

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

General Information.

a. Submitted by the College of: Fine Arts Today's Date: 25 Jan. 2011

b. Department/Division: Art

c. Is there a change in "ownership" of the course? YES NO

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)

e. Contact Person Name: Jane Peters, Ben Withers Email: jane.peters@uky.edu .bwithers@uky.edu Phone: 257-1716, 257-4013

f. Requested Effective Date: Semester Following Approval O Specific Term²: Fall 2011

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: A-H 105 Proposed Prefix & Number: A-H 105

b. Full Title: Ancient through Medieval Art Proposed Title: Ancient through Medieval

c. Current Transcript Title (if full title is more than 40 characters): _____
Proposed Transcript Title (if full title is more than 40 characters): _____

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
Proposed – ADD³ Cross-listing (Prefix & Number): _____
Proposed – REMOVE^{3, 4} Cross-listing (Prefix & Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Comment [OSC1]: Excerpt from *SR 3.3.0.G.2*
Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
 d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
 e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

COURSE CHANGE FORM

| | | | | | |
|------------------|--------------|-----------------------------|-----------------------------------|----------------|------------------|
| Current: | 3 Lecture | ___ Laboratory ⁶ | ___ Recitation | ___ Discussion | ___ Indep. Study |
| | ___ Clinical | ___ Colloquium | ___ Practicum | ___ Research | ___ Residency |
| | 3 Seminar | ___ Studio | ___ Other - Please explain: _____ | | |
| Proposed: | 2 Lecture | ___ Laboratory | ___ Recitation | 1 Discussion | ___ Indep. Study |
| | ___ Clinical | ___ Colloquium | ___ Practicum | ___ Research | ___ Residency |
| | 3 Seminar | ___ Studio | ___ Other - Please explain: _____ | | |

f. **Current Grading System:** Letter (A, B, C, etc.) Pass/Fail

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. **Current number of credit hours:** 3 **Proposed number of credit hours:** 3

h. **Currently, is this course repeatable for additional credit?** YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

Current Course Description for Bulletin: Survey of the development of art and architecture with primary emphasis on cultures of Egypt, Western Asia, Greece, Rome, and medieval Europe.

Proposed Course Description for Bulletin: _____

j. **Current Prerequisites, if any:** _____

Proposed Prerequisites, if any: _____

k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

i. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Community-Based Service

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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| <i>Component:</i> | <i>Experience</i> | <i>Learning</i> | <i>Both</i> |
|--|---|--|--|
| 3. Currently, is this course taught off campus? | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| <i>Proposed to be taught off campus?</i> | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| 4. Are significant changes in content/teaching objectives of the course being proposed? | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| If YES, explain and offer brief rationale: | | | |
| <i>Change to specify discussion hours in conformity with Gen Ed objectives. Discussion may be distributed within lecture meetings or may be organized in section meetings, depending on course format.</i> | | | |
| 5. Course Relationship to Program(s). | | | |
| a. Are there other depts and/or pgms that could be affected by the proposed change? | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| If YES, identify the depts. and/or pgms: _____ | | | |
| b. Will modifying this course result in a new requirement⁷ for ANY program? | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| If YES ⁷ , list the program(s) here: _____ | | | |
| 6. Information to be Placed on Syllabus. | | | |
| a. <input type="checkbox"/> | Check box if changed to 400G or 500. | If <u>changed to 400G- or 500-level</u> course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>) | |

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: A-H 105

Proposal Contact Person Name: Jane Peters, Ben Withers Phone: 257-1716, 257-4013 Email: jane.peters@uky.edu, bwithers@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|--|--------------------|--|-----------------------------|
| ART College of Fine Arts Curriculum Comm | 2/4/2010 4/6/11 | Ben Withers 17-403 bwithers@uky.edu Jane Johnson 17-1709 jhjohn@email.uky.edu | Ben Withers Jane Johnson |
| | | | |
| | | | |
| | | | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ^a |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | 7/13/2011 | Sharon Gill | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

