

**Course Outline**  
**New York City College of Technology**  
Department of Humanities

**Course Number:** ARTH 1103 Section \_\_\_\_\_  
**Course Title:** *Introduction to the History of Art*  
**Course Credits:** 3 Class Hours, 3 Credits  
**Prerequisite:** Eligibility for ENG 1101  
**Pathways:** World Cultures and Global Issues

**Instructor:**  
**E-mail:**  
**Phone:** 718-260-5018 ext.  
**Office:** Library Building L630  
**Office Hours:**

**NYCCT Catalog 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.

**Sample Textbook:** *Gardner's Art through the Ages: A Concise History of Western Art*  
by Fred S. Kleiner, 2<sup>nd</sup> Edition. Wadsworth Publishing, 2010 [ISBN10: 1-4240-6922-X, ISBN13: 978-1-4240-6922-4]

\*\* Available at Bookstore and On Reserve in the City Tech Library

**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 also the non-Western world.

**Sample Schedule of Course Topics**

Week 1 – Course Introduction  
Week 2 – Chapter 5: Ancient Egyptian Art and Architecture

Week 3 – Chapter 7: Ancient Greek Art and Architecture

Week 4 – Chapter 9: Ancient Roman Art and Architecture

Week 5 – Chapter 10: Early Christian and Byzantine Art

Week 6 – Chapter 12: Romanesque Art

Week 7 – Chapter 13: Gothic Art

**Week 8 – Midterm Exam**

Week 9 – Chapter 15: The Early Renaissance

Week 10 – Chapter 16: The High Renaissance in Italy

Week 11 – Chapter 17: The Baroque Style in Western Europe

Week 12 – Chapter 21-22: Neoclassicism and Romanticism: Late 18 and early 19th c.

Week 13 – Chapter 24-25: Impressionism and Post-Impressionism

Week 14 – Chapter 26-30: Twentieth-century European and American Modernism

Week 15 – Chapter 31: Innovation and Continuity

**Final Exam**

**Assessment Methods:** Classroom discussion and student responses to pertinent questions allow the instructor to assess, on a daily basis, how well the student comprehends the material that is being taught. The students are encouraged to ask questions, and the nature of their questions can guide the instructor concerning what needs further explanation

**Assignments/Course Requirements:** This course requires the completion of a Midterm exam, a Final exam, and a short paper assignment based on the description of two artworks in one of the city's museums.

**Grading Methods:** The student's final grade will be on exam and paper grades, but may be affected by poor attendance.

**Grade value of Exams and Assignments:**

**1 Midterm Exam**      worth 30 percent

**1 Final Exam**      worth 30 percent

**1 Museum Paper**      worth 25 percent

**1 Extra Assignment**      worth 15 percent

**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><li>• In-class discussion of regional styles conducted in</li></ul>

	combination with formal analysis in reading reports and writing assignments.
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**

<b>LEARNING OUTCOMES: World Cultures and Global Issues</b>	<b>ASSESSMENT METHODS</b>
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,	<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</li> </ul>

including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	religious contexts. • 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.
5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	• 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.
6. Analyze the historical development of one or more non-U.S. societies.	• 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.
7. Analyze the significance of one or more major movements that have shaped the world's societies.	• 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.
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.	• 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.

## **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.

#### SCHOOL OF ARTS & SCIENCES ATTENDANCE STATEMENT

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

#### 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.

#### ARTH COURSE AI POLICY

This course permits the thoughtful and ethical use of artificial intelligence (AI) as a learning tool to complete writing assignments such as museum papers and essay exams. AI can be a valuable resource for learning, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding images and recommendation of sources to explore certain topics) and writing support, especially for students in need of proofreading a text before final submission. Students can also use AI ethically to obtain a clear description of an image or explanation of a difficult topic or to auto quiz their own understanding of a topic. Conversely, unacceptable use of AI is the submission of AI-generated work presented as your own original creation, including essays and museum papers. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor.

Revised by Professor Michael McAuliffe  
Submitted by Zhijian Qian, March 2021