**ARTD 1010 / SP 2019** Instructor: Rita Fabris

TREA 22872 Office Hours: T/TH, 12:30-1:30 pm

T/TH: 11-12:15 or by appt. in 5300 or 5307

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# ARTD1010: Art, Its History and Meaning

## Course Description:

What is art? Why is it created? What is its meaning? These are some of the questions we will ponder and discuss in this class… What is art history? This course serves as an introduction to art, with an emphasis on visual literacy and historical context. We will explore major works of sculpture, pictorial art, and architecture drawn from a wide range of world cultures and periods, from ancient times to the present.

## Course Objectives are:

* to read critically and think analytically about art within its historical and cultural context
* to understand why art historians, consider the works of art we examine to be important
* to practice writing about art, through visual analysis and by comparing and contrasting works of art
* to cultivate an appreciation of art and the diverse world cultures for which it was created

## Class Requirements and Policies:

### Attendance

* **Attendance is mandatory**.
* I take attendance every class session.
* More than two absences may result in a lowered grade.
* More than three absences may result in a failing grade.
* Once you arrive in class, I expect you to be able to stay in the classroom for 75 minutes.
* If you must leave the classroom for any reason, please take your things with you and you will be marked absent for that day.
* If you must be absent for any reason, please [contact me in advance via e-mail](mailto:ritafabris@hotmail.com).
* More detailed information on non-attendance because of religious beliefs or bereavement further down below in syllabus.

### Lateness

* ***Lateness will not be tolerated***.
* Not only does your being late interrupt the lecture, it disturbs other students.
* If you are late due to circumstances beyond your control you must come see me after class, as you will have been marked absent.
* **Three latenesses will constitute one absence**.

### Be prepared

* ***Come to class prepared***.
* Please bring a notebook, a pencil/pen, and a **FOLDER** to keep any worksheets.
* Also, bring any handouts I give you to class to each session as we may refer back to them.

### Electronic Devices

* ***No electronic devices*** are allowed in this class.
* I expect you to listen, to take notes, and to participate.

### Textbook and Open Educational Resources (OER):

* [Professor Fabris’ Art 1010 "Art: It's History and Meanings"](http://art1010student.blog.brooklyn.edu/professor-sections/professor-fabris/) is a Open Educational Resource (OER).
* All class materials are available via the [course OER site](http://art1010student.blog.brooklyn.edu/professor-sections/professor-fabris/). at no cost to students.
* No textbook is required to purchase.
* We will use OERs, especially **smarthistory.org**, which consists of readings and mostly short videos.
* I will indicate the required readings or videos as we go along.

### Seating

* ***Seating may be assigned***. Disruptive students will be reported to the dean and may be asked to leave the class permanently.

### Extra Help

* ***Students who need extra help*** may attend group study sessions during my office hours.

### Improve Grades

* ***Students would like to improve their grades*** may attend group study sessions during my office hours.

### Accommodations for students with disabilities:

* In order to receive disability-related academic accommodations students must first be registered with the [Center for Student Disability Services.](http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php)
* Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at [718-951-5538](tel:+718-951-5538).
* If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your specific accommodation with me.

### Nonattendance because of religious beliefs:

* Students who are unable to attend class because of religious beliefs will not have those absences count, but they [must e-mail me in advance](mailto:ritafabris@hotmail.com).
* The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs.
* Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements.
* Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration.
* If classes, examinations, or study or work requirements occur on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, or study or work requirements will be made available on other days, where possible and practical.
* The faculty and the administration will not allow any adverse or prejudicial effects to accrue to students availing themselves of this regulation.
* If students have complaints about the application of this policy, they are entitled to bring action or a proceeding for enforcement of their rights in the Supreme Court of Kings County.

### Student Bereavement Policy:

1. Students who experience the death of a loved one must contact the [Division of Student Affairs](http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs.php), 2113 Boylan Hall, if they wish to implement either the **Standard Bereavement Procedure** or the **Leave of Absence Bereavement Procedure** (see #3 and #4, below). The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice).
2. Typically, this death involves that of a family member, in parallel to the bereavement policy for faculty and staff. However, it is up to the discretion of the Division of Student Affairs to determine if a death outside of the immediate family warrants implementation of the student bereavement policy.
3. **Standard Bereavement Procedure:** 
   * Upon approval from the Division of Student Affairs, the student is allowed one week, commencing from the day of notification to the Division of Student Affairs, of excused absence.
   * Should the student feel that he/she needs additional days, these should be discussed with individual course instructors and/or the Division of Student Affairs.
   * The Division of Student Affairs will contact the student's faculty and academic staff of the student's courses.
   * Faculty and academic staff will be advised that extensions must be granted to the student for the period of one week of excused absence.
   * Further extensions may be negotiated with the student when he or she returns to campus.
   * Students are encouraged to discuss options with their instructors.
4. **Leave of Absence Bereavement Procedure:**
   * Students may be allowed to withdraw from the semester in which the death occurs.
   * The Bereavement Leave of Absence is for one semester only.
   * Students who have opted to take the Bereavement Leave of Absence and have already attended classes for the semester of the leave will be allowed to re-enter the following semester without having to reapply to the college.
   * Students who wish to take the leave of absence prior to the beginning of the semester will be required to reapply for the following semester.
   * Students who are in good academic standing will be given the opportunity to successfully complete the credits for the semester in which they return.
   * Students will consult with the Division of Student Affairs, on a case-by-case basis, as to whether they should withdraw from their courses during this leave of absence or to request incompletes from the faculty member.
   * Given that there may be a potential impact on financial aid, students who receive financial aid and who take the Bereavement Leave of Absence, upon arrangement with the Division of Student Affairs, will meet with a financial aid adviser prior to taking this option.
5. As an option, and in consultation with the Division of Student Affairs, students may take the Leave of Absence Bereavement after the Standard Bereavement.
6. Reference to the Student Bereavement Policies will be noted on course syllabi.
7. Students requesting a religious accommodation should contact the Division of Student Affairs as well. The chief student affairs officer, or a designee, and the student will engage in an interactive process with the goal of finding an acceptable accommodation.

### Plagiarism

* Plagiarism is not tolerated in Brooklyn College.
* Several of the writing assignments in this class are specifically designed to teach you how to avoid plagiarism, a skill you will need for every class that you will take in college.
* Academic dishonesty at Brooklyn College is punishable by failure of the "test, examination, term paper, or other assignment on which cheating occurred" (Faculty Council, May 18, 1954).
* In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, and ejection.”
* Students should consult the Brooklyn College Student Handbook for a fuller, more specific discussion of related academic integrity standards [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies)

## Assignments:

Reading/Writing Assignments will be announced in advance and are subject to revision

### Worksheets

* Informal in-class writing assignments (worksheets) will be a component of this class.
* They will be posted on-line, and they may be completed in class in small groups, or as homework.
* They are useful as study aids, as there will be a mid-term and a final exam.

### Formal Papers

* You will be required to write three formal short papers and one longer final paper.
* The final paper will be on works of art in the Metropolitan Museum, which you will visit on your own.
* Details for all writing assignments will be announced in advance.
  + Formal writing assignments (those not done in class) must be typed, proofread, and printed-out.
  + They should be written using Times Roman, Font Size 12, with one-inch margins, double-spaced.
* If you miss a class on a day that a formal writing assignment is to be submitted, you are still responsible for submitting it to me on the same day it is due via e-mail.
* However, I expect you to bring a printed-out version of the assignment the next time you attend class. Otherwise, it will be considered a late submission.
* For every day late, your grade will drop by five points.
* If you fail to submit a required writing assignment, you will receive a ZERO (F).
* If you are having any difficulties completing an assignment, please come and speak with me.

## Grading:

### Grade Breakdown

| **Requirement** | **Percentage of Grade** |
| --- | --- |
| Formal Writing Assignments | 30% |
| Mid-Term Exam | 20% |
| Participation/Behavior (incl. in-class writing assignments) | 10% |
| Final Museum Paper | 20% |
| Final Exam | 20% |

### Letter grades are determined as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Equivalent number** |
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B-\_ | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | Below 59 |

