

Las Positas College  
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### Course Outline for ARHS 4

#### WESTERN ART HISTORY - ANCIENT TO MEDIEVAL

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ARHS 4 — WESTERN ART HISTORY - ANCIENT TO MEDIEVAL — 3.00 units

History of Western art from prehistoric times through Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Medieval, Romanesque, and Gothic civilizations.

3.00 Units Lecture

#### **Strongly Recommended**

- Eligibility for ENG 1A -

#### **Grading Methods:**

Letter or P/NP

#### **Discipline:**

- Art History

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

- A. -Eligibility for ENG 1A
  1. Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading
  2. Annotate a text during the act of reading
  3. Employ strategies that enable a critical evaluation of a text
  4. Respond critically to a text through class discussions and writing
  5. Organize coherent essays around a central idea or a position
  6. Provide appropriate and accurate evidence to support positions and conclusions
  7. Utilize effective grammar recall to check sentences for correct grammar and mechanics
  8. Proofread his/her own and others' prose

#### IV. MEASURABLE OBJECTIVES:

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

- A. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values
- B. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology
- C. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period

#### V. CONTENT:

- A. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:
  1. Prehistoric
    - a. Paleolithic
    - b. Mesolithic
    - c. Neolithic
  2. Egyptian
    - a. Old Kingdom
    - b. Middle Kingdom
    - c. New Kingdom
  3. Mesopotamian
    - a. Sumerian
    - b. Akkadian

- c. Babylonian
- d. Assyrian
- e. Persian
- 4. Aegean
  - a. Minoan
  - b. Mycenaean
  - c. Cycladic
- 5. Greek
  - a. Geometric
  - b. Archaic
  - c. Severe Style
  - d. Age of Pericles/Classical
  - e. 4th Century Classical
  - f. Hellenistic
- 6. Etruscan
- 7. Roman
  - a. The republic
  - b. The empire
- 8. Early Christian
- 9. Byzantine
- 10. Medieval
  - a. Carolingian
  - b. Ottonian
- 11. Romanesque
- 12. Gothic

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Lectures with slides, PowerPoint and videos
- B. **Field Trips** - A museum or a gallery visit with an appropriate exhibition
- C. **Discussion** - Large and small group discussions
- D. **Classroom Activity** -
- E. **Research** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing or Discussion
  - 1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.
  - 2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?
  - 3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?
  - 4. How was an increased awareness of divergent cultures achieved in the Middle Ages?
- B. Projects
  - 1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
  - 2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress Jamb Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults
- C. Quizzes
  - 1. Short written responses to check for understanding on topics of discussion.

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Quizzes  
weekly
- B. Research Projects  
8 to 10 page term project
- C. Class Participation  
daily
- D. Class Work  
daily
- E. Home Work  
weekly

#### IX. TYPICAL TEXTS:

- 1. Stockstad, Marilyn. *Art History Vol 1*. 5th ed., Pearson/Prentice Hall, 2017.
- 2. Janson, H. W. *History of Art*. 8th ed., Pearson, 2010.
- 3. Kleiner, Fred. *Gardner's Art through the Ages: The Western Perspective, Volume I*. 15th ed., Cengage Learning, 2016.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: