

ARTH-105: HISTORY OF WESTERN ART: PREHISTORIC THROUGH MEDIEVAL

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

N/A

SECTION A - Course Data Elements**CB04 Credit Status**

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Art History (Master's Degree)	

Subject Code

ARTH - Art History

Course Number

105

Department

Art History (ARTH)

Division

Arts and Humanities (ARAH)

Full Course Title

History of Western Art: Prehistoric Through Medieval

Short Title

Hist West Art: Pre Through Med

CB03 TOP Code

1002.00 - Art

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

Survey of important monuments and objects from the prehistoric, ancient and medieval periods. The course explores the relationship of different visual forms to each other and to the historical context in which they were made. Required for all Art History majors.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Recognize significant objects and monuments from the prehistoric to medieval periods.
2.	Discern the ways in which specific historical, political, religious and philosophical contexts shape works of art.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Recognize and assess representative works of art and architecture from the Prehistoric era through the Middle Ages.
2.	Describe and analyze, in oral and written form, the visual properties of individual or pairs of art works and connect these works to the larger historical and cultural contexts.
3.	Demonstrate a working understanding of the techniques and materials used to create the art works studied in this course, including ceramic technology, fresco, various drawing media, mosaic, stone carving, architectural methods, bronze and other metal casting and
4.	Distinguish and apply basic art history terminology and theories of style to works of art and architecture.

Course Content

1. Paleolithic Era
 - a. Cave images
 - b. Carved effigies
2. Neolithic Era
 - a. Megalithic structures
 - b. Emergence of metal technology
3. Ancient Near East
 - a. Development of cities and writing
 - b. Large-scale state architecture
 - c. Propaganda and empire building
4. Ancient Egypt
 - a. Old Kingdom through New Kingdom
 - i. Funerary rituals and art
 - ii. Emergence of monumental building and sculpture
 - iii. Intersection of statecraft and religion
 - iv. Amarna period
5. Bronze Age Aegean
 - a. Human effigies from the Cyclades
 - b. Role of archaeology in understanding Minoan and Mycenaean culture
 - c. Palace construction, ritual figures and images on Crete
 - d. Mycenae and citadel construction, metalwork
6. Ancient Greece
 - a. Geometric and Oriental Periods in sculpture and ceramics
 - b. Archaic Period
 - i. Marble statuary
 - ii. Temple architecture and sculpture
 - iii. Vase painting
 - c. Early and High Classical Period
 - i. Bronze sculpture
 - ii. Marble sculpture
 - iii. Temple Architecture
 - iv. Vase painting
 - d. Late Classical and Hellenistic periods
 - i. Marble sculpture
 - ii. Theater architecture
7. Etruria
 - a. Tombs and funerary art
 - b. Bronze sculpture
8. Ancient Rome

- a. Republic
 - i. Architecture
 - ii. Portraiture
- b. Early Empire
 - i. Augustus and imperial art
 - ii. Architecture in Rome
 - iii. Pompeii
- c. Late Empire
 - i. Portraiture
 - ii. Architecture
 - iii. Constantinian architecture and art
- 9. Jewish and Early Christian Art
 - a. Jewish images in Syria
 - b. Catacomb images
 - c. Early Christian architecture in Rome and Ravenna
 - d. Tombs in Rome and Ravenna
- 10. Byzantine Empire
 - a. Architecture and mosaics in Constantinople
 - b. Icon painting
 - c. Illuminated manuscripts
- 11. Islam
 - a. Architecture
 - b. Portable Arts
- 12. Early Middle Ages
 - a. British Isles Manuscript Painting
 - b. Carolingian and Ottonian art and architecture
- 13. Romanesque Period
 - a. Pilgrimage churches
 - b. Sculpted portals
 - c. Castle architecture
 - d. Illuminated manuscripts
 - e. Reliquaries
- 14. Gothic Period
 - a. Cathedral building
 - b. Emergence of stained glass
 - c. Court culture
 - d. Cult of the Virgin

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Students are expected to describe the formal characteristics of a work and link them to the specific historic context during class. This may be done individually or in small groups.
Field Trips	Class trip to view important, relevant exhibition of art works at a local San Francisco museum.
Lecture	Image-based lectures which promote all-class and small group discussion of content.
Other	In addition to online lectures with images and voiceover, students will be assigned "field trips" in which they choose local art work and use tools we cover in class to analyze public art, murals, local studios, museums, galleries. Additionally, discussion boards will be set up and weekly art works posted so that students can together analyze the work and build on one another's comments. Finally, projects will be assigned that direct students out into their local neighborhoods to find intersections of art and local identity.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms

Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Given throughout the semester, both objective questions and essay questions. For example(objective): List two technological innovations we associate with Sumer. Sample Essay Question: Compare and contrast the Anavysos Kouros with the Doryphorus of Polykleitos according to the depiction of human anatomy, proportion, pose. Link these forms to the periods in which they were produced.
Quizzes	Given periodically, consisting of slide identification with short-answer question. Examples: Why is this figure so much larger than those surrounding it? What term do we use of this technique? or cite two ways Chartres Cathedral was innovative.
Essays/Papers	Student researches a topic related to course content and writes a 4–5-page paper, using appropriate MLA format and proper citations. Example 1: Write a paper on the metalworking tradition of Hiberno-Saxon culture and its influence on manuscript painting. Example 2: Write a paper describing the role of the French monarchy in the building and decoration of Chartres Cathedral.
Homework	Students will submit homework assignments for completion or for a grade. Example 1: Read article on the recent painting scheme in Chartres Cathedral and outline the arguments both in favor and in opposition to this restoration. Example 2: Watch video on the latest controversy over ownership of the Elgin Marbles. Who should own them? Write your argument in two paragraphs.
Other	Final exam will consist of slide identification and short-answer and essay questions. For example, write a 3–4-page, handwritten essay comparing and contrasting two images of the Virgin Mary, one Romanesque, the other Gothic, in terms of formal properties, meaning, and function. How does each work represent the assumptions and aspirations of those who created these works? Example of objective question: Briefly describe how flying buttresses function in a Gothic cathedral.

Assignments

Reading Assignments

Selected readings from textbook, periodicals or library collection covering periods, cultures and artists discussed in lecture.

For example:

1. Read the introduction to chapter two in Gardner's Art Through the Ages about the rise of the cultures of the Tigris/Euphrates River Valley.
2. Read the supplemental handout regarding the ownership debates over ancient cultural objects. Pay particular attention to the discussion of the collection of antiquities from the Ancient Near East in the British Museum.

Writing Assignments

1. Written evaluations of art viewed in museums and galleries.

For example:

- a. Write a three-page, typewritten analysis.

2. Topic essays expanding on course material.

For example:

- a. Based on a lecture on 15th- and 16th-century art in Italy, write a two-page essay in class comparing and contrasting the David of Donatello and Michelangelo.
- b. Write a two-page, typewritten essay comparing and contrasting three sculptures from different periods of Egyptian history, homing in on the relationship between formal canons of representation and changes in the political/religious/cultural dynamics.

Other Assignments

1. Present a topic to the class focusing on a theme or specific culture covered in the course.

For Example:

- a. 10-minute presentation, with images, in which the student will present research and apply the findings to at least four works of art, being able to link the formal characteristics of the art to their context.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Stokstad, Marilyn

Title

Art History

Edition/Version

6th

Publisher

Prentice Hal

Year

2017

Material Type

Textbook

Author

Kleiner, F

Title

Gardner's Art Through the Ages Vol 1

Edition/Version

16th

Publisher

Wadsworth

Year

2019

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000511774

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No