### In addition:

Check plus = 87-100 / Check = 70-86 / Check minus = 69 and below

## Important Dates Spring 2019:

Tuesday, January 29: First day of this class

Thursday, January 31: Last day to add a course

Monday, April 1: Last day to withdraw from a Spring course with a “W” grade

Wednesday, May 15: Reading Day / Final Examinations Begin

Wednesday, May 22: Final Examinations End / End of Spring Semester

## Detailed Schedule and Readings

## WEEK 1: Introduction/ What is art history?

### Tuesday 1/29:

* Course introduction

### Thursday 1/31:

#### Readings/Videos

1. Dr. Robert Glass, “[What is art history and where is it going?](https://smarthistory.org/what-is-art-history/)” in *Smarthistory*, October 28, 2017, retrieved from: https://smarthistory.org/what-is-art-history/.
2. TED-Ed, “[How art can help you analyze](https://smarthistory.org/how-art-can-help-you-analyze/),” in *Smarthistory*, December 20, 2015, retrieved from: https://smarthistory.org/how-art-can-help-you-analyze/.
3. The British Museum, “[Lion Man,](https://smarthistory.org/lion-man-2/)” in *Smarthistory*, March 30, 2018, retrieved from: https://smarthistory.org/lion-man-2/.
4. Dr. Bryan Zygmont, “[Venus of Willendorf,](https://smarthistory.org/venus-of-willendorf/)” in *Smarthistory*, November 21, 2015, retrieved from:  https://smarthistory.org/venus-of-willendorf/.
5. Tedesco, Laura Anne. “[Lascaux (ca. 15,000 B.C.)](http://www.metmuseum.org/toah/hd/lasc/hd_lasc.ht).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. Retrieved from: http://www.metmuseum.org/toah/hd/lasc/hd\_lasc.htm (October 2000)
6. UNESCO TV / © NHK Nippon Hoso Kyokai. “[Stonehenge, Avenbury and Associated Sites](https://whc.unesco.org/en/list/373/video)” In Unesco TV, August 22, 2012, retrieved from:  https://whc.unesco.org/en/list/373/video

## WEEK 2: Ancient Near East

### Tuesday 2/5:

#### Readings/Videos

1. Dr. Senta German, “[Ancient Near East: Cradle of civilization](https://smarthistory.org/ancient-near-east-cradle-of-civilization),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/ancient-near-east-cradle-of-civilization/.
2. Dr. Senta German, “[Sumer, an introduction](https://smarthistory.org/sumerian-art-an-introduction),” in *Smarthistory*, June 8, 2018, retrieved from https://smarthistory.org/sumerian-art-an-introduction/.
3. The Metropolitan Museum of Art, “[Cylinder seal with a modern impression](https://smarthistory.org/cylinder-seal-and-modern-impression),” in *Smarthistory*, December 21, retrieved from https://smarthistory.org/cylinder-seal-and-modern-impression/.

### Thursday 2/7:

#### Assignment

* Formal Writing Assignment #1 DUE today

#### Readings/Videos

1. Dr. Beth Harris and Dr. Steven Zucker, “[Victory Stele of Naram-Sin](https://smarthistory.org/victory-stele-of-naram-sin)” in *Smarthistory*, November 24, 2015, retrieved from https://smarthistory.org/victory-stele-of-naram-sin/.
2. Dr. Senta German, “[Law Code Stele of King Hammurabi](https://smarthistory.org/hammurabi),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/hammurabi/.
3. Dr. Senta German, “[Ziggurat of Ur](https://smarthistory.org/ziggurat-of-ur),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/ziggurat-of-ur/.

#### Handout

* Worksheet on Pre-History and the Ancient Near East

## WEEK 3: Egypt

### Tuesday 2/12:

* No Class

### Thursday 2/14

#### Readings/Videos

1. Dr. Amy Calvert, “[Ancient Egypt, an introduction](https://smarthistory.org/ancient-egypt-an-introduction/),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/ancient-egypt-an-introduction/.
2. Dr. Amy Calvert, “[Ancient Egyptian art](https://smarthistory.org/ancient-egyptian-art/),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/ancient-egyptian-art/.
3. Dr. Amy Calvert, “[Palette of King Narmer](https://smarthistory.org/palette-of-king-narmer),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/palette-of-king-narmer/.
4. Dr. Beth Harris and Dr. Steven Zucker, “[The Seated Scribe](https://smarthistory.org/seated-scribe/),” in *Smarthistory*, November 25, 2015, retrieved from https://smarthistory.org/seated-scribe/.
5. Dr. Amy Calvert, “[The Great Pyramids of Giza](https://smarthistory.org/the-great-pyramids-of-giza/),” in *Smarthistory*, August 8, 2015, retrieved from https://smarthistory.org/the-great-pyramids-of-giza/.
6. MFA for Educators and Museum of Fine Arts, Boston, “[King Menkaura (Mycerinus) and queen](http://educators.mfa.org/ancient/king-menkaura-mycerinus-and-queen-275)“, n.d, retrieved from http://educators.mfa.org/ancient/king-menkaura-mycerinus-and-queen-275

