

RECEIVED

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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 4/13/2015

Current Prefix and Number: A-H - Art History , A-H 105 ANCIENT - MEDIEVAL ART

Other Course:

Proposed Prefix and Number: A-H 105

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

**1. General Information**

a. Submitted by the College of: FINE ARTS

b. Department/Division: School of Art and Visual Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Monica Blackmun Visona

Email: m.b.visona

Phone: 257-1398

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ANCIENT THROUGH MEDIEVAL ART

Proposed Title: World Art before 1400

c. Current Transcript Title: ANCIENT - MEDIEVAL ART

Proposed Transcript Title: World Art before 1400

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: History of art and architecture with primary emphasis on cultures of Egypt, Western Asia, Greece, Rome, and medieval Europe.

Proposed Course Description for Bulletin: An introduction to the visual arts of civilizations prior to the Renaissance. Students will become familiar with selected monuments from cultures in Africa, Asia, the Pacific, the Americas and Europe, and will be able to evaluate the development of artistic practices within a tradition or comparatively between traditions.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Previous content was Eurocentric, presenting the impact of prehistoric, Egyptian and Near Eastern art upon the Western tradition, and then surveying the art of Europe prior to 1400. Proposed content is global, and will present selected works created prior to 1440 in Asia, Africa, and the Americas in addition to Europe. Student learning outcomes have been expanded to include cross-cultural analysis as well as discussion of chronological development.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ABRZY2|Anna W Brzyski|A-H 105 CHANGE College Review|20150413

SIGNATURE|RJENS1|Robert W Jensen|A-H 105 CHANGE Dept Review|20150413

SIGNATURE|JALLISO|Jonathan M Allison|A-H 105 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|A-H 105 CHANGE UKCEC Review|20150422

SIGNATURE|JMETT2|Joanie Ett-Mims|A-H 105 CHANGE Undergrad Council Review|20150430

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

Open in full window to print or save

Attachments:

Upload File

ID	Attachment
Delete 4857	HUM Course Review Form for AH 105.docx
Delete 4951	A-H 105 syllabus (revised 4-29-15).docx

1

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	<input type="text" value="A-H - Art History"/> <input type="text" value="A-H 105 ANCIENT - MEDIEVAL ART"/>	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input type="text" value="A-H 105"/>	
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the deletion or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a.	Submitted by the College of: FINE ARTS	Submission Date: 4/13/2015	
b.	Department/Division: School of Art and Visual Studies		
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>		
e.*	* Contact Person Name: Monica Blackmun Visona	Email: m.b.visona	Phone: 257-1398
	* Responsible Faculty ID (if different from Contact):	Email:	Phone:
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: <sup>2</sup>
<b>2. Designation and Description of Proposed Course.</b>			
a.	Current Distance Learning (DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> 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 change will affect DL delivery.			
b.	Full Title: ANCIENT THROUGH MEDIEVAL ART	Proposed Title: *	World Art before 1400
c.	Current Transcript Title (if full title is more than 40 characters):	ANCIENT - MEDIEVAL ART	
c.	Proposed Transcript Title (if full title is more than 40 characters):	World Art before 1400	
d.	Current Cross-listing:	OR	

	<input type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture 3	Laboratory <sup>5</sup>	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: Please explain:
Proposed: *	Lecture 3	Laboratory <sup>5</sup>	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: Please explain:
<b>f. Current Grading System:</b>		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
<b>g. Current number of credit hours:</b>	3	Proposed number of credit hours:*	3
<b>h.* Currently, is this course repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>If YES:</b>	Maximum number of credit hours:		
<b>If YES:</b>	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>			
History of art and architecture with primary emphasis on cultures of Egypt, Western Asia, Greece, Rome, and medieval Europe.			
<b>* Proposed Course Description for Bulletin:</b>			
An introduction to the visual arts of civilizations prior to the Renaissance. Students will become familiar with selected monuments from cultures in Africa, Asia, the Pacific, the Americas and Europe, and will be able to evaluate the development of artistic practices within a tradition or comparatively between traditions.			
<b>j. Current Prerequisites, if any:</b>			
None			
<b>* Proposed Prerequisites, if any:</b>			
None			
<b>k. Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both		
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change		
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No		
<b>* Proposed to be taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, enter the off campus address: _____			
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If YES, explain and offer brief rationale:			
<p>Previous content was Eurocentric, presenting the impact of prehistoric, Egyptian and Near Eastern art upon the Western tradition, and then surveying the art of Europe prior to 1400. Proposed content is global, and will present selected works created prior to 1440 in Asia, Africa, and the Americas in addition to Europe. Student learning outcomes have been expanded to include cross-cultural analysis as well as discussion of chronological development.</p>			
<b>5. Course Relationship to Program(s).</b>			
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, identify the depts. and/or pgms:			
<b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES <sup>2</sup> , list the program(s) here:			
<b>6. Information to be Placed on Syllabus.</b>			
<b>a.</b>	<input type="checkbox"/>	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>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.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>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 two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** A-H 105

