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ART HISTORY I (Syllabus)

Fall Semester 2007

Lecturer: Dr. Konstantinos Giakoumis

Office Hours: Tuesday, 13.00-15.00

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Classes: *Wednesdays, 17:00-20:00*

Office Hours: Mondays, 18.00-20.00

Course Description:

This course is designed to provide an understanding, knowledge and appreciation of major art historical phenomena and works of high aesthetic quality in architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In so doing, it shall introduce the global artistic legacy, beginning from the earliest civilisations of mankind (Stone Age 35,000 B.C. - 2000 B.C.), the Art of the ancient Near East, Egypt and Greece and ending with the Romanesque and Gothic Art (12th-end of 15th Century AD). Students learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. It is, therefore, anticipated that they will develop insights beyond a mere repetition of dates, places, and artists, and shall come to a greater understanding of the trends and movements that have shaped civilisations and cultures throughout the ages.

Course Outline:

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| I | 10/10 | Introduction to the subjects and vocabulary of Art History. Course requirements; art historical methods of inquiry. THE BIRTH OF ART: Art in the Stone Age period. <u>Art Historical Thinking Skills:</u> Periodization in art history. <u>Readings:</u> 1) Kleiner et al., Chapter 1. 2) Adams, Chapter 1. |
| II | 10/17 | THE ART OF ANCIENT NEAR EAST. <u>Art Historical Thinking Skills:</u> Primary and Secondary Sources in Art History. <u>Readings:</u> 1) Kleiner et al., Chapter 2. 2) Adams, Chapter 2. |
| III | 10/24 | THE ART OF ANCIENT EGYPT. <u>Art Historical Thinking Skills:</u> Relationships between facts, opinions, sources and interpretations; Understanding, evaluating and producing descriptions of art objects. <u>Readings:</u> 1) Kleiner et al., Chapter 3. 2) Adams, Chapter 3. <i>Paper topics and outline due.</i> |
| IV | 10/31 | AEGEAN (CYCLADIC, MINOAN, MYCENAEAN ART). <u>Art Historical Thinking Skills:</u> Analyzing art objects from different methodological perspectives often tells us more than their authors had in mind. <u>Readings:</u> 1) Kleiner et al., Chapter 4. 2) Adams, Chapter 4. |
| V | 11/07 | ANCIENT GREEK ART (ARCHAIC, CLASSICAL, HELLENISTIC). <u>Art Historical Thinking Skills:</u> Comparing and contrasting a variety of artworks unveils important evidence on social structures, economies, politics and cultures. <u>Readings:</u> |

1) Kleiner et al., Chapter 5. 2) Adams, Chapter 5. *Annotated bibliography due.*

- VI** 11/14 THE ANCIENT ART OF ASIA. Art Historical Thinking Skills: Relating social groups and the individuals in art historical understanding. Readings: 1) Kleiner et al., Chapters 6-8. 2) Adams, pp. 205-213, 259-272, 312-323, 448-464.
- VII** 11/21 **Mid-Term Exam.** *Detailed Outline due.*
- VIII** 11/28 ETRUSCAN AND ROMAN ART (Visit at Durrës' amphitheatre). Art Historical Thinking Skills: Comparing and contrasting artworks offers valuable information on social structures, economies, politics and cultures. Readings: 1) Kleiner et al., Chapters 9-10. 2) Adams, Chapters 6-7.
- IX** 12/06 EARLY CHRISTIAN ART. Art Historical Thinking Skills: Understanding and evaluating historical change; distinguishing causes of change. Readings: 1) Kleiner et al., Chapter 11. 2) Adams, Chapter 8.
- X** 12/13 MIDDLE AND LATE BYZANTINE ART. (Tour at the Archaeological Museum and the early Christian church of St. George at Tirana). Art Historical Thinking Skills: Diversities in judging the past. Readings: 1) Kleiner et al., Chapter 12. 2) Adams, Chapter 8. *First Research Paper Drafts due.*
- XI** 12/21 ISLAMIC ART. Art Historical Thinking Skills: Evaluating alternate theses; understanding how and why art historical developments and events are interpreted and re-interpreted. Readings: 1) Kleiner et al., Chapter 13. 2) Adams, pp. 327-334, 695-697.
- XII** 01/09 THE ART OF ANCIENT AFRICA AND THE AMERICAS. Art Historical Thinking Skills: Sifting art historical evidence ('before' and 'after'): social, economic, political and cultural. Readings: 1) Kleiner et al., Chapters 14-15. 2) Adams, pp. 870-873. *Research Paper Due.*
- XIII** 01/16 EARLY MEDIEVAL ART. Art Historical Thinking Skills: Close-reading and interpreting a variety of art historical sources. Readings: 1) Kleiner et al., Chapter 16. 2) Adams, Chapter 9. *Presentation of selected papers.*
- XIV** 01/23 ROMANESQUE AND GOTHIC ART. Art Historical Thinking Skills: Using Literature in History; Understanding Processes. Readings: 1) Kleiner et al., Chapters 17-18. 2) Adams, Chapters 10-11. *Presentation of selected papers.*
- XV** 01/30 **FINAL TEST.**

