



Empress Theodora and Attendants, mosaic on south wall of the apse, Church of San Vitale. c. 547.

Tuesday and Thursday 4 to 5:15 PM  
Moulton Center 213  
Prerequisite: none  
3 credits

Instructor: Denise Johnson  
email: [denjohns@chapman.edu](mailto:denjohns@chapman.edu)  
Phone: 714.289.3569

Office: Moulton Center 217 A  
Office Hours by appointment:  
Tuesday 1 to 3:30 PM  
Wednesday 1 to 2 PM  
Thursday 1 to 3:30 PM



AH 200 - Ancient to Medieval Art is an introduction to the development of the visual arts from the Paleolithic (Old Stone Age) period to the Middle Ages.

In this course, we will consider the cultural expressions and creative products of the western world from the earliest artifacts of prehistoric peoples to the founding principles of what we define as “art” during the medieval period. In just fourteen weeks, we will not only cover more than 30,000 years of social, cultural, political, and material history, but also build an understanding of the very study of art history - its methods, purposes, restrictions, and what the discipline can tell us about our world today and tomorrow.

During our investigations, a conversational approach will be prioritized during class discussions. Students will be encouraged through assignments and readings to bring a critical eye that is actively engaged in questioning through a shared learning experience. Think of the classroom as your lab, the textbook as your guide, and writing assignments as an adventurous expression of what you’ve learned, and what that means to your sense of humanity!

## Objectives & Outcomes

### Course Learning Outcomes

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

1. Identify and compare the aesthetic and philosophical characteristics associated with major periods of art from the prehistoric period to the Middle Ages;
2. Compare, apply and synthesize theoretical texts with material evidence to analyze complex visual expressions;
3. and Conduct scholarly research that informs and supports their own insights and theses.

### Program Learning Outcomes

Students who successfully complete the course will:

1. Develop the writing competencies used in the discipline of art history;
2. Locate works of art and visual culture within the context of world art history and articulate the relationship between intended meaning/function and audience response in specific cultural and historical contexts;
3. Conduct advanced art historical research using the full range of scholarly resources;
4. Recognize the theoretical concerns of art history and its allied disciplines, and discuss and apply specific theoretical perspectives to a given art historical context and to their own research projects.

### General Education Learning Outcomes

7AI Artistic Inquiry: Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.

7SI Social Inquiry: Student identifies, frames and analyzes social and/or historical structures and institutions in the world today.



Head of an Akkadian Ruler,  
2250 - 2200 BCE

## Materials

### Instructional Websites

This class will be taught from the instructional website The Slide Projector at, [www.theslideprojector.com](http://www.theslideprojector.com). Lecture presentations, assignments, and other course materials will be available for you at this site and you will need to access it regularly.

Additional essays will be posted to the AH 200 Assignments page at [www.theslideprojector.com](http://www.theslideprojector.com) and exams will be taken outside of class on Blackboard at [blackboard.chapman.edu](http://blackboard.chapman.edu).

### Required Textbook

Fred S. Kleiner and Christin J. Mamiya, *Gardner's Art through the Ages: The Western Perspective*, Volume I, 13th-15th ed. (Boston: Thomson Wadsworth, Cengage Learning). ISBN 978-1305633940

### Recommended Text

Sylvan Barnet, *A Short Guide to Writing About Art*, any edition, 10<sup>th</sup> or 11<sup>th</sup> preferred (Boston: Pearson Education Inc.). ISBN 978-0205708253

## Instructional Strategies

Students will work toward course objectives through: lecture presentations; student reports on readings, active participation in class discussions; in class partner exercises; reading assignments; writing assignments; exams; viewing images, videos, and audio representations of art from the prehistoric era to the medieval period; and viewing of an off-campus exhibition that will require a commute, and may entail a parking fee, and/or entrance fee.

## Major Study Units

- What is art history
  - Collections and museums
  - Development of printing technologies
- Ideas on art making
  - Culture vs. artistic expression
- Evidence of early peoples
  - Tools and mark making
  - Animism
- Neolithic shift
  - Agriculture as impetus vs. spirituality
- Mesopotamia
- Ancient Babylonia & Persia
- Ancient Egypt
  - Predynastic Period
  - Tomb architecture and iconography
    - Mummification
  - Canon of forms
  - Middle and New Kingdoms
  - Amarna Period
- Prehistoric Aegean
  - Minoan Civilization
  - Mycenaean Civilization
- Greek Civilizations
  - Geometric Style
  - Orientalizing Style
  - Archaic Period
  - Classic Period
  - Hellenistic Period
- Etruscan Civilization
- Roman World
  - Ingenuity
  - Issues of appropriation
- Early Christian
- Medieval Period
  - Byzantium
  - Celtic-Germanic & Hiberno-Saxon Styles
  - Carolingian Art
  - Ottonian Art
  - Romanesque
- Gothic Period



## Methods of Evaluation

Students will be evaluated on the presentation of evidence that they have achieved the course objectives; the frequency and quality of their contributions to in-class discussion; their ability to make oral and written critical observations about the works of art, artists, movements, and concepts presented in the course; on the quality of the writing they present in written assignments; and on their ability to demonstrate growth in their understanding and application of the history and methodologies for studying prehistoric to medieval art.

