

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	ARTS210		
Course Title	History of Art		
Prerequisites	None		
Course Instructor	STOCKER Sam	Year Available (Grade Level)	1
Subject Area	Interdisciplinary Arts: Arts	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>This course provides an introductory survey of global art history, exploring artistic traditions from prehistoric times to contemporary art. Through an interdisciplinary approach, students will engage with key historical periods, cultural contexts, and analytical methods used in the study of art history. The course aims to develop critical thinking, visual literacy, and an appreciation for the diverse artistic expressions of human civilization. Students will learn about significant works of art from a range of cultures and time periods, including the Prehistoric and Ancient Mediterranean, the Middle Ages, the art of India, China, Japan, and Southeast Asia, the Americas, Africa, and the Pacific Islands, as well as European and American art from the Renaissance to the present day. Classes will incorporate discussions, conceptual frameworks, visual analysis exercises, and hands-on engagement with art historical methodologies.</p>
Class plan based on course evaluation from previous academic year	<ul style="list-style-type: none"> ·Conceptual Frameworks & Mind Mapping or Art making: Collaborative exercises to synthesize key ideas and relationships between artistic movements and styles. ·Visual Analysis Sketches: Development of observational and analytical skills through direct engagement with artworks. ·Discussion Questions & Critical Reflections: Opportunities to engage with course themes, compare artistic traditions, and examine the cultural significance of works of art. ·Research & Writing: Students will complete an essay analyzing a specific artist, movement, or artwork, applying historical and theoretical perspectives. <p>By the end of the course, students will have gained a comprehensive understanding of global art history, an ability to critically analyze artworks, and a foundation for further studies in art history and related fields.</p>
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<ol style="list-style-type: none"> 1. Understand the Scope of Art History <ol style="list-style-type: none"> a. Define art history as a discipline and articulate its key questions, methodologies, and approaches. b. Recognize the diversity of artistic traditions across time periods and cultures. 2. Analyze Artistic Styles, Techniques, and Movements <ol style="list-style-type: none"> a. Identify and describe major artistic movements from prehistoric art to contemporary practices. b. Compare and contrast stylistic developments across different periods and regions. 3. Develop Critical Thinking and Visual Analysis Skills <ol style="list-style-type: none"> a. Apply visual analysis techniques to interpret artworks, considering formal elements, composition, and meaning. b. Assess how historical, cultural, and social contexts influence artistic production and reception. 4. Engage in Art Historical Research and Writing <ol style="list-style-type: none"> a. Conduct research using primary and secondary sources to support art historical arguments. b. Write a well-structured essay that demonstrates critical engagement with an artwork, artist, or movement. 5. Apply Conceptual Frameworks to Art Interpretation <ol style="list-style-type: none"> a. Use conceptual mapping to organize and synthesize information about different artistic traditions. b. Develop interdisciplinary perspectives by integrating historical, philosophical, and sociocultural analyses of art. 6. Participate in Constructive Discussions and Collaborative Learning <ol style="list-style-type: none"> a. Articulate informed perspectives in class discussions, engaging with peers' insights. b. Collaborate on group projects, such as mind mapping exercises, to deepen understanding of course materials. 7. Recognize the Cultural Significance of Art <ol style="list-style-type: none"> a. Explore how art functions within religious, political, and social contexts across civilizations. b. Analyze how art reflects and influences identity, ideology, and historical change.

iCLA Diploma Policy	DP1/DP2/DP3
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Discussion, Debate/Group Work/Presentation/Workshop, Fieldwork			
More details/supplemental information on Active Learning Methods	The course will incorporate a range of active learning methods to promote student engagement and critical thinking. Reading assignments will be assigned to deepen our understanding of the course material. Collaborative projects and presentations will provide opportunities for students to work together. Group discussions and debates will encourage the exchange of ideas and diverse perspectives. Visual analysis exercises will develop students' skills in interpreting and evaluating artworks. Brainstorming and mind mapping activities will foster creativity and innovative thinking. By participating in these active learning methods, students will be able to enhance their learning experience and develop a deeper appreciation for the history of art.			
