to start a discussion.

**Discussion - Replies**

1. For comments on other students postings avoid, “I agree,” “That’s what I think, too,” and other posts of this nature, they lack substance and thought and will not receive credit.
2. Your responses need to be a minimum of 20 words.
3. The idea is to interact with other members of the class.
4. Please avoid verbal attacks when you disagree with someone’s opinion. Follow the rules of netiquette.

**Discussion - Netiquette**

1. All posts must have a PG rating
2. Use complete sentences – I’m looking for clarity in your comments.
3. In the same vein preview your comments to avoid mistakes in spelling and grammar. Too many spelling and grammatical errors will knock points off your grade.
4. Keep in mind that college online discussions are not “ texting” with friends.  Abbreviations are great but don’t over indulge.

**Attendance**

Students must participate in the first week of class contributing to discussions, submitting a file and taking a quiz. Failure to do any of these activities constitutes a 'no-show'. I will withdraw students who do not participate, during the no-show period. This is the only time I withdraw students from a class.

Please note that should I, for some reason, fail to note that you haven't participated and I neglect to withdraw you, withdrawing before the deadline becomes **your** responsibility.

Regular attendance and class participation (noted in discussion areas and email postings) are significant factors in success in college. As you well know, this is true of any activity.

**Behavior**

All students are expected to comport themselves appropriate to a public learning environment.

Review the online protocols. If you use inappropriate language I will block you from the course, count you absent for that week negating the point for the quiz, discussion, exam, and/or assignment for that week.

The instructor reserves the right to change the syllabus and course schedule as necessary; accordingly, no exceptions will be made for students who are unaware of changes because of absences or failure to read instructions, postings, announcements or other methods of contact used in an online class.

**Participation in any activity in this course is considered an acknowledgment and acceptance of the conditions of this syllabus.**

**Study Schedule and Reading List**

\* Withdrawal deadline November 2\*

The schedule is organized in weekly increments. Each week lists the reading for the week, images, terms, and indicates whether you will have an assignment, discussion topic and/or quiz.

The terms, images, artists and locations are listed as a reading and study aid for students. It is not intended to be the only source of information for testing purposes.

Information from presentations, articles, our text, or any other source used by the instructor should be considered potential testing information. The instructor may add additional terms, images, artists, dates or any other information throughout the course of the semester.

Changes in the schedule may be made at any time during the semester by the professor.

**Week One – 8/27 – 9/2 Introduction**

**Goals**: by the end of this week you should be able to:

* use Blackboard email to contact professor
* make postings in Discussions and respond to other students
* take a Quiz
* name a file correctly and submit a file to submit assignments.
* navigate the course web-pages and tools.
* access the presentations

**Reading**

Subjects and vocabulary of art history: pages 1-13  
  
**Activities**  
Discussion #1  
Textbook Questions Set #1  
Quiz #1

**Introduction - terms**

culture  
hierarchy of scale

juxtaposition

relief sculpture: high relief and low (also called *bas*) relief

style: period style, regional style, personal style

subject: portrait, landscape, still-life

**Week Two: 9/3 through 9/9 Chapter 1 Art Before History  
Goals**

* Understand the difference between the Paleolithic and Neolithic time periods.
* Know the characteristics of Paleolithic cave painting.
* Be able to recognize a Neolithic stone configuration
* Be aware of the different aspects of an early urban environment and the essentials need of a Neolithic community.

