

**I. CATALOG DESCRIPTION:**

- A. Department Information  
Division: Humanities and Social Science  
Department: Art  
Course ID: ART 100  
Course Title: Art History: The Stone Age to the Middle Ages  
Units: 3  
Lecture: 3 Hours  
Prerequisite: None
- B. Catalog and Schedule Description:  
A survey of western art from the Stone Age to the Middle Ages including the art of Egypt, Greece, and the Aegean; and Etruscan, Roman, early-Christian, Byzantine, Islamic, early-Medieval, Romanesque and Gothic art.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS**

Upon completion of the course, the student should be able to:

- A. Identify major works of art and architecture from Ancient times to the Middle Ages.
- B. Compare and contrast the styles and themes portrayed in a variety of works of art and architecture.
- C. Evaluate and critique works of art based on historical context, subject matter, theme, form, composition, material, technique, line, color, space, mass, volume, perspective, proportion, and scale.
- D. Recognize patterns and themes presented in the history of art and architecture.
- E. Analyze images of art and architecture from a historical as well as aesthetic perspective.

**IV. CONTENT:**

- A. Africa, Europe, and the Near East in the Stone Age
  1. What is art?
  2. Paleolithic Art
  3. Neolithic Art
- B. Art of the Ancient Near East
  1. Sumerian Art
  2. Akkadian, Neo-Sumerian, Babylonian, and Hittite Art
  3. Elamite and Assyrian Art
  4. Neo-Babylonian and Achaemenid Persian Art
  5. Near Eastern Art after Alexander
- C. Art of Ancient Egypt
  1. Predynastic and Early Dynastic Periods
  2. The Old Kingdom
  3. The Middle Kingdom
  4. The New Kingdom
  5. The Late Period
- D. Art of the Prehistoric Aegean
  1. Cycladic Art
  2. Minoan Art
  3. Mycenaean (Late Helladic) Art
- E. Art of Ancient Greece
  1. Greek Humanism
  2. The Geometric and Orientalizing Periods (Ninth – Seventh Centuries B.C.)
  3. The Archaic Period (Sixth Century B.C.)
  4. The Early and High Classical Periods (Fifth Century B.C.)
  5. The Late Classical Period (Fourth Century B.C.)
  6. The Hellenistic Period (323 – 31 B.C.)

San Bernardino Valley College  
Curriculum Approved: May 6, 2002  
Last Updated: April 2002

- F. Art of the Etruscans
  - 1. Early Etruscan Art
  - 2. Later Etruscan Art
- G. Art of Ancient Rome
  - 1. The Mighty Empire of Rome
  - 2. The Republic
  - 3. Pompeii and the Cities of Vesuvius
  - 4. The Early Empire
  - 5. The High Empire
  - 6. The Late Empire
- H. Art of Late Antiquity
  - 1. The World of Late Antiquity
  - 2. The Catacombs and Funerary Art
  - 3. Architecture and Mosaics
  - 4. Luxury Arts
- I. The Art of Byzantium
  - 1. Early Byzantine Art (527 – 726)
  - 2. Iconoclasm (726 – 843)
  - 3. Middle Byzantine Art (843 – 1204)
  - 4. Late Byzantine Art (1204 – 1453)
- J. Early Medieval Art in the West
  - 1. The Art of the Warrior Lords
  - 2. Hiberno-Saxon Art
  - 3. Carolingian Art
  - 4. Ottonian Art
- K. Romanesque Art
  - 1. Romanesque Europe
  - 2. Architecture
  - 3. Sculpture
  - 4. Painting
- L. Gothic Art
  - 1. Gothic Europe
  - 2. French Gothic
  - 3. Gothic outside of France

**V. METHODS OF INSTRUCTION:**

- A. Lecture accompanied by audio/visual materials
- B. Directed class and group discussion
- C. Field trips to area museums

**VI. TYPICAL ASSIGNMENTS:**

- A. Class discussion: The theme of suffering is pervasive throughout the Hellenistic world. In a small group, identify two examples of late Hellenistic sculpture that best illustrate this theme, and report back to the class the rationale for your choices.
- B. Read text: Read the chapter on the art of Ancient Greece in your text.
- C. Field Trip: Select one painting or sculpture from among those observed at the museum we visited. Prepare a three-page paper that describes the object's historical context, age, style, form, composition, proportion and scale. Describe what prompted you to select this object.
- D. Oral and written project and presentation: Prepare a five-paper and a ten-minute lecture on a painting, sculpture or architectural landmark of your choice. Identify the age of the object, its subject matter, the artist (if known), its form and composition, its proportion and scale, and its historical significance.

**VII. EVALUATION(S):**

San Bernardino Valley College  
Curriculum Approved: May 6, 2002  
Last Updated: April 2002

A. Methods of Evaluation

1. Objective and essay examinations (for lecture and text assignments). Typical questions include:
  - a) Classicism as a style generally faded throughout the Byzantine era, but occasionally small pockets of this style remained. Provide two examples of these "pockets of classicism," and describe what makes these works important.
  - b) What similarities can be found between burial practices at Mycenae and in ancient Egypt? What differences are apparent?
  - c) How does the depiction of the human figure in the *Bull Leaping* mural from Knossos radically differ from depictions of figures in both Egyptian and Mesopotamian art? Why do you suppose the approach to the figure is so radically different at Knossos?
  - d) A typical Roman temple such as the Temple of Fortuna shows us that:
    - (i) Roman temples are a radical departure from Greek design
    - (ii) Romans borrow both Etruscan and Greek architectural elements
    - (iii) Egyptian and Assyrian architectural elements are combined.
    - (iv) None of the above
2. Subjective evaluation of student writing (field trip reports, term paper): Students are graded on their ability to apply course material to the analysis of a work of art, to organize the material in a coherent fashion, cite sources, and write clearly.
3. Subjective evaluation of student presentation (oral presentation): Students are graded on their ability to apply course material to the analysis of a work of art, to organize and present the material in a coherent fashion, to provide appropriate visual illustrations, and to present a coherent mini-lecture.

B. Frequency of Evaluation

1. One or more midterm examinations
2. One final examination
3. One field trip report
4. One term paper
5. One class presentation

**VIII. TYPICAL TEXT(S):**

Kleiner, Fred S., and Christin J. Mamiya. Gardner's Art Through the Ages. 11<sup>th</sup> ed. Fort Worth: Harcourt College Publishers, 2001.

Janson, H. W., and Anthony F. Janson. History of Art. 6<sup>th</sup> ed. New York: Abrams, 2000.

Stokstad, Marilyn. Art History. 2<sup>nd</sup> ed. Upper Saddle River, New Jersey: Prentice-Hall, 2002.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**