^a Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Submission Form

Date of Submission: 2/2/2011

1. Check which area(s) this course applies to.

| | | | |
|----------------------------------|-------------------------------------|-----------------------------------|--------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input checked="" type="checkbox"/> | Quant Reasoning – Math | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Quant Reasoning – Stat | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | Citizenship – USA | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Citizenship - Global | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: Art
 Course Prefix and Number: A-H 105 Credit hours: 3

Course Title: _____
 Expected Number of Students per Section: 25 Course Required for Majors in your Program? no
 Prerequisite(s) for Course? no

This request is for (check one):
 A New Course An Existing Course

Departmental Contact Information

Name: Jane Peters, Ben Withers Email: jane.peters@uky.edu,bwithers@uky.edu
 Office Address: F-A 207 Phone: 257-1716, 257-4013

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: _____

Dean: _____ Date: _____

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
 Office of Undergraduate Education

**Course Review Form
Intellectual Inquiry – Humanities**

Course Name: A-H 105

College: FA

For Review Committee Use Only

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Text and Image interpretation Exercises: (Hammurabi; Pericles, Augustus, Suger)
Test Essay Questions

Brief Description:

Test Essay Questions ask students to evaluate primary evidence (image evidence and primary texts) for claims made by secondary evidence (e.g. "Divine Kingship" generalizations in textbook). See appendix for sample.

- Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Unknown Practice Discussions
[Preparation for Unknown comparisons on term tests]

Brief Description:

I Identify as much as possible the place/provenance, date/period, subject, style and use by comparing and contrasting aspects of known works. Name and identify the known works and use keywords in your discussion.

- Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Text and Image interpretation Exercises: (Hammurabi; Pericles, Augustus, Suger)
Test Essay Questions

Brief Description:

Take notes on study questions about an original primary text. Take notes on description of an artwork for the same or related patron. Write up a 2-page interpretation of the relationship between the two and the way the artwork serves or reflects social or religious or cultural values of the time. See Appendix for sample.

- Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Unknown Practice Discussions

[Preparation for Unknown comparisons on term tests]

Brief Description:

Identify an object: name, date, place/provenance, artist/patron (from class notes)

Describe its characteristic features: iconography, materials, style, composition (using key words)

Describe major differences from unknown object (using key words)

- An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

5-page Interpretive Description Paper (2 times)

Brief Description:

Interpretation of an artwork in relation to a course theme unit: e.g. Ancient Kingship; Classical Idealism; Salvation and Society

Paper must answer a question formulated by the student.

Information literacy component:

Intensive use of Artstor image database.

Paper is prepared after evaluating on-line web-resources. See Appendix

Reviewer's Comments:

Hammurabi Exercise: This is a preparation exercise for the Midterm.

You made some notes on the following questions about the text.

1. According to the prolog, what are the virtues and duties of the good king? What is the role of the gods?
2. What is the difference between a "man" and a "free man," according to the rights and obligations they have under the Law? And what are the status and rights of the slave?
3. What does this tell us about membership in and the structure of Babylonian society?
4. What values and ideals do the laws reflect?

Now make notes describing the Image : Use fig.2.17 and details on Artstor.

Consider the following.

1. Describe the shape of the whole object and the place of the scene on it.
2. Identify the participants, their main attributes and their relations to each other.
3. Describe the main formal characteristics of the image. How do sub-forms like line, light, volume, proportions, texture, etc contribute to larger compositional forms like symmetry (or not), motion, direction of reading/narrative etc.

To Hand In Friday:

Write up and type a 2-page discussion incorporating relevant aspects of your notes on text and image forms.

What are your conclusions about the meaning of heading this text with this image? Relate important aspects of the image's subject matter, style and position on the stele to what the Code reveals about the role of the ruler and the structure and values of Babylonian society.