Textbooks:

Kleiner F. S., Mamiya C. J., Tansey R. G. (2005¹²), *Gardner's Art Through The Ages*, Fort Worth – Philadelphia – San Diego – New York – Orlando – Austin – San Antonio – Toronto – Montreal – London – Sydney – Tokyo: Harcourt College Publishers.

Adams L. (2003), *Art Across Time*, New York: McGraw-Hill Publ.

Additional Readings and Other Materials:

Additional readings shall be assigned from other books, articles, or in-class handouts on a case-by-case basis. Various audio-visual materials shall be included in class presentations.

Supplemental Web-based Research:

Students are expected to supplement their textbook readings with Web-based research, and specific reading assignments may be made from these websites:

- <http://www.harcourtcollege.com/arts/gardner>
- http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0534642004&discipline_number=37
- <http://witcombe.sbc.edu/ARTHLinks.htm>
- <http://www.arthistory.net>
- <http://www.metmuseum.org/toah/splash.htm>
- <http://www.loggia.com/art/arthistory.html>

Course Website:

In the course’s cyberspace [<http://www.unyt.edu.al/art1>] students can find primarily practice tests related to their study of the main course-book. Inasmuch as the course-books leave too little space for art history in a local setting, the course’s website also provides students with additional materials to enhance their knowledge and understanding of local art history within wider geographical limits, historical periods and developments.

Term Paper:

Students will be required to write a term paper on a subject either of their own choice, or chosen from a list after consulting with the instructor. Topics suggested by the students are subjects to approval and involve an oral in class presentation. Papers (15% of the total course grade) will be evaluated as follows: **1.** Detailed Outline and Annotated Bibliography: 5%. **2.** First Draft: 5%. **3.** Final Draft: 5%.

Basis for Student Evaluation:

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| 1. Attendance, Participation and Preparation: | 10 % |
| 2. Presentations | 5 % |
| 3. Mid-Term Exam: | 35 % |
| 4. Term Paper: | 15 % |
| 5. Final Exam: | 35 % |

Grading Scale:

Letter Grade	Percent (%)	Generally Accepted Meaning
A	96-100	Outstanding work
A-	90-95	
B+	87-89	Good work, distinctly above average
B	83-86	
B-	80-82	
C+	77-79	Acceptable work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet minimum standards for passing the course

Individual Tutorials:

Students are welcome to arrange a tutorial session with the instructor on an individual basis. An announcement of my office hours is placed outside my office, Administrational Building, 2nd floor.

General Policies:

1. Regular attendance is expected. If there is an urgent reason to be absent, please email the instructor in advance.
2. Students are expected to study before the lecture for the lecture's subject and report back to me any points that they feel have not been assimilated.
3. Assignments will be collected at the beginning of the class session. There will be a 10% daily deduction for late assignments (up to 2 days only, thereafter no grade will be given) unless you make special arrangements with the instructor in advance via email communications.
4. Any form of unethical activity, e.g. cheating, will result in an automatic F on the course or the particular assignment in accordance to UNYT's Honour Code.
5. Make-up exams will be given in the case of a confirmed medical excuse. If possible, please advise the instructor in advance by email.

Please Note: STUDENTS: If you feel that you have special learning difficulties, please, make an appointment with Ms. A. Gramo. Ms. Anxhela Gramo is trained to help students with learning difficulties. She has offered to provide this service to our students, just as it is offered in all American universities.