## WEEK 4: Egypt and Greece

### Tuesday 2/19:

#### Readings/Videos

1. Dr. Beth Harris and Dr. Steven Zucker, “[Mortuary Temple and Large Kneeling Statue of Hatshepsut](https://smarthistory.org/hatshepsut/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/hatshepsut/.
2. Dr. Steven Zucker and Dr. Beth Harris, “[House Altar depicting Akhenaten, Nefertiti and Three of their Daughters](https://smarthistory.org/house-altar-depicting-akhenaten-nefertiti-and-three-of-their-daughters/),” in *Smarthistory*, December 6, 2015, retrieved from: https://smarthistory.org/house-altar-depicting-akhenaten-nefertiti-and-three-of-their-daughters/.
3. The British Museum, “[Hunefer, Book of the Dead](https://smarthistory.org/hunefer-book-of-the-dead/),” in *Smarthistory*, March 1, 2017, retrieved from: https://smarthistory.org/hunefer-book-of-the-dead/.
4. Handout

* Worksheet on ancient Egypt

### Thursday 2/21:

#### Readings/Videos

1. The British Museum, “[Ancient Greece, an introduction,](https://smarthistory.org/ancient-greece-an-introduction/)” in *Smarthistory*, February 28, 2017, retrieved from: https://smarthistory.org/ancient-greece-an-introduction/.
2. Dr. Renee M. Gondek, “[Greek Vase-Painting, an introduction](https://smarthistory.org/greek-vase-intro/),” in *Smarthistory*, September 9, 2016, retrieved from: https://smarthistory.org/greek-vase-intro/.
3. Dr. Steven Zucker and Dr. Beth Harris, “[Contrapposto](https://smarthistory.org/contrapposto/),” in *Smarthistory*, December 16, 2015, retrieved from: https://smarthistory.org/contrapposto/.
4. Dr. Beth Harris and Dr. Steven Zucker, “[Polykleitos, Doryphoros (Spear-Bearer)](https://smarthistory.org/polykleitos-doryphoros-spear-bearer/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/polykleitos-doryphoros-spear-bearer/.

## WEEK 5: Greece

### Tuesday 2/26:

#### Assignment

* Formal Writing Assignment #2 DUE today

#### Readings/Videos

1. Dr. Jeffrey A. Becker, “[Greek architectural orders](https://smarthistory.org/greek-architectural-orders/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/greek-architectural-orders/.
2. The British Museum, “[The Parthenon, Athens](https://smarthistory.org/the-parthenon-athens/),” in *Smarthistory*, December 14, 2015, retrieved from: https://smarthistory.org/the-parthenon-athens/.

### Thursday 2/28:

#### Readings/Videos

1. Dr. Beth Harris and Dr. Steven Zucker, “[Phidias, Parthenon sculpture (pediments, metopes and frieze)](https://smarthistory.org/parthenon-frieze/),” in *Smarthistory*, November 25, 2015, retrieved from: https://smarthistory.org/parthenon-frieze/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[The Erechtheion](https://smarthistory.org/the-erechtheion/),” in *Smarthistory*, December 16, 2015, retrieved from: https://smarthistory.org/the-erechtheion/.
3. Dr. Beth Harris and Dr. Steven Zucker, “[Nike (Winged Victory) of Samothrace](https://smarthistory.org/nike-winged-victory-of-samothrace/),” in *Smarthistory*, November 21, 2015, retrieved from: https://smarthistory.org/nike-winged-victory-of-samothrace/.

#### Handout

* Worksheet on ancient Greece

## WEEK 6: Rome

### Tuesday 3/5:

#### Readings/Video

1. The British Museum, “[Introduction to ancient Rome](https://smarthistory.org/introduction-to-ancient-rome/),” in *Smarthistory*, March 1, 2017, retrieved from: https://smarthistory.org/introduction-to-ancient-rome/.
2. Dr. Bernard Frischer and Dr. Steven Zucker, “[Ancient Rome](https://smarthistory.org/ancient-rome/),” in *Smarthistory*, November 11, 2015, retrieved from: https://smarthistory.org/ancient-rome/.
3. Dr. Jeffrey A. Becker, “[Head of a Roman Patrician](https://smarthistory.org/head-of-a-roman-patrician/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/head-of-a-roman-patrician/.
4. Dr. Beth Harris and Dr. Steven Zucker, “[Veristic male portrait,](https://smarthistory.org/veristic-male-portrait/)” in *Smarthistory*, December 9, 2015, retrieved from: https://smarthistory.org/veristic-male-portrait/.
5. Dr. Paul A. Ranogajec, “[The Pantheon (Rome),](https://smarthistory.org/the-pantheon/)” in *Smarthistory*, December 11, 2015, retrieved from: https://smarthistory.org/the-pantheon/.