Use of ICT	Please note that students will not have unrestricted access to ICT (Information and Communication Technology) in every class. While we encourage the use of technology for certain activities, such as research, note-taking, and collaborative projects, there may be occasions where it is not suitable or available due to logistical reasons. We appreciate your understanding and suggest that students bring alternative means of note-taking, such as pen and paper, to class. Students will be required to use computers to complete class and homework assignments. These assignments may include research papers, visual presentations, and other multimedia projects. In addition, students will be expected to compile all of their coursework into a single slide presentation, which will serve as a final project for the semester. This presentation should showcase the students' mastery of the course material and demonstrate their critical thinking skills. We strongly recommend that students have access to their own device to ensure they can work on assignments both in class and at home			
Contents of class preparation and review	Students should expect to dedicate approximately 2 to 4 hours per week to reading assignments and completing class assignments. This includes any research or other preparation required for in-class activities, as well as homework assignments such as essays, visual presentations, and collaborative projects. While the amount of time required may vary depending on individual study habits and the complexity of the assignment, we recommend that students plan accordingly and budget their time wisely to ensure they can complete their work to the best of their ability. As always, if students have questions or need assistance, they should feel free to reach out to the instructor for guidance	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)
Feedback Methods	If students have any questions or concerns, they are encouraged to contact the instructor by email at stocker.sam@c2c.ac.jp or to visit the instructor's office in F202 during office hours. The instructor is always happy to assist students and provide guidance on any aspect of the course, whether it be related to class material or assignments. Students should not hesitate to reach out for assistance, as the instructor is here to support them in their learning journey			

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Mind maps, Artwork and Visual analysis mind maps and visual analysis	30%	mind maps made as group work completed in class
Discussion Questions related to the textbook	30%	discussion questions given the end of some lectures
Final History of art paper and Visual analysis sessions	30%	Minimum 2000-word essay with minimum 7 source annotated bibliography
Studentship	10%	Evidence of process, constant work work, regular attendants and punctuality.

Required Textbook(s)	The primary textbook for this art history course will be Gateways to Art: Understanding the Visual Arts, third edition. In addition to the assigned reading material, students will be provided with a suggested list of artworks to view and supplemental readings to deepen their understanding of the course material. These resources are intended to support students in their learning and enhance their appreciation of art history and visual culture.
Other Reading Materials/URL	Students are encouraged to use additional resources to further their research and understanding of art history. The Khan Academy and Smart History websites are valuable tools that will be used in class to supplement the course material. The Khan Academy website can be found at https://www.khanacademy.org/humanities/art-history and offers a wide range of resources for students to explore, including articles, videos, and interactive activities. These resources will enhance students' engagement with the course material and deepen their appreciation of the visual arts
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on nature of plagiarism you may fail the assignment or the course. Repeated act of plagiarism will be reported to the University which may apply additional penalties. It is important to note that while the use of language models is allowed, students must acknowledge when they have utilized it and should not submit an entire paper or discussion answer solely based on it. Furthermore, relying solely on language models will not replace the need for students to consult reliable sources and include a bibliography in their work. It is also worth emphasizing that practicing writing, reading, and visualizing on your own is crucial for your personal development and future career prospects. Evidence of development of work will be essential in this area, a lack of knowledge if asked direct questions and a lack of evidence could lead to a fail.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Participation in field trips to art galleries and museums for research is highly encouraged in this course. By enrolling, students agree to allocate necessary funds for equipment or travel expenses, if deemed necessary. All students are expected to make the most of in class time and out of class work by buying materials and working consistently throughout the course as requirements are graded. Students will be required to visit art exhibitions during the course for the purpose of writing the paper. Students are able to ask the instructor about the project throughout the course; however, the final outcome must come from the student to be a high grade. Students who are found to be reading, watching, working on or playing something that is unrelated to the actual class of the day will find this reflected in their grading.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Lesson 1 is an introductory class that provides an overview of the course and explores the fundamental question of "What is Art History?" Students will be encouraged to share their perspectives on this question and engage in a discussion about the different approaches to studying art history. By the end of the lesson, students will have a better understanding of what the course entails and the various concepts and techniques that they will be exploring throughout the semester.
Class 2	3.1.1The Prehistoric and Ancient Mediterranean 1 In this lesson, we will be focusing on prehistoric art. We will explore various examples of prehistoric art and discuss their significance and meaning. Our discussion will be based on the text book Gateways to Art: Understanding the Visual Arts, which provides a comprehensive survey of prehistoric art. By the end of this lesson, you will have gained a deeper understanding of the artistic expressions of prehistoric societies and their cultural contexts.
Class 3	Visual analysis sketch/ art work 1 In Visual Analysis Sketch 1, students will select an artwork from the Prehistoric and Ancient Mediterranean period and apply visual analysis questions to closely examine and interpret the work. Through this exercise, students will develop their analytical and critical thinking skills, as well as their ability to communicate their insights effectively.