Grading Criteria:

- Correct format, spelling, punctuation and grammar
- Interesting thesis, supported by descriptive analysis
- Organized presentation of evidence (apples with apples)
- Appropriate use of text examples
- Sufficient completeness of description

This is not a research paper. You cannot get credit if your paper is based heavily on authorities. But if, despite my advice, you do use an authority, give a footnote citation for any outside source of ideas or phrasing, whether published, internet, or personal communication of a colleague. Use of another's words, even just a few, must be in quotation marks and footnoted or it is plagiarism.

A-H 105 Gen Ed Review Form Appendix
Sample assignments;

SAMPLE TEST ESSAY

III. Slide Comparison Essay.

A. Identify Left and Right (10 pts.: short answer: Name, place/provenance, date/period, patron/artist).

B. Discuss the meaning of the comparison (15 pts.): what does each object convey about the role of the ruler in its society? Compare and contrast the 2 compositions, describing meaningful details.

C. **Adding your own examples** (15 pts.): How typical is each of the slides for its own society? Discuss the emergence or change of imagery of ruler roles in the given societies. Compare them to ruler imagery and/or rulers' patronage of art and architecture in any societies in the course so far. For each, consider questions from Homework 1: What is the role of the ruler in the image? What are his important deeds and attributes? What other powers contribute to his success? How does this representation relate to the generalizations your textbook makes about "divine kingship?" Consider relationships of ruler to ruled and to divinities; and what about foreigners/enemies?

Evaluate a Web-site

Purpose:

When I ask for analysis of an image you may never have seen before, people often feel the need for more or better information on their description topic. It seems easy now to do a quick web-browse for it. This exercise is to help you understand

1. the likely reliability and quality of what you find;
2. the degree to which even a good web-site does not have the answer to your assignment.

Procedure:

Find a web-site on your object by whatever means you usually do. If you really want to use web-info for the description assignment, it might be worth trying these questions on several in order to pick the best. But any web-site is enough to answer the following questions:

1. address
2. What did you do to find it?
3. What kind of organization/institution sponsors it?
4. How authoritative is it likely to be on your topic? Will it have commercial interests? political or religious biases? other special interests?
5. Who is the author? With what kind of motivations and credentials?
6. Is the site up to date? What is the revision date?
7. Is the information here designed especially for this site or is this an e-publication of information from another source? Are there references to sources for it? Are they authoritative?

Now, use your Description assignment to look for the following on your web-site:

1. What's the first PROCEDURE instruction on the **Description assignment** sheet for which the site makes a contribution?
2. What does it add to GAA as context, keywords for brainstorming, purpose of the piece?
3. Does it ask a question or solve a problem? Example:

4. Does it describe the object as a whole?
6. Are the descriptive statements organized with smaller points supporting larger ones? Give examples.
7. How complete are they? Can you find more smaller reasons? Give examples.
8. Are there cues on the Cue Sheet with no descriptive statements on the site? give examples.
9. Why?
10. What does this web-site contribute to your knowledge of your object?
11. What does it contribute to your ability to Interpret your Image as assigned?

A-H 105-001: Ancient through Medieval Art
MWF 1:00-1:50 F-A 127

SYLLABUS

Course description: Historical development of Western art and architecture from prehistory through the middle ages.

Instructor: Ms. Alice Christ, Ph.D.

Office Hours: F-A 201A, MWF 11:00-12:00 and **other times** by appointment.

Email: Alice.Christ@uky.edu I do not get e-mail daily. If you need a fast answer, use the phone (home): 252-4830, before 10:00 p.m.

Assistants:

TBA

Office Hours: F-A 201A, Wednesday 3:00-4:00 and Thursday 2:00-4:00
contact info:

TBA

Office Hours: F-A 201A,
contact info:

Required Text:

For sale at Kennedy's and University Bookstore: Fred S. Kleiner, Gardner's Art through the Ages, Western Perspective, vol 1, ed. 13 Book A: Antiquity and Book B: Middle Ages.
Be sure all the pictures are there before you buy a used copy.