### Thursday 3/7:

#### Readings/Video

1. Valentina Follo, Dr. Beth Harris and Dr. Steven Zucker, “[The Colosseum](https://smarthistory.org/the-colosseum-rome/),” in *Smarthistory*, November 18, 2015, retrieved from: 2019, https://smarthistory.org/the-colosseum-rome/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[Dionysiac frieze, Villa of Mysteries, Pompeii](https://smarthistory.org/dionysiac-frieze-villa-of-mysteries-pompeii/),” in *Smarthistory*, December 9, 2015, retrieved from: https://smarthistory.org/dionysiac-frieze-villa-of-mysteries-pompeii/.
3. Dr. Beth Harris and Dr. Steven Zucker, “[The Colossus of Constantine](https://smarthistory.org/the-colossus-of-constantine/),” in *Smarthistory*, December 9, 2015, retrieved from: https://smarthistory.org/the-colossus-of-constantine/.
4. Dr. Darius Arya and Dr. Beth Harris, “[Basilica of Maxentius and Constantine](https://smarthistory.org/basilica-of-maxentius-and-constantine/),” in *Smarthistory*, December 15, 2015, retrieved from: https://smarthistory.org/basilica-of-maxentius-and-constantine/.

#### Handout

* Worksheet on ancient Rome

## WEEK 7: Byzantium

### Tuesday 3/12:

#### Readings/Video

1. Dr. Beth Harris, Dr. Steven Zucker and Dr. Nancy Ross, “[Christianity, an introduction](https://smarthistory.org/christianity-an-introduction/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/christianity-an-introduction/.
2. Dr. Allen Farber, “[Early Christian art and architecture after Constantine,](https://smarthistory.org/early-christian-art-and-architecture-after-constantine/)” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/early-christian-art-and-architecture-after-constantine/.
3. Art Institute of Chicago, “[Ancient and Byzantine mosaic materials](https://smarthistory.org/ancient-and-byzantine-mosaic-materials/),” in *Smarthistory*, December 20, 2015, retrieved from: https://smarthistory.org/ancient-and-byzantine-mosaic-materials/.

### Thursday 3/14:

#### Readings/Video

1. Dr. Allen Farber, “[San Vitale and the Justinian Mosaic,](https://smarthistory.org/san-vitale/)” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/san-vitale/.
2. Dr. William Allen, “[Hagia Sophia, Istanbul](https://smarthistory.org/hagia-sophia-istanbul/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/hagia-sophia-istanbul/.

#### Handout

* Worksheet on Byzantium

## WEEK 8: Islam

### Tuesday 3/19:

#### Readings/Video

1. Yalman, Suzan. Based on original work by Linda Komaroff. “[The Birth of Islam](http://www.metmuseum.org/toah/hd/isla/hd_isla.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–, retrieved from: http://www.metmuseum.org/toah/hd/isla/hd\_isla.htm (October 2001)
2. Dr. Elizabeth Macaulay-Lewis, “[Introduction to Islam](https://smarthistory.org/introduction-to-islam/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/introduction-to-islam/.

### Thursday 3/21:

#### Readings/Video

1. Glenna Barlow, “[Arts of the Islamic world: The early period](https://smarthistory.org/arts-of-the-islamic-world-the-early-period),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/arts-of-the-islamic-world-the-early-period/.
2. Dr. Elizabeth Macaulay-Lewis, “[The Dome of the Rock (Qubbat al-Sakhra)](https://smarthistory.org/the-dome-of-the-rock-qubbat-al-sakhra/),” in *Smarthistory*, August 8, 2015, retrieved from: https://smarthistory.org/the-dome-of-the-rock-qubbat-al-sakhra/.
3. Dr. Elizabeth Macaulay-Lewis and Dr. Steven Zucker, “[Mihrab from Isfahan (Iran)](https://smarthistory.org/mihrab-from-isfahan-iran/),” in *Smarthistory*, December 5, 2015, retrieved from: https://smarthistory.org/mihrab-from-isfahan-iran/.