Class 4	3.1.2The Prehistoric and Ancient Mediterranean 2 Lesson 3.1.2 will delve deeper into the art of Mesopotamia and Ancient Egypt. We will examine the artistic traditions and styles of these civilizations, as well as the cultural and historical contexts in which the art was created. By the end of the lesson, students will have gained a deeper understanding of the art and architecture of these ancient civilizations
Class 5	3.1.3The Prehistoric and Ancient Mediterranean 3 Discussion question In this class, students will delve into the fascinating art of Ancient Greece and Rome. We will explore the iconic works and styles that defined these civilizations and examine their cultural and historical significance. Additionally, we will kick off our first discussion question, which will prompt students to reflect on the art covered in Chapter 3.1 and share their insights and opinions with their peers

Class 6	<p>Conceptual framework group Mind map 1</p> <p>During this lesson, students will engage in a group mind mapping activity. The goal is to create a visual representation of the conceptual framework of prehistoric art. Working collaboratively, students will choose the artworks they feel best illustrate this period of time and add them to the mind map. This exercise will help students develop their critical thinking and visual analysis skills, as well as their ability to work collaboratively with others.</p>
Class 7	<p>3.2 Art of the Middle</p> <p>In this class, we will explore the art of the Middle Ages, including the early Christian and Byzantine art. We will also discuss the role of art in religion and its function in society during this period. Additionally, we will introduce Discussion question 2, which will ask students to compare and contrast the art of the Prehistoric and Ancient Mediterranean period with the art of the Middle Ages. This will encourage students to critically examine the development of art and its significance in different historical contexts</p>
Class 8	<p>3.3 Art of India, China, Japan, and Southeast Asia 1</p> <p>In this class, we will shift our focus to the art of India, China, Japan, and Southeast Asia. We will explore the cultural and religious influences that shaped the artistic traditions of these regions, including Hinduism, Buddhism, Confucianism, and Taoism. We will also examine the techniques and materials used in these works, such as ink painting, calligraphy, and ceramics.</p>
Class 9	<p>Presentation of Conceptual Framework Group Mind Map 1</p> <p>In this session, students will present their completed mind maps on the conceptual framework of prehistoric art. Each group will showcase their visual representation, explaining the key artworks they selected and how these pieces illustrate the artistic developments of this period.</p> <p>Through these presentations, students will:</p> <ul style="list-style-type: none"> Justify their choices of artworks and their placement within the mind map. Discuss the connections between different artistic traditions and cultural contexts. Reflect on the collaborative process and how their understanding of prehistoric art evolved during the activity. Receive constructive feedback from peers and the instructor to refine their analytical and presentation skills. <p>This session will encourage critical engagement with art historical concepts while reinforcing teamwork and effective communication.</p>
Class 10	<p>3.3.2 Art of India, China, Japan, and Southeast Asia 2 Ages 1 Discussion questions Continuation from lesson 9.</p> <p>In this lesson, we will continue our exploration of the art of India, China, Japan, and Southeast Asia. We will delve deeper into the cultural and historical context of the art from these regions, and examine how it reflects the values and beliefs of the people who created it. Students will also be given the opportunity to engage in Discussion Question 5, which will focus on the themes and techniques present in the art we have studied so far. Additionally, we will explore the various art forms from these regions, including sculpture, painting, and calligraphy. Through our study of these art forms, we will gain a deeper understanding of the rich artistic traditions of these cultures</p>
Class 11	<p>Visual analysis sketch 2</p> <p>In Visual Analysis Sketch 2, students will select an artwork from the Art of India, China, Japan, and Southeast Asia and apply visual analysis questions to closely examine and interpret the work. Through this exercise, students will develop their analytical and critical thinking skills, as well as their ability to communicate their insights effectively.</p>
Class 12	<p>Conceptual framework group Mind map 2</p> <p>During this lesson, students will engage in a group mind mapping activity. The goal is to create a visual representation of the conceptual framework of prehistoric art. Working collaboratively, students will choose the artworks they feel best illustrate this period of time and add them to the mind map. This exercise will help students develop their critical thinking and visual analysis skills, as well as their ability to work collaboratively with others.</p>
Class 13	<p>3.4 Art of the Americas</p> <p>In this lesson, we will continue our exploration of the art of the Americas. We will delve deeper into the cultural and historical context of the art from these regions, and examine how it reflects the values and beliefs of the people who created it. Students will have the opportunity to engage in Discussion Questions 6 and 7, which will focus on the themes and techniques present in the art we have studied so far. Additionally, we will explore the various art forms from these regions, including sculpture, pottery, and textiles. Through our study of these art forms, we will gain a deeper understanding of the rich artistic traditions of the Americas.</p>