**Readings**  
Paleolithic: 15 - 23  
Paleolithic Cave Painting: 20  
Art in the Old Stone Age: 21  
Neolithic: 24 -28

**Activities**  
Discussion #2  
Textbook Questions #2

Quiz #2

**Paleolithic - Images**

1. 1.Venus of Willendorf. Paleolithic.
2. Hall of the Bulls. Lascaux. France. Paleolithic.
3. Scene in the Well. Lascaux. France. Paleolithic. (in text pg.23)

**Neolithic Images**

1. 1.Stonehenge. England. Neolithic.
2. Deer Hunt. Det Wall painting. Catal Huyuk, Turkey. Neolithic

**Paleolithic and Neolithic terms**

Catal Huyuk

composite view

cromlech

henge

Jericho

megalith

monolith

Neolithic

Paleolithic

post & lintel

prehistoric

profile

trilithon

twisted perspective

**Week Three: 9/10 –9/16 Chapter 2 Mesopotamia and Persia  
Goals**

* Understand the difference between the Neolithic time period and the Bronze Age.
* Be aware of the geography of the Mesopotamian area and the part it plays in the way the cultures in Mesopotamia develop.
* Recognize major works of art and architecture as indicated on your Image and Terms list from Bronze Age Sumeria, Babylon, Assyria, and Persia.
* Be able to use terms associated with each Mesopotamian culture.

**Reading**  
Sumerian: 31 – 39 & 42  
Babylonian: 43  
Hammurabi's Law Code: 43  
Assyrian: 45 - 48  
Persian: 48 - 52

**Activities**  
Discussion #3  
Textbook Questions Set #3

Quiz #3

**Mesopotamian - images**

1. Standard of Ur. From Royal Grave, Ur, Iraq. Sumerian. (pgs 30 & 37)
2. Sumerian Votive Statues. Sumerian. (pg. 36).
3. Ziggurat of Ur. Neo-Sumerian. (pg 42).
4. Stele of Hammurabi. Babylonian.
5. Lamassu. Assyrian.
6. \*6. Dying Lioness. Assyrian. \*image not in text – see presentation.
7. Processional Frieze. Det. From apadana, Persepolis. Persian.

**Mesopotamia – terms**

apadana

Assyrian

Babylonian

cella

city-state

composite view

cuneiform

Hammurabi’s Law Code

*lamassu*

Mesopotamia

Persian

registers

stele

Sumerian

votive

ziggurat

**Week Four: 9/17 – 9/23 Chapter 3 Egypt Under the Pharaohs  
Goals**

* Recognize the differences between the Egyptian culture and the Mesopotamian cultures.
* Be aware of the geography of Egypt and how it impacted the development of Egyptian culture.
* Recognize major Egyptian works of art and architecture as indicated on your Image and Terms list.
* Be able to use terms associated with the Egyptian culture.
* Be able to discuss the development of the Egyptian pyramid from its mastaba beginnings through the true pyramid form found in the Great Pyramids at Giza.
* Be able to recognize an Egyptian sculpture, indicating the major style characteristics.
* Become familiar with ancient Egyptian burial practices.

**Readings**  
Egyptian: 55 - 79  
Old Kingdom: 60 - 66

Mummification and Immortality: 61  
Building the Great Pyramids: 62  
New Kingdom: 69 - 80

Hatshepsut. The Woman Who Would Be King: 69

**Activities**  
Discussion #4  
Textbook Questions Set #4

Quiz #4

**Egyptian Images**

1. Palette of King Narmer. Pre-dynastic.
2. Stepped Pyramid of King Zoser. Architect: Imhotep. Old Kingdom.
3. Great Pyramids of Giza. Old Kingdom.
4. Great Sphinx. Old Kingdom.
5. Khafre Enthroned. Old Kingdom.
6. Menkaure & His Wife. Old Kingdom
7. Seated Scribe. Old Kingdom.
8. Mortuary Temple of Hatshepsut. Architect: Senmut. New Kingdom
9. Temple of Ramesses II. Abu Simbel. New Kingdom.
10. Akhenaton. New Kingdom.
11. Nefertiti. Sculptor Thutmose. New Kingdom.
12. Death Mask of Tutankhamen. New Kingdom.