#### Handout

* Worksheet on Islam

## WEEK 9: Gothic

### Tuesday 3/26:

#### Readings/Video

1. Dr. Nancy Ross, “[Introduction to the Middle Ages,](https://smarthistory.org/introduction-to-the-middle-ages/)” in *Smarthistory*, August 8, 2015, accessed January 21, 2019, https://smarthistory.org/introduction-to-the-middle-ages/.
2. Valerie Spanswick, “[Gothic architecture, an introduction](https://smarthistory.org/gothic-architecture-an-introduction/),” in *Smarthistory*, August 8, 2015, accessed January 21, 2019, https://smarthistory.org/gothic-architecture-an-introduction/.
3. UNESCO World Heritage Centre 1992-2019. “[Abbey of St Gall](http://whc.unesco.org/en/list/268)” In UNESCO » Culture » World Heritage Centre » The List » World Heritage List,  n.d, retrieved from:  http://whc.unesco.org/en/list/268
4. TED-Ed, “[Distorting the Madonna in Medieval art](https://smarthistory.org/distorting-madonna-in-medieval-art/),” in *Smarthistory*, January 30, 2016, accessed January 21, 2019, https://smarthistory.org/distorting-madonna-in-medieval-art/.

#### Handout:

* Handout discussion: Early Middle Ages or Medieval Perio

### Thursday 3/28:

#### Readings/Video

1. Dr. Beth Harris and Dr. Steven Zucker, “[Birth of the Gothic: Abbot Suger and the ambulatory at St. Denis](https://smarthistory.org/birth-of-the-gothic-abbot-suger-and-the-ambulatory-at-st-denis/),” in *Smarthistory*, December 5, 2015, accessed January 21, 2019, https://smarthistory.org/birth-of-the-gothic-abbot-suger-and-the-ambulatory-at-st-denis/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[Sainte-Chapelle, Paris](https://smarthistory.org/sainte-chapelle-paris/),” in *Smarthistory*, May 24, 2017, accessed January 21, 2019, https://smarthistory.org/sainte-chapelle-paris/.
3. Dr. Steven Zucker and Dr. Beth Harris, “[Giotto, Arena (Scrovegni) Chapel (part 1 of 4)](https://smarthistory.org/giotto-arena-scrovegni-chapel-part-1-of-4/),” in *Smarthistory*, December 10, 2015, accessed January 21, 2019, https://smarthistory.org/giotto-arena-scrovegni-chapel-part-1-of-4/.

#### Exam Review

* Short mid-term review

## WEEK 10: Early Renaissance

### Tuesday 4/2:

#### Exam

* Midterm exam

### Thursday 4/4:

#### Readings/Video

1. Dr. Steven Zucker and Dr. Beth Harris, “[Florence in the Early Renaissance](https://smarthistory.org/florence-in-the-early-renaissance/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/florence-in-the-early-renaissance/.
2. Dr. Steven Zucker and Dr. Beth Harris, “[Linear Perspective: Brunelleschi’s Experiment](https://smarthistory.org/linear-perspective-brunelleschis-experiment/),” in *Smarthistory*, November 28, 2015, retrieved from: https://smarthistory.org/linear-perspective-brunelleschis-experiment/.
3. Dr. Steven Zucker and Dr. Beth Harris, “[Masaccio, Holy Trinity](https://smarthistory.org/masaccio-holy-trinity/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/masaccio-holy-trinity/.
4. Dr. Steven Zucker and Dr. Beth Harris, “[Donatello, David,](https://smarthistory.org/donatello-david/)” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/donatello-david/.
5. Dr. Beth Harris and Dr. Steven Zucker, “[Fra Filippo Lippi, Madonna and Child with Two Angels](https://smarthistory.org/lippi-madonna-and-child-with-two-angels/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/lippi-madonna-and-child-with-two-angels/.

#### Handout

* Worksheet on early Renaissance

## WEEK 11: Italian Renaissance

### Tuesday 4/9:

#### Readings/Video

1. Dr. Steven Zucker and Dr. Beth Harris, “[The study of anatomy](https://smarthistory.org/the-study-of-anatomy/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/the-study-of-anatomy/.
2. Dr. Steven Zucker, Dr. Beth Harris and Dr. Naraelle Hohensee, “[Leonardo, Last Supper,](https://smarthistory.org/leonardo-last-supper/)” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/leonardo-last-supper/.
3. Dr. Steven Zucker and Dr. Beth Harris, “[Michelangelo, David](https://smarthistory.org/michelangelo-david/),” in *Smarthistory*, December 5, 2015, retrieved from: https://smarthistory.org/michelangelo-david/.