Class 14	<p>3.5 Art of Africa and the Pacific Islands 1 – Discussion questions</p> <p>In this lesson, we will shift our focus to the art of Africa and the Pacific Islands. We will explore the diverse cultural and historical contexts that have shaped the art of these regions, and how it reflects the values and beliefs of the people who created it. Students will also be given the opportunity to engage in Discussion Question 5, which will focus on the themes and techniques. Additionally, we will examine various art forms from these regions, including sculpture, masks, textiles, and pottery. Through our study of these art forms, we will gain a deeper understanding of the unique artistic traditions and cultural heritage of Africa and the Pacific Islands.</p>
Class 15	<p>Visual analysis sketch 3</p> <p>In Visual Analysis Sketch 3, students will select an artwork from the Americas and apply visual analysis questions to closely examine and interpret the work. Through this exercise, students will develop their analytical and critical thinking skills, as well as their ability to communicate their insights effectively.</p>

Class 16	<p>Presentation of Conceptual Framework Group Mind Map 2</p> <p>In this session, students will present their completed mind maps on the conceptual framework of prehistoric art. Each group will showcase their visual representation, explaining the key artworks they selected and how these pieces illustrate the artistic developments of this period.</p> <p>Through these presentations, students will:</p> <ul style="list-style-type: none"> Justify their choices of artworks and their placement within the mind map. Discuss the connections between different artistic traditions and cultural contexts. Reflect on the collaborative process and how their understanding of prehistoric art evolved during the activity. Receive constructive feedback from peers and the instructor to refine their analytical and presentation skills. <p>This session will encourage critical engagement with art historical concepts while reinforcing teamwork and effective communication.</p>
Class 17	<p>Art of Renaissance and Baroque Europe (1400–1750)</p> <p>In this lesson, we will shift our focus to the Art of Renaissance and Baroque Europe (1400–1750). We will explore the historical and cultural contexts that gave rise to some of the most iconic works of art from this period. From the early Renaissance to the Baroque era, we will examine the development of artistic techniques, styles, and themes that defined this period of European art. We will study the great masters of Renaissance art, such as Leonardo da Vinci, Michelangelo, and Raphael, and their contributions to the fields of painting, sculpture, and architecture. We will also examine the emergence of Baroque art and its unique style, characterized by drama, emotion, and grandeur.</p> <p>Through our analysis of various art forms, including frescoes, oil paintings, sculptures, and tapestries, we will gain a deeper understanding of the complex and layered meanings embedded within Renaissance and Baroque art. We will also explore how the social, political, and religious contexts of this period shaped the production and reception of art.</p> <p>Ultimately, our study of the Art of Renaissance and Baroque Europe will provide us with a profound appreciation for the aesthetic and cultural legacy of this era, and how it continues to influence art today.</p>
Class 18	<p>3.6 2 Art of Renaissance and Baroque Europe (1400–1750) 2</p> <p>Discussion questions In this lesson, we will shift our focus to the Art of Renaissance and Baroque Europe (1400–1750). We will explore the historical and cultural contexts that gave rise to some of the most iconic works of art from this period. From the early Renaissance to the Baroque era, we will examine the development of artistic techniques, styles, and themes that defined this period of European art.</p> <p>We will study the great masters of Renaissance art, such as Leonardo da Vinci, Michelangelo, and Raphael, and their contributions to the fields of painting, sculpture, and architecture. We will also examine the emergence of Baroque art and its unique style, characterized by drama, emotion, and grandeur.</p> <p>Through our analysis of various art forms, including frescoes, oil paintings, sculptures, and tapestries, we will gain a deeper understanding of the complex and layered meanings embedded within Renaissance and Baroque art. We will also explore how the social, political, and religious contexts of this period shaped the production and reception of art.</p> <p>Ultimately, our study of the Art of Renaissance and Baroque Europe will provide us with a profound appreciation for the aesthetic and cultural legacy of this era, and how it continues to influence art today</p>
Class 19	<p>Visual analysis sketch 4</p> <p>In Visual Analysis Sketch 4, students will select an artwork from the Americas and apply visual analysis questions to closely examine and interpret the work. Through this exercise, students will develop their analytical and critical thinking skills, as well as their ability to communicate their insights effectively.</p>
Class 20	<p>.7 Art of Europe and America, 1700–1865: Rococo to Realism.</p> <p>In this lesson, we will shift our focus to the Art of Europe and America, 1700–1865: Rococo to Realism. We will explore the rich artistic traditions that emerged during this period, and how they reflected the social, cultural, and political changes that swept across Europe and America.</p> <p>From the ornate and playful Rococo style to the stark realism of the mid-19th century, we will examine the evolution of artistic techniques, styles, and themes that defined this period of European and American art. We will also study the great artists of this era, including Jean-Honoré Fragonard, Jacques-Louis David and Francisco Goya.</p> <p>Through our analysis of various art forms, including paintings, sculptures, and prints, we will gain a deeper understanding of the complex and nuanced meanings embedded within Rococo, Neoclassical, Romantic, and Realist art. We will also explore how the social, economic, and political contexts of this period shaped the production and reception of art</p>