Required Supplementary Reading:

This is usually original writings (texts) from the cultures we study, distributed either as short handouts or, more often, web-based e-sources.

Required ARTSTOR WEB SUPPORT:

On-line images will be available through this UKLibraries subscription. You need an e-mail account and UK Library privileges to set up your user account. You can use it from off campus if you have access to the ProxyServer, but it may be slow. To get in, go to: <http://www.uky.edu/Libraries/> (UK library homepage. If you don't enter here, you may not be able to register.)

Top left **Selected databases** button will bring up a list with **Artstor**. (Or search for Artstor under Databases.)

Click **Artstor**.

If accessing ARTstor from off-campus, login using your UK linkblue ID and password when prompted.

Click **GO** (top right side) under **Enter the ARTstor Digital Library**.

Click **Register** (top right buttons) and follow instructions. Artstor cannot handle symbols in your password, so leave them out. Also, you won't be able to get the picture files unless you **Allow pop-ups from this site** (a setting in your Browser).

To register for the **shared folder A-H105**:

Click **Find** (top menu bar, far left side).

Click **Unlock Password-Protected Folder**.

Enter your name.

Enter the **password** for A-H105. It is **ancientmed**

Click **Organize** (top menu bar, left of center).

Select **Open Image Group** and then select **A-H105**.

You'll find image groups with slides from the lectures for review, posted weekly. You may also search for, collect and re-arrange review images and comparisons for your own use. The identifying information attached is not necessarily reliable, however.

Course Goals:

1. To introduce the chronology and historical context, characteristics, and problems of art works from the prehistoric period through the Middle Ages.
2. To explore how these works of art embodied or served the cultural values and significant ideas of their respective civilizations.
3. To introduce ways of understanding, describing and analyzing art and images and the special vocabularies they entail.

Learning Outcomes:

1. You will learn names, dates, places and key descriptive terms for important stylistic traditions and for many famous works.
2. You will be able to access images and work with them on Artstor.
3. You will be able to relate them to values, assumptions and purposes of the changing cultures that produced them and to our own.
3. You will be able to apply your knowledge to new examples and describe similarities and differences.
4. You will improve at describing and interpreting art imagery in writing, using your own observations.
5. You will begin to be able to relate visual evidence to other historical evidence and information.

Requirements:

1. **ATTENDANCE.** You are responsible for everything accomplished during ALL class periods. No unexcused absences are allowed. **Even if absence is excused according to UK policy (S.R. 5.2.4.2), missed exercises (home and class work) will be replaced by participation in the next one/s.** Written work, for which everyone is responsible, will also be carried out in class. If you miss none, all additional points will count as EXTRA CREDIT.

Students who do not attend regularly rarely succeed in this course. Coming to class is your easiest access to the content of the course. The lectures supplement, modify, or correct the text. If you miss a lecture, be sure to get good notes from a colleague. Also, some homework assignments and adjustments to the course schedule will be announced in class.

2. **PREPARATION.** You will understand the lectures better and be familiar with the many new names and special terms if you read the assigned material before class. At least read the assignments by the end of the week so that you can ask any questions before we change millennia. This is a fast moving course. Don't get left in the Dark Ages.

3. ASSIGNMENTS/DUE DATES. Follow instructions carefully.

Two formal written assignments must be typed/printed, double-spaced. Hand-written papers will be marked down 10%. Late papers will lose 10% per day late, including weekends, unless you make an alternative arrangement in advance.

4. GRADES are based on the following:

A. Three term tests = 15% each = 45%.

B. Exercises, total 35%. You need 7 of 9 5-point exercises for full credit. Extra exercises count as Extra Credit. Exercises are usually not listed on the Schedule. You must keep up by attending.

C. Two formal write-ups of Class work, 10% each. You will choose to do **one** of 2 due dates **before** and **one** of 2 **after midterm**.