There are 500 points possible, which will be earned through the following graded components:

### Class Participation 15%

Students will earn up to 75 participation points through the following activities:

- Actively and consistently contributing to in-class discussions and applying theoretical ideas to works to earn up to 25 participation points;
- Voluntarily reporting on assigned readings during class to earn up to 25 participation points through meaningful contributions to multiple conversations over the semester;
- and Attending one lecture in the Visual Thinker Lecture Series and submitting a VTLS Report worth 25 points within two weeks of attending the event. Please be reminded that Art and Art History majors are required by the department to attend all Visual Thinker Lectures.

### Writing Assignments 55%

Students will earn up to 50 points each through the following assignments:

- Analysis of work on view at relevant art venue, called the “Museum Analysis”;
- Two essays considering key concepts and iconography;
- Architectural analysis through infographic or model;
- and a Timeline composed of key cultures and characteristic works.

Additionally, on at least one occasion, students will form small groups to collaboratively write a short essay responses to writing prompts given during class. This essay may earn 25 points for all participating students and cannot be made up.

### Exams 30%

Students will take two exams worth 50 points each on the course Blackboard page at [https:// blackboard.chapman.edu](https://blackboard.chapman.edu). In addition. Due to the nature of online testing, and the multi-day duration offered to submit, exams may not be made up. Please use the online class schedule to plan accordingly. The Final Exam, worth 50 points, will be taken in class during our scheduled Final Exam period.

### Extra Credit

Students are limited to earning a maximum of 25 points, 5% of the total points possible in extra credit points during the semester. Any points earned above this cap will NOT be applied to the final grade.

\*Twenty-Five points of extra credit may be earned by creating a dictionary of at least 50 new terms encountered during the semester.



Röttgen Pietà c. 1300 - 1325.

**Grading**

Points on writing assignments will be earned through committed consideration of the material, demonstration of learned concepts and language, and evidence of critical thinking. In addition to the individual requirements, each writing assignment will earn points based on rigorous analysis, demonstrated comprehension of assigned readings, critical reflection, thoughtful response to questions posed, and active engagement with the material.

A	100 - 97%	500 - 483 points	Writing demonstrates excellence in both articulation and critical thinking. Art historical methodologies are used thoughtfully and with exceptional skill. All questions are answered thoroughly, and discussion points carry beyond basic responses with sophistication. Credible academic sources were employed to support the author's positions, and Chicago Manual of Style citation rules were carefully followed. The written assignment leaves little to no room for improvement, and demonstrates committed interest in the discipline.
A -	96 - 90%	482 - 448	
B +	89 - 87%	447 - 433	Writing demonstrates clear focus and an above average consideration of the subject matter. While all questions have been answered, there is room for improvement by carrying the analysis and discussion beyond a basic response. The work exhibits potential for excellence however, a clearer application and understanding of the art historical methodologies is needed. Author has met the requirements for research and citations, but the stated positions could be significantly served by additional research.
B	86 - 84%	432 - 418	
B -	83 - 80%	417 - 398	
C +	79 - 77%	397 - 383	Most of the material is understood, but the focus is not entirely clear, and analysis is cursory. Question responses could be more fully realized, and the material, more thoroughly examined. Citation issues are present, little research was executed in support of the author's positions, and/or sources are not credible or academic. There are issues with language that make the writing somewhat difficult to understand.
C	76 - 74%	382 - 368	
C -	73 - 70%	367 - 348	
D +	69 - 67%	347 - 333	Writing demonstrates little understanding or connection with the material and is flawed in content and form. Question responses do not provide evidence of critical thinking. Citation issues are present, no research was executed in support of the author's positions, and/or sources are not credible or academic. There are issues with language that make the writing very difficult to understand.
D	66 - 64%	332 - 318	
D -	63 - 60%	317 - 298	
F	59% or less	297 - 0	Work fails to meet any requirements satisfactorily.
Resubmit			Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.

## Instructor Policies

### Commitment to the Conversation

Conversation and debate will be central to the learning experience this semester. Art historians do not work in secluded spaces that are entirely disconnected from the world around them. Given the importance of engagement, students will be expected to fully commit to in-class dialogues and will agree to refrain from texting, emailing, and completing out-of-class assignments during lecture. Laptop, tablet, and smart phone use will only be permitted when the devices are being used for the purpose of understanding AH 200 material. Seriously!!! Students found to be using laptops and tablets during class for activities other than those related to our undertaking may be asked to leave class until their full attention can be directed to our course.

### Attendance

Regular attendance is mandatory. You are permitted two unexcused absence without damage to your grade. More than two missed classes will potentially lower your grade, and missing four or more classes will put you at risk of failing the class.

Please also be punctual! Students arriving 15 or more minutes after class begins should expect to be marked absent for the entire class session.

