



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: *Click here to enter text.*

Year: 2025

Course Prefix: ARTH

Course and Section #: 2710 002

Course Title: Prehistoric Through Gothic Art History

Credits: 3

Course Description

Covers major trends in Western art from the Paleolithic period to the Gothic era, including elements of political, religious, cultural, literary, and philosophical elements as they impacted the development of art.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Travis Lee Clark

Student Learning Outcomes

Analyze art from the Paleolithic to the Gothic era.

Define the function and impact of art in past cultures, considering political, religious, literary, and philosophical elements.

Summarize knowledge of past styles, movements, and key artworks both orally and in writing.

Interpret scholarly opinions about art from the Renaissance to the contemporary era.

Course Materials and Texts

Kleiner's *Gardner's Art through the Ages: A Global History, 16th edition.*

Course Requirements

Course Assignments, Assessments, and Grading Policy

The course has three major requirements:

- Exams (One Midterm / One Final) - 50%

- Research Paper Proposal with Annotated Bibliography - 15% Each student must complete *EITHER* a research paper *OR* a research project, but not both.
- Final Paper OR Project - 25%
- Course Participation including Lecture Discussions & Weekly Assignments - 10%

GRADING

Each assignment and the final letter grade for the course will be assigned according to the following scale:

• A	94-100%
• A-	90-93%
• B+	87-89
• B	84-86
• B-	80-83
• C+	77-79
• C	74-76
• C-	70-73
• D+	67-69
• D	64-66
• D-	60-63
• F	0-59%

The total final grade will be weighted in the following manner:

• Exams (2)	
• Midterm	25%
• Final (Non comprehensive)	25%
• Research Project OR Paper	
• Proposal & Annotated Bibliography	15%
• Research Paper OR Project	25%
• Citizenship and Participation	10%

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

January 6-10 Course Introduction: Course Goals and Requirements

Prehistoric Art: Altamira, Lascaux & Paleolithic Art

Watch: Lecture 01: Course Introduction

Lecture 02: Prehistoric Art

Read: Please read the ENTIRE syllabus

Gardner's: Introduction: What is Art History?

Gardner's: Chapter 1 Art in the Stone Age

From "The Dawn of Art" to "Chauvet Cave"

Assignments: Complete the Syllabus Quiz

Discussions: Course Introduction, Prehistoric Art

January 13-17 Arts of the Neolithic Period: Çatal Huyuk, Gobekli Tepe, Malta & The Megalithic Era in Europe

The Arts of the Ancient Near East part I: Ur & Sumer, The First Cities, Akkadians, Old Babylonians & The Hittites

Watch: Lecture 03: Neolithic Art

Lecture 04: Ancient Near East Part I: The First Cities

Read: Gardner's: Chapter 1 Art in the Stone Age

From "Neolithic Art" to "Art in the Stone Age"
Gardner's Chapter 2 Ancient Mesopotamia & Persia
From "Pictorial Narration in Ancient Sumer" to "Nafir-Asu"
Discussions: Neolithic, Ancient Near East Part I

January 20-24 Egypt part I: Old and Middle Kingdoms
Egypt part II: New Kingdom, Nubia, Kush, Kerma & Ptolemaic Egypt
Watch: Lecture 05: Ancient Egypt
Read: Gardner's Chapter 3 Egypt from Narmer to Cleopatra
From "Life after Death in Ancient Egypt" to "Beni Hasan" and from "New Kingdom" to "Egypt from Narmer to Cleopatra"
Discussions: Egypt: Old & Middle Kingdoms, Egypt: New Kingdom & Later Period

January 27-31 Bronze Age Aegean: Minoans, Mycenaeans & the Cyclades
Watch:
Lecture 06: Bronze Age Aegean
Read: Gardner's Chapter 4: The Prehistoric Aegean
Assignments: Complete the Paper/Project Proposal Quiz/Checklist
Paper/Project Proposals Due by Friday, at 11:59pm
Discussions: Bronze Age Aegean

February 3-7 The Arts of the Ancient Near East part II: Assyrians, Neo-Babylonians, Persians & The Levant (Iron Age Israelite/Canaanite Art)
Watch: Lecture 07: Ancient Near East Part II: Iron Age Empires
Read: Gardner's Chapter 2 Ancient Mesopotamia & Persia
From "Assyria" to "Achaemenid Rhyton"
Discussions: Ancient Near East Part II

February 10-14 Ancient Greece I: The "Dark Ages" through the Archaic Period
Italy and the Western Mediterranean: Villanovans, Etruscans, Phoenicians & Early Rome
Watch: Lecture 08: Ancient Greece: Archaic to Early Classical
Read: Gardner's Chapter 5: Ancient Greece From "The Perfect Temple" to "Artemision Zeus";
Gardner's Chapter 6: The Etruscans From "The Portal to the Etruscan Afterlife" to "Tomb of Hunting and Fishing"
Discussions: Archaic Greece