**Egyptian terms**

Akhenaton

canopic jars

Howard Carter

*Book of the Dead*

cartouche

Hatshepsut

hierarchy of scale

hieroglyphics

hypostyle hall

Inundation

mastaba

mummification

natron

necropolis

Nile

Opening of the Mouth Ceremony

pharaoh

pylon

rock-cut temples

Rosetta Stone

sarcophagus

Sphinx

Tutankhamen

**Week Five: 9/24 – 9/30 Chapter 4 Prehistoric Aegean**  
**Goals**

* Learn the geographic layout of the area in and around the Greek mainland.
* Understand the unique features of each of the three great civilizations of pre-Greek Aegean times: Cycladic, Minoan, and Mycenaean.
* Grasp the similarities among these same civilizations.
* Learn new architectural concepts such as vaulting and corbelling.
* Gain an appreciation of how differences in the handling of the human figure can be indicative of the values and concerns of any civilization

**Readings**

Aegean Cultures: 85 - 102  
Minoan: 89 - 95  
The Theran Eruption: 92  
Mycenaean: 95 – 102

**Activities**Discussion #5  
Textbook Questions Set #5

Quiz #5

**Minoan images**

1. Hagia Triada Sarcophagus. (pg 84)
2. Bull Leaping Fresco (or) Toreador Fresco. Knossos, Crete.
3. Spring Fresco. (From Akrotiri, Thera.).
4. Octopus Vase.
5. Snake Goddess.
6. Harvester Vase. (stone). rhyton.

**Minoan – Terms**

Crete

fresco

Sir Arthur Evans

Knossos

labyrinth

libation

Minoan

King Minos

Minotaur

Poseidon

rhyton

Thera

Theseus

**Mycenaean - images**

1. Lion Gate at Mycenae.
2. Treasury of Atreus. Mycenae. Beehive tomb.
3. Mask of Agamemnon. Grave Circle A, Mycenae. (pg. 100)
4. Warrior Vase.

**Mycenaean – terms**

beehive tomb

corbeled vault

cyclopean masonry

Dorians (presentation and pg. 106)

Grave Circle A

Heinrich Schliemann

Homer

*The Iliad*

megaron

Mycenae

Mycenaeans

relieving triangle

shaft graves

Tiryns

Troy (or Ilios)

**Week Six: 10/1 – 10/7 Chapter 5 Ancient Greece  
Goals:**

* Learn the order and time span of the various divisions of Greek history.
* Recognize the debt that early Greek art owes to Egypt, Mesopotamia, and the Aegean tradition.
* Grasp the important fact that Greek artists stepped away from their teachers to strike out in directions of their own.
* Learn to appreciate the essential characteristics of the term classical --both as a period of Greek art history and as an attitude toward life.
* Appreciate the role that the political makeup of ancient Greece had on culture and the arts.
* Recognize the cultural domination of Athens.
* Watch the transformation of Greek classicism under economic and political pressures of the fourth century.
* Witness the birth of the Greek Empire under Alexander the Great and notice the changes in art that the empire brought to Greece.

**Readings**

106 - 124

The Gods and Goddess of Mt. Olympus: 107  
Greek Vase Painting: 110  
Greek Temple Plans: 115 (make sure you use the presentation)  
Doric and Ionic Orders: 116 (make sure you use the presentation and learning module page)

**Activities**  
Discussion #6  
Textbook Questions #6

Quiz #6

**Greek images**

1. Dipylon Krater. Geometric. (pg 108).
2. New York Kouros. Archaic. (pg 112).
3. Anavysos Kouros. Archaic. (pg 113).
4. Peplos Kore. Archaic.
5. Temple of Hera I. Paestum, Italy. Archaic. Doric.
6. Francois Vase. Black figure, krater.
7. Ajax and Achilles Playing a Game. by Exekias. black-figure, amphora.