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:

2. Research project (10 points)

In a PowerPoint presentation, students will be asked to compare information on an ancient Egyptian art work. One narrative must be taken from an internet site and the other must have been written by an Egyptologist in a published, scholarly, printed source. Rubrics for this assignment will be posted on Blackboard and discussed in class.

Brief Description:

This assignment allow students to assess the credibility, legibility, and reception of art historical information.

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:

Each test will consist of 15 full identification questions of works studied in the course, 5 partial identification questions of unknown works, and a compare and contrast essay on two works that come from unrelated cultures but share common themes. A sample test will be posted to Blackboard.

Brief Description:

Assigning an unknown artwork to a particular period and to a specific region of the world requires students to identify "typical" features of its form and content

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:

Art historical essay: This assignment will allow you compare a monument or art work studied in the course (and included on the list of required artworks) with another art work that is not on the list, but that either influenced it or was influenced by it.

Brief Description:

The essay asks students to trace values and attitudes through time in a single ancient culture, or within a set of cultures.

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



Example(s) from syllabus:  
(These will be specified in the rubrics for the essay)

Brief Description:

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:

Art historical essay: This assignment will allow you compare a monument or art work studied in the course (and included on the list of required artworks) with another art work that is not on the list, but that either influenced it or was influenced by it.

Brief Description:

This assignment requires sustained analyses of two works of art, and will be assessed using the rubrics given to students.

Information literacy component:

Reviewer's Comments:

A-H 105  
World Art before 1400

**Instructor:** M.B. Visonà  
**Office Address:** FA 207 Bldg  
**Email:** m.b.visona@edu **Office Phone:** 257-1398  
**Office hours:** Tuesdays and Thursdays 2:30 – 3:30 pm  
**Course meets:**  
Fall 2015  
FA 208, TR 1:00 – 2:15

**Course Description:**

An introduction to the visual arts of civilizations prior to the Renaissance. Students will become familiar with selected monuments from cultures in Africa, Asia, the Pacific, the Americas and Europe, and will be able to evaluate the development of artistic practices within a tradition or comparatively between traditions.

**Prerequisites:**

None

**Student Learning Outcomes:**

After completing this course, the student will be able to:

1. Identify works of art based upon analysis of their form and content
2. Describe features of an art object or monument that are linked to the values and aesthetic tastes of a specific period and culture
3. Apply art historical, historical and archaeological information gathered from scholarly sources in a written, oral, and multi-media presentations
4. Write a coherent essay comparing and contrasting artwork from two different periods and cultures

**Course goals or objectives:**

This course allows students to:

1. Learn to evaluate and describe the visual impact of monuments and objects upon viewers, both today and at the time when these works were created
2. Link the creations of artists and architects to the ideas and values these works were originally intended to convey, and to compare those original meanings to those the works have acquired over time
3. Trace the influences of major works of art in the creative expression of later generations
4. Compare and contrast works of art from different cultures and regions in order to determine which of their features are unique to a particular time and place
5. Acquire familiarity with some of the key monuments of Western and non-Western art that have contributed to the art historical canon

**Required Materials:**

Marilyn Stokstad, et. al. *Art History*, Pearson (2014), vol. 1 only.

Additional readings will be provided on Blackboard, and additional images will be provided on the database known as MDID (see instructor). Please note that a list of all the works you will need to be fully identify during the semester are on an illustrated list posted to Blackboard.

### **Description of Course Activities and Assignments**

1. Map Quiz (10 points)

Students will be required to match the names of ancient civilizations with numbers on a map. A list of civilizations and locations (and a blank world map) will be provided as a study guide on Blackboard.

2. Research project (10 points)

In a PowerPoint presentation, students will be asked to compare information on an ancient Egyptian art work. One narrative must be taken from an internet site and the other must have been written by an Egyptologist in a published, scholarly, printed source. Rubrics for this assignment will be posted on Blackboard and discussed in class.

