



ARTH-C1100: SURVEY OF ART FROM PREHISTORY TO THE MEDIEVAL ERA

Also listed as: ARTH-C1100H

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ARTH - Art History

Course Number

C1100

Course Title

Survey of Art from Prehistory to the Medieval Era

Short Title

Prehistoric to Medieval

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

3.00

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online



Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course**
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional**
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course**

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ARTH-C1100H

C-ID (Admin Only)

CB 00

CCC000312898

Course Title

Survey of Art from Prehistory to the Medieval Era - Honors

Approved Cal-GETC Area

AREA-3A

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ARTH 110

Catalog Description

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.



Codes

TOP Code (CB 03)

1001.00 - Fine Arts, General

CIP Code

50.0703 - Art History, Criticism and Conservation.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Art (Masters Required)	Or
Art History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3A

Learning Objectives

Learning Objectives

Learning Objective
1. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.
2. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.
4. Evaluate historical themes in western art history which have been deemed problematic with respect to representation of gender, race, nationality, religion, and various intersections of each.

Honors Objectives

1. Research and analyze works of art using primary and secondary scholarly resources.
2. Develop an appreciation and awareness of works of art or architectural structures based on formal characteristics and its value within and beyond the time and culture in which it was created.
3. Evaluate course material through small group discussions to gain a more substantial understanding of how belief systems and philosophical theories influence or are expressed in art and architecture.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will Identify and define the formal and stylistic elements of art using proper art terminology.
2. Students will Discuss the historical, political and/or religious contexts of works of art.

3. Students will Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

Content

Course Lecture Content

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Prehistory, visual analysis before writing
2. Mesopotamia
3. Ancient Egypt
4. Ancient Aegean cultures
5. Ancient Greece
6. Etruria
7. Ancient Rome
8. Contextualizing Monotheism
 - a. Judaism
 - b. Early Christianity
 - c. Early Islam
9. Byzantine
10. Medieval

CCN Expanded Lecture Content

1. Institutional Critique
 - a. Challenging historical narratives
 - i. Sexism
 - ii. Racism
 - iii. Heinrich Schliemann
 - b. Reclamation of Artifacts
 - i. British Museum
 - ii. Native American Graves Protection and Repatriation Act (NAGPRA)

Honors Content

The honors component of ARTH-C1100 will require students to build on the content from the regular section with increased academic rigor and depth of research. Students will engage in research involving both primary and secondary scholarly sources, studying major landmark works of art and significant cultural styles and themes. Honors students will also engage in discussions with the instructor and other honors students about the discipline of art history. In addition to topics covered in the regular section of ARTH-C1100, honors students will explore additional and more complex topics and themes with greater depth. Instructors are encouraged to select topics relevant to recent scholarship and their individual specialties. Some possible topics are:

1. Ancient Egyptian Sculptures
2. Analyses of the Chartres Cathedral
3. Examination of the Lamassu Sculptures
4. Impact of the Holy Roman Empire

Methods of Instruction

Method

Discussion

Integration

Class discussion utilizing image analysis and comparisons of significant works of art and architecture from various periods in history.

DE Adaptations for MOI

Online discussions of key works of art and architecture will familiarize students with ancient cultures and aesthetics. Discussions will take place on the threaded discussion board in the CMS.

Method

Lecture

Integration

Lecture, using digital images of architecture and artwork from the different periods and locations that are representative of the significant styles.

DE Adaptations for MOI

Online lecture and instructor authored content will meet accessibility standards. Online digital media may include links to museum and art historical sites and include captioned videos and ADA compliant media links.

Method

Reading

Integration

Assigned reading from relevant texts, periodicals and web resources.

DE Adaptations for MOI

Reading assignments, offered using the CMS assignment tool, will be used to engage students in the regularly assigned reading and help clarify their understanding of important artists, periods, styles and art terminology.