February 17-21 Ancient Greece II: The Classical Period through the Hellenistic Period
Watch: Lecture 09: Ancient Greece: Classical to Hellenistic Period
Read: Gardner's, Chapter 5: Ancient Greece, From "Myron: Diskobolos" to "Ancient Greece"
Discussions: Classical Greece

February 24-28 MIDTERM WEEK
MIDTERM EXAM OPENS
Opens: 12:00 am Wed, Feb 26th
Closes: 11:59 pm Fri, Feb 28th

March 3-7 Rome part I: Late Etruscan, Roman Republic and Early Empire
Rome part II: Roman Empire: Julio Claudian – Flavian Dynasty

Watch: Lecture 10: Rome: Republican to Early Empire
Lecture 11: Imperial Rome
Read: Gardner's Chapter 6: The Etruscans From "Later Etruscan Art" to "The Etruscans"
Gardner's, Chapter 7: "The Roman Empire"
Discussions: Early Republican Rome; Imperial Rome

March 10-14 Spring Break
No Assignments

March 17-20 Late Antiquity: Early Christian, Byzantine & The Christian East
Watch: Lecture 12: Late Antique, Early Christian & Byzantine
Read: Gardner's, Chapter 8 Late Antiquity; Gardner's, Chapter 9 Byzantium
From "Church and State United" to "Iconoclasm"
Discussions: Early Christian & Byzantine Art

March-April 31-4 Early Medieval: Arts of the Migration Period: Hiberno-Saxon Art and Viking
Merovingians, Carolingians & Ottonians; Middle Byzantine Art & The Crusades
Watch: Lecture 13: Early Medieval
Read: Gardner's, Chapter 11 Early Medieval Europe; Gardner's, Chapter 9 Byzantium From "Middle
Byzantine Art" to "Byzantium"
Discussions: Early Medieval: Hiberno-Saxon Art; Early Medieval: The Carolingian Renaissance

April 7-11 Early Romanesque: The First International Style & The Pilgrimage Road Churches
Mature Romanesque: Cluny & the Cistercians; International & Regional Romanesque
Watch: Lecture 14: Romanesque
Read: Gardner's, Chapter 12 Romanesque Europe
Discussions: Early Romanesque; The Mature Romanesque

April 14-18 Early Gothic: St. Denis, Notre Dame, Chartres & Bourges; The "High Gothic" in France:
Amiens & Reims
Watch: Lecture 15: The Gothic
Read: Gardner's, Chapter 13 Gothic Europe North of the Alps
From "The Birth of Gothic" to "Interior of Reims Cathedral"
Discussions: The Gothic

April 21-22 Opus Francigenum Abroad: The Gothic Style in other countries Late Gothic & the
International Style; Precursors of the Early Renaissance in Italy – Cimabue, Giotto & Nicolas Pisano
Watch: Lecture 16: Regional and Late Gothic
Read: Gardner's, Chapter 13 Gothic Europe North of the Alps
From "Architecture, Sculpture, and Stained Glass: Sainte-Chapelle" to "Gothic Europe"
Gardner's Chapter 14 Late Medieval Italy
Discussions: Regional and Late Gothic; Precursors to the Early Renaissance

FINAL PAPERS & PROJECTS DUE
Tuesday, April 22nd by 11:59 PM

April 23-29 FINAL EXAM WEEK
FINAL EXAM

Opens: 12:00 am Wednesday, April 23rd
Closes: 11:59 pm Tuesday, April 29th

Required Course Syllabus Statements

Generative AI Artificial Intelligence

AI is an extremely powerful tool and will inevitably become a part of our everyday lives. Its use in education will be no different but presents unique challenges. Using AI programs such as ChatGPT, Midjourney, OpenAI, Grok, etc. to enhance and improve your educational outcomes can be done ethically and effectively, but it comes with inherent ethical and practical problems. To help you, I have set forth the following guidelines.

1. You are NOT allowed to use AI for this course to generate essays or written responses to essays or questions, or to generate images, works of art or other creative works, either in part or in full, to fulfill course assignments.
2. Using AI to generate essays or written responses to questions or discussions or to generate images or creative works, either in full or in part, to fulfill course assignments, will be regarded as a form of academic dishonesty, and treated as a form of plagiarism, which is the intentional use of work that is not your own.
3. All essays or written responses or images or creative works submitted for assignments must be your own original work.
4. All essays or written responses or images or creative works submitted by students will be subject to AI detection software.
5. Essays and responses written by AI are very derivative and repetitive and are generally easy to detect. AI images have similar tell-tale signs and are even more obvious. Please do not submit AI work. Trust me, you will be caught.
6. You may, however, use AI as a tool to provide you with a general summary or background on topics discussed in or relevant to the material taught in the course.
7. You may use AI as a general research tool, to gather general information, resources or bibliographic sources on a topic or assignment for this course.
8. If you do use it to gather general information or resources, **please be cautious** and double check the information and the sources it provides. AI has been known to “hallucinate” and fabricate information and sources. Do not take any information or resources it provides for granted. Instead use AI as a jumping-off point for your own research but verify the information it generates. AI can be a great time-saver, but it can also be a wild goose chase, so please be careful and prudent in its use.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the

student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.