### Thursday 4/11:

#### Readings/Video

1. Christine Zappella, “[Ceiling of the Sistine Chapel](https://smarthistory.org/michelangelo-ceiling-of-the-sistine-chapel/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/michelangelo-ceiling-of-the-sistine-chapel/.
2. Dr. Steven Zucker and Dr. Beth Harris, “[Raphael, School of Athens,](https://smarthistory.org/raphael-school-of-athens/)” in *Smarthistory*, December 15, 2015, retrieved from: https://smarthistory.org/raphael-school-of-athens/.
3. Cite this page as: Dr. Steven Zucker and Dr. Beth Harris, “[Titian, Venus of Urbino,](https://smarthistory.org/titian-venus-of-urbino/)” in *Smarthistory*, December 4, 2015, retrieved from: https://smarthistory.org/titian-venus-of-urbino/.

## WEEK 12: Reformation and the Baroque

### Tuesday 4/16:

#### Assignment

* Formal Writing Assignment #3 DUE today

#### Readings/Video

1. Dr. Steven Zucker and Dr. Beth Harris, “[The Protestant Reformation](https://smarthistory.org/the-protestant-reformation/),” in *Smarthistory*, July 1, 2018, retrieved from: https://smarthistory.org/the-protestant-reformation/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[Caravaggio, Deposition (or Entombment)](https://smarthistory.org/caravaggio-deposition/)” in *Smarthistory*, July 19, 2015, accessed January 21, 2019, https://smarthistory.org/caravaggio-deposition/.
3. Dr. Esperança Camara, “[Artemisia Gentileschi, Judith Slaying Holofernes](https://smarthistory.org/gentileschi-judith-slaying-holofernes/),” in *Smarthistory*, July 19, 2015, retrieved from: https://smarthistory.org/gentileschi-judith-slaying-holofernes/.

### Thursday 4/18:

#### Readings/Video

1. Dr. Beth Harris and Dr. Steven Zucker, “[Gian Lorenzo Bernini, Ecstasy of Saint Teresa](https://smarthistory.org/bernini-ecstasy-of-st-teresa/),” in *Smarthistory*, July 19, 2015, retrieved from: https://smarthistory.org/bernini-ecstasy-of-st-teresa/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[Gian Lorenzo Bernini, David](https://smarthistory.org/bernini-david-2/),” in *Smarthistory*, July 12, 2015, retrieved from: https://smarthistory.org/bernini-david-2/.

#### Handout

* Handout discussion: the Reformation and the Baroque

### Tues. 4/23 NO CLASS -- SPRING BREAK

### Thurs. 4/25 NO CLASS -- SPRING BREAK

## WEEK 13: Japan / France

### Tuesday 4/30:

#### Readings/Video

1. Department of Asian Art. “[Woodblock Prints in the Ukiyo-e Style](http://www.metmuseum.org/toah/hd/ukiy/hd_ukiy.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–, retrieved from: http://www.metmuseum.org/toah/hd/ukiy/hd\_ukiy.htm (October 2003)
2. Leila Anne Harris, “[Hokusai, Under the Wave off Kanagawa (The Great Wave)](https://smarthistory.org/hokusai-under-the-wave-off-kanagawa-the-great-wave/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/hokusai-under-the-wave-off-kanagawa-the-great-wave/.
3. Dr. Tom Folland, “[Édouard Manet, Olympia](https://smarthistory.org/edouard-manet-olympia/),” in *Smarthistory*, December 9, 2015, retrieved from: https://smarthistory.org/edouard-manet-olympia/.
4. Dr. Tyler E. Ostergaard, “[Monet, The Gare Saint-Lazare](https://smarthistory.org/monet-the-gare-saint-lazare/),” in *Smarthistory*, February 25, 2016, retrieved from: https://smarthistory.org/monet-the-gare-saint-lazare/.
5. Dr. Steven Zucker and Dr. Beth Harris, “[Auguste Renoir, Moulin de la Galette](https://smarthistory.org/auguste-renoir-moulin-de-la-galette/),” in *Smarthistory*, November 27, 2015, retrieved from: https://smarthistory.org/auguste-renoir-moulin-de-la-galette/.

