

**ART HISTORY 105  
CEDAR CREST COLLEGE  
SUMMER 2009**

**Course Syllabus  
Art 105-Introduction to the History of Art 3 credits**

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Text: Art History, Third Edition, or revised Third Edition Volume One, Marilyn  
Stockstad, Prentice Hall

Art 105 is the introduction to the history of art. Students will be introduced to the visual and architectural record of the arc of human aesthetic achievement to present times. The emphasis of this course will be from Pre-history in Europe to the Renaissance. Students will be introduced to the methods of study and analysis, which are the bases for the study and enjoyment of art history. One of the major objectives of the course is for students to learn to discern differences of style, purpose, cultural and historical position and iconography that allow us to identify objects as to period and style. This knowledge allows the viewer of art to appreciate and share the world view of the object's creator and place their significance in or present society. Creating art is a fundamentally human endeavor. Appreciating art is also a human endeavor. Art is created in a socio-economic and political context. As we better understand and appreciate art we increase our ability to see beauty, be amazed by human development, and to know what it means to be full human both in an historical and contemporary sense and to benefit personally from the experience.

This course is offered in a slide/lecture format and will follow the text book as nearly as is practical. Students will be required to identify works of art and architecture, their subject matter and their historical period and style. Students will be required to answer the five 'W's: who, what, where, when, why. Course materials will be presented in a certain logical order: background to foreground; general to specific, etc. The course will also build on the general background information student already have about time, place, political events and geography. Quizzes will be given every two weeks, as needed. Quizzes that are missed can not be made up with out an extraordinary reason! Missed quizzes will count as a zero when compiling final grades. A low quiz grade may be replaced by an extra credit assignment by the student. Students are responsible for the information in the text. Reading material prior to class time is important because the class lecture built on the content contained in the text book. If you find that in preparing for the class lectures you find deficiencies in your background, pertaining to history, geography or sociology, take the time to deal with those deficiencies.

A trip to the Allentown Art Museum of Art in Allentown, PA is planned for May 24, 2009 and is required. A written review of a work of art viewed on that trip may be used to replace your lowest quiz score. More information about the scope of the trip and the review format is provided.

A class schedule and reading assignment will be provided separately. This is only intended as a guideline. Assignments may vary with the specific concerns of presenting the material.

#### GRADING:

1. Quizzes will account for ½ of your grade. Quizzes will be based on material in the text book as well as material presented in the class lectures. Both written information and visual materials are important.

#### MAKE UP OF QUIZZES

- A. 10 questions
- B. Based on both the reading assignments and class lectures
- C. The quizzes will be in a variety of formats: slide identification, essay, true and false, multiple choice and short answer; or a combination of these quiz styles. Make up quizzes will be in a different format from the assigned quiz.

2. The research paper will account for ½ of your grade.

3. The grade received on a review of an art work observed on the Allentown Art Museum trip may be used to replace the lowest of your quiz scores. See: Alternative Research Paper-extra credit.

4. Your grade in the course is the result of averaging the quiz scores and paper grade together.

#### THE MATH OF YOUR FINAL GRADE

Quiz 1 + quiz 2 + quiz 3 + quiz 4 divided by 4 + paper grade divided by 2 = numerical score. A low quiz score may be replaced by the extra credit assignment.

#### NUMERICAL GRADE BREAKDOWN

100-97	A+
96-93	A
92-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

76-74	C
73-70	C-
69-60	D
59-0	F

## **Research Paper**

I. Choose of work of art from the collection of the metropolitan Allentown Art Museum. It is recommended that you do this on line as soon as possible. Much of the preliminary background research can, and should, be done before the museum visit. This work may be either two dimensional or three dimensional, dating from Pre-history or afterward.

<http://www.allentownartmuseum.org/>

II. In general your paper should answer the following questions:

- A. What is the media of this work? What is the iconography of the work? What does the work represent (subject matter).
- B. Who created this work: what culture, time period or location does it come from? Who is the artist responsible for the creation of the work?
- C. When was this work created? What period and/or style? How is this work positioned within this historical context?
- D. Where was this work created? What geographic location does this work come from? How are the geographic origins of the work important to the content and expression of the work?
- E. How was this work created? What media and techniques were selected to create this work? How do the decisions of the artist (as it pertains to media and technique) add, or detract, from the work?