**Greek Gods and Goddesses**

Aphrodite

Apollo

Athena

Dionysus

Hermes

Hera

Poseidon

Zeus

**Vase Painting Terms**

amphora

black-figure technique

horror vaccui

krater

kylix

libation

red-figure technique

**Architectural terms**

capital

drum

flutes

Doric order

entasis

frieze

Ionic order

metope

pediment

triglyph

volutes

**Sculptural Terms**

archaic smile

kore

kouros

peplos

**Week Seven: 10/8– 10/14 Greek Early Classical and Classical Sculpture**

**Goals**

* gain visual recognition of the development of archaic sculpture
* Be able to recognize the characteristics of the classical style in sculpture
* Note the importance of bronze work
* Become familiar with the lost-wax technique

**Readings**

Early Classical & Classical Sculpture: 124 – 133

Polykleitos’s Prescription for the Perfect Statue: 132

**Activities**

**Exam One.** This exam will cover material from week one through week Six: Prehistoric, Mesopotamian, Egyptian, Minoan, Mycenaean, Archaic Greece, including Greek Gods, vase painting, Geometric and Oriental periods, Archaic Architecture and Archaic sculpture.

**Greek images**

1. Kritios Boy. Early Classical.
2. Charioteer from Delphi. Bronze. Early Classical.
3. Artemision God. Bronze. Classical.
4. Doryphoros (or) Spear Bearer. by Polykleitos. Classical

**Greek Early Classical and Classical Sculptural terms**

bronze

cire perdue

contrapposto

lost wax method

**Week Eight: 10/15 – 10/21 Classical Athens  
Goals**

* Be aware of the importance of Pericles in the history of Athens
* Know what the Delian League was and why it was formed
* Understand the significance of the Parthenon
* Be familiar with the Periclean building of the temples and shrines on the Acropolis and the decorative sculpture

**Reading**  
The Perfect Temple: 105

Classical Athens: 133 - 141

**Activities**Discussion #7

Textbook Questions Set #7

Quiz #7

**Greek images**

1. Parthenon. by Kallikrates & Iktinos. Athenian Acropolis, Athens. Classical.
2. Athena Parthenos. By Phidias. (Cult statue of Parthenon). Gold and ivory. Classical.
3. Lapith versus Centaur. Metope. Parthenon. Classical.
4. Three Goddesses. east pediment. Parthenon. Classical.
5. Horsemen. Panathenaic Frieze. Parthenon. Classical.
6. Porch of the Maidens (South Porch). Erechtheion, Athenian Acropolis, Athens. Classical. (pg.140).
7. Temple of Athena Nike. Athenian Acropolis, Athens. Classical

**Greek terms Classical Athens**

acropolis

caryatid

Delian League

Panathenaic Festival

Perikles (or) Pericles

Persian

Phidias

polis

**Week Nine: 10/22 – 10/28 Late Classical and Hellenistic  
Goals**

* Gain insight into the success of Alexander the Great and the spread of Hellenism.
* become familiar with the development of sculpture in the Late Classical and Hellenistic periods.
* Be able to distinguish between the Classical style in sculpture and the Late Classical style

**Reading**  
Late Classical: 144 – 152  
Hellenistic: 153 - 161  
Roman Patronage: 161 – 162

**Activities**  
Discussion #8

Textbook Questions set #8

Quiz #8

**Greek images**

1. Aphrodite of Knidos. by Praxiteles. Late Classical.
2. Hermes and the Infant Dionysos by Praxiteles. Late Classical.
3. Apoxyomemos (or) Sweatscraper. by Lysippos. Late Classical.
4. Great Altar of Zeus at Pergamon. Hellenistic
5. Dying Trumpeter/Dying Gaul. Hellenistic.
6. Nike of Samothrace. Hellenistic.
7. Venus de Milo. Hellenistic.
8. Seated Boxer. Bronze. Hellenistic.
9. Old Market Woman. Hellenistic

**Late Classical and Hellenistic terms**

Alexander the Great

Gaul

Hellenistic

Lysippos

pathos

Praxiteles

**Week Ten: 10/29 – 11/4 Chapter 6 The Etruscans and Chapter 7 Roman Empire  
Goals:**

* Become aware of the characteristics of Etruscan art and architecture
* Be able to distinguish between the Etruscan, Greek and Roman cultures.
* Learn the influences the Etruscans and Greeks had on the Romans.
* Gain an appreciation for Rome not only as an art producing civilization, but as a supreme engineering epoch as well.
* Understand the basic technical features of Roman architecture, including concrete, the arch, and the vault.
* Understand the significance of Julius Caesar in Roman History.
* gain an understanding of Roman city planning, domestic architecture
* understand how Pompeii is important to our understanding of Roman culture.