#### Handout

* Worksheet on Ukiyo-e and French Impressionism

### Thursday 5/2:

#### Readings/Video

1. Samu, Margaret. “[Impressionism: Art and Modernity](http://www.metmuseum.org/toah/hd/imml/hd_imml.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/imml/hd\_imml.htm (October 2004)
2. Dr. Steven Zucker and Dr. Beth Harris, “[Georges Seurat, A Sunday on La Grande Jatte – 1884](https://smarthistory.org/georges-seurat-a-sunday-on-la-grande-jatte-1884/),” in *Smarthistory*, December 4, 2015, retrieved from: https://smarthistory.org/georges-seurat-a-sunday-on-la-grande-jatte-1884/.
3. Dr. Steven Zucker and Dr. Beth Harris, “[Paul Gauguin, Vision after the Sermon (or Jacob Wrestling with the Angel)](https://smarthistory.org/paul-gauguin-vision-after-the-sermon-or-jacob-wrestling-with-the-angel/),” in *Smarthistory*, December 11, 2015, retrieved from: https://smarthistory.org/paul-gauguin-vision-after-the-sermon-or-jacob-wrestling-with-the-angel/.
4. Dr. Beth Harris and Dr. Steven Zucker, “[Paul Cézanne, The Basket of Apples](https://smarthistory.org/cezanne-the-basket-of-apples/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/cezanne-the-basket-of-apples/.
5. Dr. Noelle Paulson, “[Vincent van Gogh, The Starry Night](https://smarthistory.org/van-gogh-the-starry-night/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/van-gogh-the-starry-night/.

## WEEK 14: Africa / Modern Movements

### Tuesday 5/7:

#### Assignment

* Museum Visit Paper DUE 5/7 – 5/14

#### Readings/Video

1. Murrell, Denise. “[African Influences in Modern Art](http://www.metmuseum.org/toah/hd/aima/hd_aima.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–, retrieved from: http://www.metmuseum.org/toah/hd/aima/hd\_aima.htm (April 2008)
2. The British Museum, “[The Kingdom of Benin](https://smarthistory.org/the-kingdom-of-benin/),” in *Smarthistory*, August 29, 2016, retrieved from: https://smarthistory.org/the-kingdom-of-benin/.
3. Steven Zucker and Dr. Peri Klemm, “[Dogon Couple (Dogon peoples)](https://smarthistory.org/dogon-couple/),” in *Smarthistory*, September 16, 2016, retrieved from: https://smarthistory.org/dogon-couple/.
4. Dr. Beth Harris and Dr. Steven Zucker, “[Pablo Picasso, Portrait of Gertrude Stein](https://smarthistory.org/picasso-portrait-of-gertrude-stein/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/picasso-portrait-of-gertrude-stein/.

### Thursday 5/9

#### Readings/Video

1. Dr. Beth Harris and Dr. Steven Zucker, “[Pablo Picasso, Les Demoiselles d’Avignon](https://smarthistory.org/pablo-picasso-les-demoiselles-davignon/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/pablo-picasso-les-demoiselles-davignon/.
2. Dr. Beth Harris and Dr. Steven Zucker, “[Inventing Cubism](https://smarthistory.org/inventing-cubism/),” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/inventing-cubism/.
3. Dr. Virginia B. Spivey, “[Fauvism, an introduction,](https://smarthistory.org/a-beginners-guide-to-fauvism/)” in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/a-beginners-guide-to-fauvism/.
4. Voorhies, James. “[Post-Impressionism](http://www.metmuseum.org/toah/hd/poim/hd_poim.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–., retrieved from: http://www.metmuseum.org/toah/hd/poim/hd\_poim.htm (October 2004)

## WEEK 15: Modern Movements

### Tuesday 5/14

#### Readings/Video

1. Dr. Stephanie Chadwick, "[Introduction to Dada](https://smarthistory.org/introduction-to-dada/)," in *Smarthistory*, September 4, 2017, retrieved from: https://smarthistory.org/introduction-to-dada/.
2. Dr. Beth Harris and Dr. Steven Zucker, "[Marcel Duchamp, Fountain,](https://smarthistory.org/marcel-duchamp-fountain/)" in *Smarthistory*, December 9, 2015, retrieved from: https://smarthistory.org/marcel-duchamp-fountain/.
3. Dr. Virginia B. Spivey, "[Pop Art](https://smarthistory.org/pop-art)," in *Smarthistory*, August 9, 2015, retrieved from: https://smarthistory.org/pop-art/.
4. Paul, Stella. “[Abstract Expressionism](http://www.metmuseum.org/toah/hd/abex/hd_abex.htm).” In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–, retrieved from: http://www.metmuseum.org/toah/hd/abex/hd\_abex.htm (October 2004)

FINAL EXAM**:**

* **Date/Time/Location TBA**

**\* *Note: the Reading/Writing/Home Work Schedule of Assignments is subject to revision and will be posted or e-mailed in advance of each class*.**