

History of Art & Design I

Table of Readings for *Gardner's Art Through the Ages: A Global History*

| Week | Topic | Related readings |
|-------------|---|---|
| 1 | An introduction to studying art and design history | What is Art History, pp. 1-13 Paleolithic Art, pp. 14-23 |
| 2 | Art, design, and civilization before Classicism | Neolithic Art, pp. 24-29; Mesopotamia, pp. 30-51; Egypt, pp. 52-79; Prehistoric Aegean, pp. 80-97 |
| 3 | The birth of the Classical tradition in Greece | Geometric and Archaic Greece, pp. 98-118; Classical Greece, 118-144; Hellenistic Greece, 145-155 |
| 4 | Art and design from the Roman Republic to the Ottoman Empire | Etruscan art, pp. 222-235; Roman Republic, pp. 236-253; Roman Empire, 254-287; Byzantine and early Christian, pp. 288-339; Islamic pp.340-363 |
| 5 | Midterm Exam | |
| 6 | Manuscript illumination and early book design: the origins of the graphic arts | Manuscript illumination is discussed in various chapters beginning with pp. 304-306. Also: 324-325; 358-359; 411-414; 417-419; 457-458; 481-485 |
| 7 | Design Problem discussion and research workshop. | All materials are online or will be distributed in class. |
| 8 | From Romanesque to Gothic: Virtual reality in the Middle Ages | Early Medieval to Romanesque, pp. 407-495; Gothic , pp. 460-495. |
| 9 | Renaissance art and design: The revival of Classical ideals | Italy: 1200-1400, 496-517; 1400-1500, 540-577; 1500-1600, 578-623. Northern Europe: 1400-1500, 518-539; 1500-1600 (incl. Spain), 624-647. |
| 10 | Renaissance reconsidered: Reformation and Counter-reformation, Baroque and Rococo | Baroque: in Italy and Spain (1600-1700) 648-671; in Northern Europe and France, 672-703. Rococo: 750-757. |
| 11 | Final Exam | |

The readings listed above are more comprehensive than those in the Concise Western History, but many more of the images I show in class are included. The division of art in Europe by strictly chronological periods, neatly rounded out (1500-1600, for example) is a little difficult to negotiate, but they do correspond to topics as I've outlined them on the chart. Concentrate on the particular periods, movements, and artists we study in class