3. Art historical essay (20 points total)

Outline (5 points)

Bibliography (5 points)

Rough draft (5 points)

Final draft (5 points)

This assignment will allow you compare a monument or art work studied in the course (and included on the list of required artworks) with another art work that is not on the list, but that either influenced it or was influenced by it. Rubrics for each stage of this assignment will be distributed and discussed in class.

3. 3 Tests (20 points each, 60 points total)

Each test will consist of 15 full identification questions of works studied in the course, 5 partial identification questions of unknown works, and a compare and contrast essay on two works that come from unrelated cultures but share common themes. A sample test will be posted to Blackboard.

### **Course Grading (Grading Scale)**

90 – 100% = A

80-89% = B

70-79% = C

60-69% =D

less than 60% =E

### **Final Exam Information**

FA 208, W 9:00 – 10:15 am

### **Mid-term Grades**

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

### **Course Policies**

**Submission of Assignments:**

Please see rubrics for each assignment – some submissions are in electronic form and others must be printed in a hardcopy for other students and the instructor. Late submissions of written material will lose one full grade for each day that they are late. PowerPoint presentations that are not ready by the due date will only be re-scheduled if time allows.

Students with excused absences (see policy below) will have one week following the absence to contact the instructor regarding the make-up of any missed graded work.

**Attendance Policy:****Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R.

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused.

Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity :**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records.

Students are expected to adhere to University policy on cheating and plagiarism in all courses.

The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <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 the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work,

whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability :**

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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior Policies**

Students are expected to arrive promptly, and to refrain from eating during class times. All electronic devices must be silenced and stowed away during class so that students can interact with the professor and with fellow students. Students will be expected to view and discuss images that express sexuality and violence, and will be exposed to religious and political narratives that they may find offensive. However, you are asked to communicate with your instructor and with other students in a respectful manner, both in electronic and direct (face-to-face) discussions.

**Tentative Course Schedule**

R 8/28: Introduction to the course

Caves and Rock Shelters

T 9/2: Caves as shrines, images as inscriptions in Ice Age Europe

R 9/4: Images as witness to cultural change on the rocks of the Sahara

T 9/9: Modern peoples and ancient rock art (Australia and Southern Africa)

**MAP QUIZ**

The Gift of the Nile

T 9/11: The rise of ancient kingship in Nubia and Kemet

R 9/16: Word and image in ancient Egypt

T 9/18: Library visit

Cities of Mesopotamia and the Indus Valley

T 9/23: The temples of Sumer

R 9/25: Indian Ocean trade: from the Nile to the Indus Rivers  
T 9/27: **PowerPoint presentations on Egyptian art**  
R 9/30: The art of the Assyrian empire

#### Archaeology and Ancient East Asia

R 10/2: Fired ceramics of Japan  
T 10/7: Bronzes of the earliest Chinese Dynasties  
R 10/9: The burial of the Qin emperor  
T 10/14: **Test #1**

#### Ancient Greeks and the Mediterranean

T 10/16: Greek origins and Mediterranean trade routes  
R 10/18: Archaic Greeks and Etruscan Italy  
**Outline Due**  
T 10/21: The origins of Classical art in Greece  
R 10/23: Alexander's empire and Hellenistic Greece

#### Cultural Foundations in Africa

T 10/25: Nok terracottas and peoples of the West African savannah  
R 10/27: Bronzes of the Lower Niger and the city of Ile-Ife  
**Bibliography Due**

#### Civilizations of the Americas

11/4: Sacred ballcourts of the Olmec and Maya  
R 11/6: Empires of the Desert in South America  
T 11/11: The ancient peoples of the Mississippi Valley (visit to Anthropology)  
R 11/13: **Test #2**

#### The Legacy of the Roman Empire

T 11/18: Architecture, engineering and the Roman city  
R 11/20: Portraits and the individual  
T 11/25: Byzantium and the spread of Christianity  
**Rough Draft Due**  
R 11/27: NO CLASS: THANKSGIVING

#### Islam, Christianity, and Medieval Europe

T 12/2: Art during the time of the Crusades  
R 12/4: Romanesque and Gothic churches and pilgrimage  
**Final Draft Due**

T 12/9: Dead week (no class)  
R 12/11: Dead week (no class)  
Final: **Wednesday 9:00 – 10:15 am**

T 12/16 3:30 - 4:50 FINAL