**Readings**The Etruscans: 165 – 172

The “Audacity” of Etruscan Women: 169

Roman Republic: 180 - 196  
Roman Concrete Construction: 184  
Roman Ancestor Portraits: 185  
An Eyewitness Account of the Eruption of Mount Vesuvius: 188  
The Roman House: 190

**Activities**  
Textbook Questions Set #9

Quiz #9

**Etruscan Images**

1. Apollo of Veii. Temple, Veii. Terracotta.
2. Sarcophagus with Reclining Couple. Terracotta.
3. Tomb of the Reliefs. Cerveteri. Stucco. (pg.171)
4. Tomb of the Leopards. Tarquinia. Fresco. (pg. 172)

**Etruscan Terms**

acroteria

necropolis

sarcophagus

terracotta

tufa

tumulus

**Roman Images**

1. Temple of Portunus. Rome. Republic.
2. Gardenscape. Villa of Livia, Primaporta. 2nd Style wall painting. Fresco.
3. The Battle of Issus (Alexander Mosaic). By Philoxenos of Eretria. Pompeii. (Chap. 5 pg 150).

**Roman terms**

44 BCE

31 BCE

79 CE

Augustus Caesar

barrel vault

Battle of Actium

cross vault

domus

engaged column

Herculaneum

Ides of March

impluvium

insulae

Julius Caesar

Livia

Mt. Vesuvius

Octavian

patrician

Pax Romana

plebeian

Pliny the Younger

Pompeii

Rome

Virgil (or Vergil)

**Week Eleven: 11/6 – 11/11 Chapter 7 (con’t) Roman Empire  
Goals**

* Know the part Augustus played in the creation of the Roman Empire and his control of the arts.
* become familiar with the diversity of Roman buildings such as the amphitheater, the basilica, and triumphal arches.
* become acquainted with the Pantheon
* Know the part Diocletian played in the restructuring of the Roman empire.

**Reading**  
Roman Early Empire: 254 - 263  
Role Playing in Roman Portraiture: 254  
Spectacles in the Colosseum: 269  
Roman High Empire: 263 - 269  
The Severans and Caracalla: 276 – 277  
The Soldier Emperors: 278  
Diocletian and the Tetrarchy 280 – 282  
Constantine: 282 – 286

**Activities**  
Textbook Questions Set #10

Quiz #10

**Roman Images**

1. Augustus of Primaporta. Over life size
2. Ara Pacis Augustae. Rome.
3. Imperial Procession. from the Ara Pacis.
4. Pont du Gard. Nimes, France.
5. Flavian Amphitheater (Colosseum). Rome.
6. Arch of Titus. Rome.
7. Spoils from Jerusalem. from the Arch of Titus. Rome.
8. Pantheon. Rome.
9. The Tetrarchs. Late Roman Empire.
10. Arch of Constantine. Rome. Late Roman Empire.

