

Professor Kirsten Gill / NYC College of Technology / Art History / Fall 2021

**Introduction to the History of Art** / ARTH 1103, Section OL10 (25675)

Monday 11:30 am – 2:00 pm via Zoom

Office hours: Monday 2:00 – 3:00 via Zoom (or by appointment)

Instructor: Kirsten Gill

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3 Class Hours / 3 Course Credits

Pathways: World Cultures and Global Issues

Prerequisites: CUNY Proficiency in Reading and Writing

**\*This class and office hours will take place via Zoom.** Minimum tech requirements for this course are a working camera and microphone. Students will be expected to switch both on as requested by instructors. Please use the below links to access class meetings and office hours:

Class:

<https://gc-cuny-edu.zoom.us/j/81500266422>

Office Hours:

<https://gc-cuny-edu.zoom.us/j/84914566852>

### **NYCCT Catalogue Description**

An introduction to art and architecture from ancient to modern times. The art of Western and Eastern cultures is considered.

### **Additional Course Description**

This survey course examines historical developments of art and architecture in Europe and the United States from the Prehistoric period to the Modern and Contemporary Periods, and their role in the formation of European and American cultures. We will explore such topics as art and religion, art and politics, and popular culture. We will investigate such art forms as sculpture, painting, architecture, photography and urban development. We will discuss important artifacts in light of medium, form and style, historical context, iconographical meaning, and their religious and social functions.

### **Course Objectives**

This course is designed to help students recognize major forms and styles of visual arts in Europe and the United States. Students will be trained how to look at art from different cultural perspectives, how to appreciate the aesthetic significance in previous European cultures, and how to understand the religious, philosophical and social meanings embedded in a variety of art expressions. This course will also help students understand the cultural and artistic interrelationships between Europe, The United States, and the non-Western world. Students will learn how to use visual evidence to support analysis and they will develop visual vocabulary and theoretical methods to analyze relationships between formal elements (i.e., style, composition) and the ideological or thematic contexts of works of art. Short analytical writing assignments will assist students in

articulating their responses to art in a more critical manner by emphasizing logical organization and the development of ideas.

**Course Reading:** The assigned reading for this course is posted on Blackboard. There is no required textbook. If you wish to use a textbook for reference, I recommend the following:

***Gardner's Art through the Ages: A Concise History of Western Art***  
by Fred S. Kleiner, 2<sup>nd</sup> Edition. Wadsworth Publishing, 2010.

### **Technology Requirements**

1. Students must have dependable access to a computer and be able to use an Internet browser. (Dependable means you NEED to have regular and reliable access to the Internet and a computer. Using only a smartphone, relying on a friend's computer, cramming in lessons on a work computer or at an internship, and other similar reasons almost guarantee failure).
2. **You will need a City Tech email account** and should be comfortable using it. You will also need access to City Tech's Blackboard service. Accounts and passwords to the CUNY Portal should be arranged prior to the beginning of the semester.
3. **The Announcements Section on Blackboard is the most important communication link of the course. Please make sure you check your Announcements regularly, at least 2x/week to stay up-to-date on lessons, quizzes, and discussions.**
4. If you cannot work in a quiet space, you may need a set of headphones to be able to listen to video lectures and podcasts

### **Course Structure**

**This course will meet *synchronously* over Zoom, Mondays 11:30 am – 2:00 pm.** Attendance at our live Zoom meetings is required, and your attendance and participation will be graded as in any other in-person course. You will need a computer with working microphone, camera, and speakers, as well as a reliable internet connection. Please let me know as soon as possible if this presents any difficulties for you.

Zoom is an easy-to-use web conferencing platform – simply click on the link provided at the top of the syllabus and you will be directed to the meeting. Weekly office hours will also be conducted via Zoom using the second link provided above. If you need technical assistance, please contact the Information & Technology team at City Tech– Call: 718-260-4900; or Email: [itec@citytech.cuny.edu](mailto:itec@citytech.cuny.edu).