Method

Papers and Reports

Integration

Research papers and reports will facilitate an in-depth study and engagement with a single topic of art, artist, or work of art. The research will explore novel uses of material, development of style and method, historical context, and contemporary cultural impact. Students are required in research papers to provide culturally responsive critique for how the work was made or is presented in present based on exploitation of culture, gender, race, religion, etc.

DE Adaptations for MOI

Using the CMS, students will have access to the writing prompts. Students will also use the CMS to turn in papers through the Assignments portal. This access will be meet accessibility requirements.

Additional Methods of Instruction for Honors

Honors students will have a minimum of 3 meetings with the instructor to discuss ongoing projects, readings and in-class discussion topics. These meetings may take the form of Face-to-Face sessions, Online meetings or telephone conversations at the discretion of the individual instructor and the course format (Face-to-Face/Hybrid/Fully Online). These meetings are intended to cover a variety of ongoing topics but could include the following:

- Research Progress
- Discussions on any additional assigned readings
- Broader discussions about the history of art from prehistory to late gothic
- Problem-solving workshops for additionally assigned projects

Field trips (physical is optional, but virtual is good too) to museums to directly engage with relevant works of historical art from the appropriate eras.

Interviews with curators or art critics that cover art from the appropriate eras.

Service learning project by volunteering at local art gallery or library.

Methods of Evaluation

Method

Exams/Tests

Integration

Students will take a midterm and final exam, both of which will include a combination of identifying the title, medium, style, and characteristics of projected images, and short answer questions concerning art vocabulary, styles, and characteristics of historical art. The exams will also include a choice of essay questions asking students to discuss and describe the subject matter, characteristics, and styles of significant works of art. Exams and quizzes/tests will vary in format throughout the course in response to diverse learning styles. These may include visual analysis, compare and contrast, multiple choice, and descriptive responses.

DE Adaptations for MOE

Online exams will be posted as assignments via the CMS. Using the accessible tools in the course management system, Assignment will be graded on an established rubric which evaluates the accuracy, cohesiveness and completeness of each assignment. . Feedback will be provided within 1-2 weeks of the due date via CMS grade book. Scheduled online office hours using the accessible tools in the course management system (CMS) for any query or clarification about their assignments.

Method

Papers

Integration

Research papers will be assigned that require students to examine the impact of art history through the artwork, artists, cultures, methods, industries, and other factors that affect a contemporary interpretation of the artwork. Students will be assessed on effective written communication, their ability to accurately analyze the visual themes and styles of the works of art, and the appropriate use of scholarly resources. Students will be additionally evaluated on providing cultural critique for their chosen topic along lines of race, gender, politics, religion, etc.

DE Adaptations for MOE

Using the accessible tools in the course management system, Assignment will be graded on an established rubric which evaluates the accuracy, cohesiveness and completeness of each assignment. . Feedback will be provided within 1-2 weeks of the due date via CMS grade book. Scheduled online office hours using the accessible tools in the course management system (CMS) for any query or clarification about their assignments.

CCN Methods of Evaluation

Methods of evaluation will include:

1. Written essays and/or research projects
2. Exam with essay component

Methods of evaluation may also include:

1. Discussions
2. Objective exams
3. Projects and presentations
4. Quizzes
5. Group Assignments
6. Museum Assignments

Methods of evaluation are at the discretion of faculty.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit. Evaluation of Honors Enrichment assignments will be judged on the following;

1. Correct and accurate identification of styles and media
2. Effective and observant descriptions of works of art
3. Discussion and correct identification of symbols and iconography
4. Completeness and depth of discussion
5. Identifying and properly citing sources used in research
6. Proper use of grammar and syntax.

7. Written assignments will be evaluated for accuracy, ability to position art and architecture within a religious, cultural and social/political context, correct use of terminology and evidence of sustained observation and critical thought.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Art Analysis: Choose a single work of art (or architecture) from your text. Then, using the prompts below, complete each item carefully and accurately.

Title (or name) of the work of art (or architecture)

Name of artist, or architect

Date created

Media (for works of art only)

Materials (for architecture, main materials only)

Style or period: tell what era, culture or style this work comes from.