### **Suggested outline**

I. Introduction- The work you choose and why you choose it.

II. Iconography- what is the significance of the work. What is the socio-economic and political significance of the work chosen?

III. A stylistic analysis of the work.

How do the elements of the work merge into the expression of the work?

- A. Aesthetic elements
  1. Elements of art
  2. Elements of design
- B. Imagery
  1. How does the artist express him/herself?
    - a. Is the work symbolic or literal?
    - b. Is the work abstract or realistic?
    - c. Is the work created as a personal expression or within a structured stylistic context?
  2. How does this work communicate with the viewer?
- C. Context: socio-economic and political

D. Content

E. Meaning of the work

1. To the works creator and epoch

2. To you.

This is the heart of your paper. Analysis is not just description! Analysis should be a part to whole approach. Understanding each of the elements of the work and how they contribute to the overall expression of the work is important.

IV. Place the work in both period and style thru analysis of the elements of the work. I.E. A work is not Renaissance just because it was created in 1450. It is Renaissance because it was created in 1450 and it is clear, linear, has a closed composition and the internal space of the painting is divided into fore-middle –and background.

V. What was the original intent of the work? Has its meaning and context changed over time. Why is it still a great work of art?

VI. Conclusion.

Your paper should include observations made directly from the work.

All research should be documented in the usual term paper style. **DO NOT** include information gleaned from the web unless you can back it up with the same information in print. On line information from journals is acceptable.

Your paper should be no less than 1500 words (about 10 pages) in length. You may use illustrations in your paper.

Submit your paper in a binder with a cover sheet. If you want your paper returned to you by mail please include a stamped self addressed manila envelope, 9” X 12” in size when you submit your paper. **DO NOT** submit a paper for a grade on line. **ONLY** submit it in hard copy.

**I will be happy to read rough drafts until June 17, 2009.**

**I currently use Microsoft Word 2003 as my word processing software. If you do not have this software package available copy and paste your rough draft into the body of your email. I prefer to receive rough drafts in hard copy. This allows me to make notes where appropriate.**

**I fully support Cedar Crest College’s Honor Code and classroom Protocol code as stated in the customs book. This code defines and deals with plagiarism.**

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection of the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/ or compromise student access to their Cedar crest College education.

## **Alternative Research Paper-extra credit**

### **Alternative Research Paper**

I. Choose of work of art from the collection of a major Museum of Art. It is recommended that you do this on line as soon as possible. Much of the preliminary background research can, and should, be done before the museum visit. This work may be either two dimensional or three dimensional, dating from Pre-history to 1400. You should identify 2 or 3 art objects that are of interest to you. Then do some preliminary research to see if there is adequate information available to support a paper. Your second or third choice might be your best choice from the standpoint of writing a paper.

II. In general your paper should answer the following questions:

- A. What is the media of this work? What is the iconography of the work? What does the work represent (subject matter).
- B. Who created this work: what culture, time period or location does it come from? Who is the artist responsible for the creation of the work?
- C. When was this work created? What period and/or style? How is this work positioned within this historical context?
- D. Where was this work created? What geographic location does this work come from? How are the geographic origins of the work important to the content and expression of the work?
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## CALENDAR AND READING ASSIGNMENTS

5/18	Introduction to the course, exams and extra credit
5/20	Chapters 1 & 2: Pre-history and the ancient near east
5/24	Visit to Allentown Art Museum
5/25	Memorial Day NO CLASS
5/27	QUIZ 1, Chapter 3: Egypt
6/1	Chapter 4: Aegean
6/3	Chapter 5: Greece
6/8	QUIZ 2, Chapter 6; Etruscan & Roman
6/10	Chapter 7: Early Christian, Jewish, etc.

- 6/15 Chapter 14: Early medieval
- 6/17 QUIZ 3, Chapter 15: Romanesque
- 6/22 Chapter 16; Gothic
- 6/24 Chapter 17: Fourteenth century Europe
- 6/29 LAST CLASS, QUIZ 4, Papers due, any extra credit work due