**Roman Terms**

amphitheater

aqueduct

basilica

baths

caldarium

Caracalla

circus

coffers

Constantine the Great

Diocletian

Edict of Milan

forum

frigidarium

groin vault

Hadrian

oculus

tepidarium

Tetrarchs and Tetrarchy

Titus

Trajan

triumphal arch

Vespasian

**Week Twelve: 11/12 – 11/18 Chapter 8 Late Antiquity (Early Christian) and Chapter 9 Byzantium**   
**Goals**

* Learn about the two main types of Christian church architecture: the basilican plan and the central plan.
* Grasp the essentials of the idea of the icon as a sacred image.
* Be able to distinguish the difference between the Greek influenced Roman style in sculpture and painting from Early Christian and Byzantine style.
* Be aware of the importance of Justinian in Byzantine art and architecture.
* Know what a mosaic is and why it was a favored medium in Early Christian and Byzantine churches.
* Know the difference between the dome construction of the Romans and dome construction and support from the Byzantine period.

**Readings**  
Romans, Jews, and Christians: 234, 237 – 248

The Life of Jesus in Art: 240 – 241

Mosaics: 245

Byzantine: 254 – 270  
Icons and Iconoclasm: 369

**Activities**  
Quiz #11

**Early Christian images**

1. Sarcophagus of Junius Bassus. marble. Early Christian. Pg. 231.
2. Christ as Good Shepherd. Mausoleum of Galla Placidia. Ravenna. Mosaic. Early Christian.

**Early Christian terms**

ambulatory

apse

baptistery

basilican plan

catacombs

cathedral

central plan

cruciform plan

mausoleum

monastery

nave

**Byzantine images**

1. Hagia Sophia. Anthemius of Tralles and Isidorus of Miletus. Constantinople (Istanbul) Turkey. Byzantine. Exterior and interior views.
2. Emperor Justinian and His Attendants. San Vitale. Ravenna. mosaic. Byzantine
3. Empress Theodora and Her Attendants. San Vitale. Ravenna. mosaic. Byzantine.

**Byzantine terms**

Byzantine

Byzantium

Constantinople

icon

iconoclasm

Justinian

pendentives

Theodora

**Week Thirteen: 11/19 – 11/25 Chapter 12 Romanesque Europe  
Goals**

* Be familiar with the practice of pilgrimages, the routes and purposes
* Know the difference between a pilgrimage and a crusade
* Understand the purpose of a relic and the relationship to the pilgrimage
* Learn the buildings techniques of the Romanesque period
* Be aware of the regional differences in church building

**Readings**  
Romanesque : 333 – 356  
Pilgrimages Roads in France and Spain: 335  
The Veneration of Relics: 336

Timber Roofs and Stone Vaults : 339  
Romanesque Church Portal : 344  
The Crusades : 346

**Romanesque images**

1. Last Judgment. Gislebertus. West Tympanum. Autun. France. Romanesque
2. Reliquary Statue of St. Foy. Romanesque.
3. St. Sernin, Toulouse, France. Romanesque. Ext. and int. views.
4. \*Leaning Tower of Pisa. Pisa. Italy. Romanesque. \*Not in text

**Romanesque terms**

ambulatory

baptistery

buttress

cathedral

crusades

groin vault

jambs

pilgrimage

portal

radiating chapels

relic

reliquary

rib vault

Romanesque

tympanum

vault

**Week Fourteen: 11/26 – 12/3 Chapter 13 Gothic  
Goals**

* Know the characteristics of French Gothic architecture.
* Know the significant differences between Romanesque and Gothic architecture.
* Become aware of the development of the figure in Gothic sculpture.

**Reading**  
Gothic: 365 – 381 and 385  
Abbot Suger and St. Denis: 367

The Gothic Rib Vault: 368

The Gothic Cathedral: 373

Stained Glass Windows: 375  
Louis IX: 385

**Gothic images**

1. Chartres Cathedral. West façade.
2. Laon Cathedral. West façade. Ext. and interior views.
3. Reims Cathedral. West façade.
4. Ste. Chapelle, Paris. Rayonnant.

**Gothic terms**

1144

St. Denis

façade

flying buttress

Gothic

jamb statues

opus modernum

pointed arch

portal

rayonnant

ribbed vault

rose window

stained glass

Abbot Suger

**Final Exam Thursday December 6 – Monday December 10**