### Respect is Key

We may consider provocative, challenging, even vulgar subject matter in this class. It is assumed that each of us undertakes this learning endeavor with honorable intention and a commitment to understanding diverse perspectives and histories. When this is difficult, we agree to keep an open mind and to respect all views and identities, even those with which we do not agree. While engaging in class activities, we agree to refrain from using derogatory, inflammatory, or otherwise disrespectful language. We do such, fully committed to the principles of academic freedom, holding “that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression are antithetical to the central focus of the university's mission: education and discovery of new knowledge,” and that these principles are “accompanied by a corresponding principle of responsibility.” (from the Chapman University Faculty Manual, 2016)

### Timeliness

Please submit coursework that is due on Blackboard by the beginning of class whether you will be absent or in attendance.

### Late Assignments

You may submit one assignment, one class day late. The late assignment will not be marked down, however any assignments turned in more than one class late, or in addition to the one accepted assignment, will only receive credit at the discretion of the instructor.



## Chapman University Policies

### Academic Integrity Policy

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and for submitting coursework completed this semester, for this class. Academic dishonesty of any kind will not be tolerated anywhere in the university. Academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at [www.chapman.edu/academics/academic-integrity/index.aspx](http://www.chapman.edu/academics/academic-integrity/index.aspx)

### Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Upon recommendation of the Center for Academic Success, adaptations of teaching methods, class materials, including text and reading materials or testing may be made as needed to provide for equitable participation.

### Equity and Diversity Policy

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

## Resources

### Writing Center

All Chapman students are welcome to meet with Writing Center tutors, who can help you with any part of the writing process, from understanding the assignment and finding a significant topic to editing your final drafts. The Writing Center is located in DeMille Hall 130. To guarantee time with a tutor, call (714) 997-6828 or email [tutor@chapman.edu](mailto:tutor@chapman.edu) to schedule an appointment.

### Food Pantry

Students in need of access to the food pantry should contact Sherri Maeda-Akau in the Office of Residence Life and First Year Experience at [maeda@chapman.edu](mailto:maeda@chapman.edu).

### Sexual Assault

If you have been sexually assaulted, make sure you are in safe place. Call 911 in an emergency, Chapman University Public Safety at (714)997-6721 and, Chapman University's Sexual Assault Information Line at (714) 744-7000. Contact Orange PD at (714) 744-7444.

### Student Psychological Counseling

If you are in need of help or support immediately you can contact:

CU Student Psychological Counseling - (714) 997-6778

Suicide Prevention Hotline - (800) 273-8255

Drug and Alcohol Abuse Hotline - (800) 662-HELP

National AIDS/STD Info Hotline - (800) 458-5231

Prepared by Denise Johnson, Spring 2017



**Class Schedule and Required Reading** - This is a tentative schedule that may change. Assignment directions and due dates will be posted on The Slide Projector. Updates will be announced in class, on lecture presentations, and modified on the Syllabus page of The Slide Projector.

<b>Date</b>	<b>Discussion Topic</b>	<b>Assignment and Reading Due</b>
August 29	<b>Introduction</b>	
August 31	<b>What is Art History?</b>	Introduction
September 5	<b>Prehistoric Beginnings</b>	Chapter 1
September 7	<b>Neolithic Advances</b>	
September 12	<b>Ancient Mesopotamia</b>	Chapter 2
September 14	<b>Ancient Babylonia &amp; Persia</b>	<b>Essay 1 Due</b>
September 19	<b>Predynastic &amp; Ancient Egypt</b>	Chapter 3
September 21	<b>Middle &amp; New Kingdoms</b>	
September 26	<b>Form &amp; Meaning</b>	<b>Exam 1 Due</b>
September 28	<b>Prehistoric Aegean</b>	Chapter 4
October 3	<b>Geometric &amp; Archaic Periods</b>	Chapter 5
October 5	<b>Classic Sculpture &amp; Vessels</b>	<b>Essay 2 Due</b>
October 10	<b>Classic Temples</b>	
October 12	<b>Hellenistic Period</b>	
October 17	<b>Ancient Etruria</b>	Chapter 6
October 19	<b>Republican Rome</b>	Chapter 7
October 24	<b>Imperial Rome</b>	
October 26	<b>Roman Ingenuity</b>	<b>Museum Analysis Due</b>
October 31	<b>Fall of Rome</b>	<b>Exam 2 Due</b>
November 2	<b>Early Christian</b>	Chapter 8
November 7	<b>Byzantium</b>	Chapter 9
November 9	<b>Animal Style</b>	Chapter 10
November 14	<b>Early Medieval Europe</b>	Chapter 11
November 16	<b>Carolingian &amp; Ottonian</b>	
November 21	Thanksgiving Recess	
November 23		
November 28	<b>Romanesque Architecture</b>	Chapter 12
November 30	<b>Romanesque Narrative</b>	<b>Architectural Analysis Due</b>
December 5	<b>Gothic Light &amp; Space</b>	Chapter 13
December 7	<b>Late Medieval Italy</b>	<b>Timeline Due</b>
December 12	<b>Final Exam 4:15 to 6:45 pm</b>	