Stylistic Context (50 – 100 words): how do the features of this artwork or building relate to the style of the period, movement or culture it is associated with? Provide historical details when available.

Subject (for works of art only): What is depicted or displayed in this work?

Description (150 – 250 words): Please describe the work. Mention, as you see fit the colors, textures, setting, subject, features and stylistic characteristics. Your goal should be to describe the work so that someone with no image available can understand its appearance.

Symbolism (for art only): Mention any significant symbolism, either religious in nature, or for later and modern works of art, personal symbolism.

Personal commentary (50 – 100 words): Please comment on the work in terms of your own appreciation of it, and how you see it in the context of your personal taste. One interesting fact: Using your text, the internet, the library or your own powers of observation note one aspect of the work that you feel makes it remarkable or interesting.

Sources. Please list, using MLA formatting, any and all sources used in completing this assignment

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The feedback can be delivered using the comment section or within an accompanying rubric through the CMS. The instructions and the assignments will meet accessibility requirements

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Please read the following article: "To Bear Witness: Real Talk about White Supremacy in Art Museums Today" by Dr. Kelli Morgan.

Link to article: <https://www.thecuratorssalon.com/blog/to-bear-witness-real-talk-about-white-supremacy-in-art-museums-today>

While this article is not exclusively about the period of art history that this class covers, it overlaps it and is concerned with the museum and art history as a whole.

While reading the article, look for details that explain how white supremacy exists in art contemporary art museums. What are some facts stated in the article that offer evidence of the white supremacy? Does the author point to any particular institutions? What are some potential solutions outlined in the article?

Make sure to answer these questions and write down any additional questions that arise as you read. Bring these notes with you to class and be prepared for a group discussion on the topic.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The feedback can be delivered using the comment section or within an accompanying rubric through the CMS. The instructions and the assignments will meet accessibility requirements

Honors Assignments**Assignment**

Students will complete regular course assignments for ART 101, and will be graded according to the standards used for the rest of the class. In addition students will be expected to complete one assignment from the following options A, B, C or D.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research projects requires in-depth scholarly research that uses appropriate resources such as scholarly articles or texts. This requires a great deal of attention and time as the works may have varied source material. The rigor of sorting through the source material and arranging it into a written paper that analyzes the work with an original point of view while clearly communicating detail is consistent with more advanced art research.

Assignment

A. An 8-12 page paper demonstrating advanced research and analysis of art and architecture in the context of history, culture, geography and religious, social and political structures of power. Three different works of art or architectural structures will be compared and examined, for example; The architectural form of the temple within Ancient Classical Greece, The Etruscan Civilization and Ancient Rome. Text will include distinctions between facts, supported by forms of objective evidence, and opinion, speculation or reasonable theories. Student papers will demonstrate the following;

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research projects requires in-depth scholarly research that uses appropriate resources such as scholarly articles or texts. This requires a great deal of attention and time as the works may have varied source material. The rigor of sorting through the source material and arranging it into a written paper that analyzes the work with an original point of view while clearly communicating detail is consistent with more advanced art research.

Assignment

B. A 15-20 minute oral and visual presentation demonstrating advanced research and analysis of art and architecture in the context of history, culture, geography and religious, social and political structures of power. Six different works of art or architectural structures will be compared and examined, for example, Winged Victory of Samothrace, Laocoon and his Sons, Menkaure and a Queen, Seated Scribe, Hatshepsut Kneeling and the Barberini Faun. Text will include distinctions between facts which are supported by forms of objective evidence and opinion, speculation or reasonable theories.



Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research projects requires in-depth scholarly research that uses appropriate resources such as scholarly articles or texts. This requires a great deal of attention and time as the works may have varied source material. The oral component of the project will demonstrate clear communication and a comprehensive understanding of the research topic as presented to the class.