### **Zoom Classroom Etiquette**

- Connect a few minutes before the class session starts
- You are *strongly* encouraged to leave your camera on during class meetings. However, if you choose not to, please use an avatar!
- Mute your microphone when you are not contributing to avoid background noise
- Use the Chat field for constructive comments only related to the course content

**All class content will be posted on Blackboard.** This is where you will find your readings, upload your assignments, and participate in weekly discussions. I will also email the class through Blackboard. Please make sure that an email account *that you check regularly* is linked to Blackboard so

that you receive emails and notifications. *It is crucial that you have access to Blackboard for this class and that you check both Blackboard and your email frequently (several times a week).*

**If you have not activated your CityTech email and don't know how to, you will need to contact the student helpdesk at [StudentHelpdesk@citytech.cuny.edu](mailto:StudentHelpdesk@citytech.cuny.edu).**

Instead of textbook readings, I will be assigning **short essays every week** that will be available in PDF format via Blackboard. These readings are *required* and must be completed before class. We will devote approximately 30 minutes of each class to discussion of the readings.

You will need to **participate actively** in class discussions, by using the chat feature to make on-topic comments or by speaking. In addition, we will have weekly **discussions on Blackboard** that will reflect on the readings. You will be required to post comments on the discussion thread **by midnight the night before class starts**, in response to a prompt. It is essential that you have read the assigned texts in order to participate in these discussions. You will also have one multi-part **writing assignment** in the first half of the semester and a **final exam** at the end of the semester. I will distribute more information about these assignments in class.

**Grading Breakdown:**

Class Participation: 15%

Discussion Board (weekly): 20%

Writing Assignment: 35%

Final Exam: 30%

**Late Assignments:** Assignments will be marked down a half letter grade for each day they are late, unless students have a documented excuse that has been cleared with the professor.

We are committed to providing reasonable accommodation to students with disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Student Accessibility. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the Center, which is located in room L-237. It is the student's responsibility to initiate contact with the Center staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

LEARNING OUTCOMES	ASSESSMENT METHODS
1. Use special terminology to practice formal analysis of major characteristics of European art from the Prehistoric era to the Modern and Contemporary periods.	<ul style="list-style-type: none"><li>• Formal analysis practices in class discussions, tests and exams, reading reports and museum paper writing assignments.</li><li>• Describe and analyze formal aspects of artworks such as composition, structure, and materials and technology unique to specific art forms.</li></ul>
2. Discuss and analyze regional styles in different parts of Europe and also the Islamic World.	<ul style="list-style-type: none"><li>• Compare similarities and differences in artistic styles of works from different regions of Europe and the United States, and, in one chapter, Islamic art and architecture</li></ul>

	<ul style="list-style-type: none"> <li>• In-class discussion of regional styles conducted in combination with formal analysis in reading reports and writing assignments.</li> </ul>
3. Analyze the meaning and significance of imagery from an iconographical perspective.	<ul style="list-style-type: none"> <li>• Use iconographical methods to identify and analyze specific symbols, signs and images in major art works of specific historical periods.</li> <li>• Explain and interpret the representation of certain images in particular ways in different regions and cultures of Europe and the United States.</li> </ul>
4. Interpret artworks in relation to historical contexts.	<ul style="list-style-type: none"> <li>• Demonstrate in class discussions and writing assignments how and why artworks are affected by the social, cultural, political, religious and economic contexts in which they are created.</li> </ul>
5. Appreciate and understand the aesthetical significance of European and American art in terms of unique mediums and techniques.	<ul style="list-style-type: none"> <li>• Explain how particular materials, mediums, tools, techniques, and methods used in the creation or construction of art works or buildings contribute to their special visual and aesthetic effects.</li> </ul>

**GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

LEARNING OUTCOMES: <b>World Cultures and Global Issues</b>	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	<ul style="list-style-type: none"> <li>• Demonstrate in class discussion, tests/exams and writing assignments knowledge, understanding and critical thinking of information from lectures, readings, museum visits and independent research.</li> </ul>
2. Evaluate evidence and arguments critically or analytically.	<ul style="list-style-type: none"> <li>• Interpret verbally and in writing critical understanding of assigned readings and texts on the meanings, reasons, contexts, and methods of art making in different regions and cultures.</li> <li>• Analyze with reasonable questioning interpretations of art works in their historical contexts.</li> </ul>
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	<ul style="list-style-type: none"> <li>• Demonstrate in reading reports, class discussions and presentations, and writing assignments how formal aspects, historical contexts, cultural influences and technical issues, etc. affect the visual and aesthetic effects of art works, with conclusions based on evidence from lectures, readings and independent research.</li> </ul>
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications,	<ul style="list-style-type: none"> <li>• Use special terminology and concepts to identify and interpret images and their meanings in social, cultural, political and religious contexts.</li> </ul>

cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	<ul style="list-style-type: none"> <li>• Interpret art works from perspectives of formal analysis, iconography, contextual studies, psychoanalytical studies of art, feminist studies of art, and anthropological studies of art, etc.</li> </ul>
5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	<ul style="list-style-type: none"> <li>• Compare and analyze the similarities and differences in the artistic creations and styles in different regions of Europe, the United States, and, in one chapter, the Islamic World, and explain the ways in which they are interrelated to each other.</li> </ul>
6. Analyze the historical development of one or more non-U.S. societies.	<ul style="list-style-type: none"> <li>• Demonstrate verbally and in writing an understanding of the historical developments of major art forms in different regions and cultures of Europe and, in one chapter, the Islamic World.</li> </ul>
7. Analyze the significance of one or more major movements that have shaped the world's societies.	<ul style="list-style-type: none"> <li>• Explain how dynastic changes, religious movements, colonialization, cultural exchanges and political turmoil in history have reshaped and redefined the meaning of art making in different cultures and political systems in European countries.</li> </ul>
8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.	<ul style="list-style-type: none"> <li>• Interpret through discussion of specific art works the significance of religion, social class, ideology, ethnicity, and intercultural relationships in the creation of the art works.</li> </ul>

## **COLLEGE AND DEPARTMENT POLICIES**

### **NYCCT ACADEMIC INTEGRITY POLICY**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the Student Handbook.)

### **ACCESSIBILITY STATEMENT**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to

[Accessibility@citytech.cuny.edu](mailto:Accessibility@citytech.cuny.edu) or visit the Center's website  
<http://www.citytech.cuny.edu/accessibility/> for more information.

N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

#### HUMANITIES DEPARTMENT ATTENDANCE POLICY

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

#### HUMANITIES DEPARTMENT COMMITMENT TO STUDENT DIVERSITY

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

### **COURSE SCHEDULE**

- August 30      **Course Introduction / What Is Art History?**
- September 6    **NO CLASS – LABOR DAY**
- September 13   **Art of Ancient Egypt**  
DUE: Writing Assignment Part 1 – Formal Analysis
- September 20   **Ancient Greek Art and Architecture**
- September 27   **Ancient Roman Art and Architecture**  
DUE: Writing Assignment Part 2 – Group Observation
- October 4        **Early Christian and Byzantine Art**
- October 11      **NO CLASS – INDIGENOUS PEOPLES' DAY**
- October 18      **Romanesque Art**  
DUE: Writing Assignment Part 3 – Investigation
- October 25      **Gothic Art**

- November 1 **The Early Renaissance**  
DUE: Writing Assignment Part 4 – Final Reflection Paper
- November 8 **Mesoamerica c. 1400**
- November 15 **High Renaissance – Italy, Northern Europe, and the Ottoman Empire**
- November 22 **The Global Baroque**
- November 29 **Neoclassicism and Romanticism**
- December 6 **Impressionism and Post-Impressionism / New Media: Photo and Cinema**
- December 13 **20<sup>th</sup> Century Modernism**
- December 20 **FINAL EXAM**