Because of the extra credit system, you must pass 2 tests to pass the course. An A in the course requires an A on at least 1 term test OR both description papers. Otherwise grades are based on points: 90-100 = A; 80-89 = B; 70-79 = C; 55-69 = D

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

ACADEMIC INTEGRITY: Academic Integrity Part II of Student Rights and Responsibilities (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

ACCOMMODATION OF STUDENTS WITH DISABILITIES

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. All changes will be announced in class and by e-mail.

A-H 105-001 SCHEDULE OF LECTURES AND READINGS

Reading assignments are listed at the beginning of the week. The reading is for context and for reference. We will not study every object mentioned in the book. Some examples will be developed further than in the book. Look at the pictures. Make sure you recognize the things we see in class.

Week 0: Introductory.

Read Syllabus. Look over Gardner's Art thru the Ages (GAA); Read Intro.

Aug 25 W Introduction to the course. Introduction to Formal Analysis
27 F Meanings of Venus: Discussion

Week 1: Prehistoric Art. GAA, pp. 1-13

30 M Paleolithic Art:

Sep 1 W Paleolithic- Neolithic Art

3 F Neolithic: (Notes quiz Discussion)

Week 2: Ancient Near East. GAA, 16-29; Homework Supplement Code of Hammurabi

LABOR DAY

8 W Mesopotamian

10 F through Babylonian

Hammurabi exercise DUE: Discussion

Week 3: Egypt. GAA 40-50. I14

13 Predynastic

15 Old Kingdom

17 Old Kingdom; Web-site results Discussion

Week 4: Egypt and the Aegean GAA, 52-62; 66-76

20 New Kingdom

22 Amarna

Chronology Quiz

24 Minoan Art

FIRST CHANCE FIRST PAPER

Week 5: Greece. GAA 76-82 with 29-30; 84-96 with 31-33

27 Mycenaean Art (Unknowns practice)

29 FIRST TEST

Oct 1 Early Greek Art

Week 6: Classical Greece and Periclean Athens. GAA 103-119, I17 and Pericles Supplement

4 Architecture

6 and Sculpture

Pericles exercise DUE: Discussion

8 Parthenon

Week 7: On to Rome. GAA 123-128; 133-140; 143-162

11 Hellenistic Art

FIRST PAPER, 2ND CHANCE DUE

13 Etruscan Art

15 Roman Republic

Week 8: Roman Art. GAA 164, 174-183, I9; Augustus Supplement

18 Portraits
20 Image of Augustus
 Res gestae exercise DUE: Discussion
22 Imperial Sculpture

Week 9: Later Roman Empire. GAA 183-189; 192-202 Review architecture sections
25 Architectural Revolution: Pantheon
27 Later empire
29 Early Christian Art: (Unknowns practice)

Week 10: Early Christian Art: GAA 202-224
Nov 1 TEST TWO
3 Imperialization of Christian Art
5 Early Byzantine (Apocalyptic Imagery Discussion)

Week 11: Early Medieval Art. GAA 224-245; 261-265; 271; 284-292
8 Art of the Book
10 Islam
12 and The Barbarian West

Week 12: Imperial Revival: GAA 293-306, I7 with 268-269
15 Carolingian Art
17 and Architecture
19 Ottonian
 SECOND PAPER (1ST CHANCE) DUE

Week 13: Pilgrimage and Crusade: Crusades Supplement
22 Romanesque Beginnings
 Thanksgiving

Week 14: Pilgrimage and Crusade: GAA 308-321, 323; 338-342; 371-372; I6; Crusades Supplement
29 Great Portals
Dec 1 Great Portals (Discussion)
3 Origins of Gothic

Week 15: Gothic. Suger Supplement; GAA 343-356; 360-362; review 323, 371-372
6 Chartres Cathedral West Discussion:
 LAST CHANCE PAPER DUE
8 Chartres Cathedral transept porches
10 High Gothic

LAST TEST: same classroom, Friday, Dec. 17, 1:00 p.m.