Assignment

C. A 15-20 minute exploration of media and process combined with an oral and visual presentation demonstrating advanced research and analysis of art and architectural materials, processes and techniques. One material work will be produced such as an architectural model, a modeled or carved sculpture or a mosaic. Students will research and practice historic techniques used in the making of art and architecture within Western Europe and Northern Africa to include its larger global influences.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The student will have to engage with the class during the presentation of the completed work to fully explain the connection between process, media, and the research topic.

Assignment

D. An in-depth, 15-20 minute, formal visual analysis as an oral and verbal presentation. This presentation will be based on a physical work of art or architecture examined through the actual, in-person viewing experience of a work of art or architecture as a result of an individual field trip to a museum, architectural or cultural site. A close examination of the work will be supported through photography and investigative drawing done on-site from direct observation. The presentation will include a contextual understanding of the work in relationship to its physical material, tactile and three-dimensional characteristics and scale. The work of art or architecture must be representative of a period covered in the course and from Western Europe or Northern Africa. The individual work will be selected by the student based on current exhibitions and proximity. The Getty Villa and LACMA are museums recommended for the project.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research projects requires in-depth scholarly research that uses appropriate resources such as scholarly articles or texts. This requires a great deal of attention and time as the works may have varied source material. The rigor of sorting through the source material and arranging it into an oral presentation that analyzes the work with an original point of view while clearly communicating detail is consistent with more advanced art research.

Course Materials**Textbooks**

Textbooks (most recent editions)

- Janson, H. W. History of Art.

- Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 1
- Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 1
- Stokstad, Marilyn. Art History, Volume 1

Open Educational Resources

- Smarthistory's (Khan Academy) materials/books (available online and to print out for free)
- Smarthistory OER Commons
- Smarthistory Reframing Art History (global perspectives) open access
- Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History
- Met Heilbrunn Timeline of Art History

These are representative texts. Texts used by individual institutions and individual instructors will vary.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the concerns of this course is to acknowledge the influence of diverse cultural traditions on Western art. This is explored and discussed by directly comparing cultural themes in ancient art and stylistic influences between diverse cultures. One example is the comparison of how early Christian art differs from the erotic art themes of the Indus Valley while examining their thematic intersections.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course includes formative and summative assignments and evaluation formats that scaffold student learning with concern for different learning styles and diverse cultural backgrounds. Written activities such as visual analysis and term papers encourage research and the development of critical perspectives as a way to promote individual agency. Student-led discussions that can be posted on Canvas or delivered in hybrid formats encourage active dialogue and interaction. Museum visits may be in person or virtually online and support awareness of culture, gender, and political context through local and global art. Project-based assignments encourage creative and authentic approaches to engaging with content. Collaborative work that includes peer review of written assignments or projects encourages discourse among students as they empower each other through interaction. This combined approach to assignments and assessments with resources such as rubrics provides engagement and opportunities for achievement through multiple learning formats.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student to Student contact will be incorporated in each class session through collaborative group critique sessions of artwork from the time period of Ancient art (world-wide) and the late Gothic era in Europe. Students will be presented with examples of artwork and must be able to identify key visual elements and historical facts through collaborative discussion and real time research. In online discussion forums, students will provide this feedback individually in their initial post, but will respond to peers by adding to what is presented and offering revisions to that information as necessary

Explain how the course will incorporate instructor-to-student interaction.

Instructor to Student interactions will be varied. There will be in-class slide lecture presentations with visual and contextual information provided directly to the students about artwork from this time period. There will be interactions between instructor and students through informal discussions that happen during the lecture sessions as students raise relevant questions. The instructor will interact with online students through discussion board comments and gradebook comments.

Explain how the course will incorporate student-to-content interaction.

Student to Content interactions will occur primarily through several written essays and research papers on the topics covered in the ancient world to the late Gothic era in art. Students will also have the opportunity to orally present their synthesized ideas on art topics to the class.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student to Self interactions are strategically placed throughout the course to allow for the student to really reflect on their own understanding of the artwork studied in the course. These reflections focus on shaping the students' understanding of how their use of appropriate terminology and critical framework for examining art is changing.

Key: 205