Class 21	<p>Conceptual framework group Mind map 3</p> <p>During this lesson, students will engage in a group mind mapping activity. The goal is to create a visual representation of the conceptual framework of prehistoric art. Working collaboratively, students will choose the artworks they feel best illustrate this period of time and add them to the mind map. This exercise will help students develop their critical thinking and visual analysis skills, as well as their ability to work collaboratively with others.</p>
Class 22	<p>Coursework session</p> <p>In this class I offer some guidance to help you succeed. This class is designed to help you develop a deeper understanding of the subject matter and improve your critical thinking skills. To succeed in this class, attend all classes, complete the assigned readings, ask questions, submit assignments on time, and seek feedback. If you're struggling, don't hesitate to seek help from me</p>
Class 23	<p>The Modern Aesthetic: Manet in 1863 to the American Scene in the 1930s In this lesson, we will shift our focus to The Modern Aesthetic: Manet in 1863 to the American Scene in the 1930s. We will examine the artistic styles and movements that emerged during this period, and how they reflected the social, cultural, and political changes that swept across Europe and America. From Edouard Manet's groundbreaking painting "Le Déjeuner sur l'herbe" to the emergence of Impressionism, PostImpressionism, and Expressionism, we will explore the evolution of artistic techniques, styles, and themes that defined this period of art. We will also study the great artists of this era, including Vincent van Gogh, Paul Cézanne, Henri Matisse, and Edward Hopper.</p> <p>Through our analysis of various art forms, including paintings, sculptures, and photography, we will gain a deeper understanding of the complex and nuanced meanings embedded within modern art. We will also explore how the social, economic, and political contexts of this period shaped the production and reception of art.</p>
Class 24	<p>Presentation of Conceptual Framework Group Mind Map 3</p> <p>In this session, students will present their completed mind maps on the conceptual framework of prehistoric art. Each group will showcase their visual representation, explaining the key artworks they selected and how these pieces illustrate the artistic developments of this period.</p> <p>Through these presentations, students will:</p> <ul style="list-style-type: none"> Justify their choices of artworks and their placement within the mind map. Discuss the connections between different artistic traditions and cultural contexts. Reflect on the collaborative process and how their understanding of prehistoric art evolved during the activity. Receive constructive feedback from peers and the instructor to refine their analytical and presentation skills. <p>This session will encourage critical engagement with art historical concepts while reinforcing teamwork and effective communication.</p>

Class 25	<p>3.9 Late Modern and Contemporary Art: From Abstract Expressionism in the 1940s to the Present Day. Discussion questions</p> <p>In this lesson, we will shift our focus to Late Modern and Contemporary Art: From Abstract Expressionism in the 1940s to the Present Day. We will explore the various artistic styles and movements that emerged during this period and how they reflected the cultural, social, and political changes of the times.</p> <p>From the emergence of Abstract Expressionism and Color Field painting to the rise of Pop Art and Conceptual Art, we will examine the evolution of artistic techniques, styles, and themes that defined this period of art. We will also study the great artists of this era, including Jackson Pollock, Mark Rothko, Andy Warhol, and Cindy Sherman.</p> <p>Through our analysis of various art forms, including paintings, sculptures, installations, and new media, we will gain a deeper understanding of the complex and nuanced meanings embedded within contemporary art. We will also explore how the social, economic, and political contexts of this period shaped the production and reception of art.</p>
Class 26	<p>Essay Individual work</p> <p>In this art history class, we have explored the rich history of human artistic expression across various cultures and periods. From the prehistoric cave paintings to the contemporary art forms of today, we have studied the diverse range of styles, techniques, and movements that have defined the world of art. By examining the cultural, social, and political contexts that shaped the production and reception of art, we have gained a deeper understanding of its impact on society. Throughout the course, we have analyzed various art forms, including paintings, sculptures, installations, and other mediums, to understand their significance and aesthetic value. This paper will build on our class discussions and explore the artistic legacy of a particular era, artist, or movement. We will analyze various art forms and examine their historical and cultural significance.</p>
Class 27	<p>3.10 Late Modern and Contemporary Art: From Abstract Expressionism in the 1940s to the Present Day 2 Discussion questions</p> <p>In this lesson, we will shift our focus to Late Modern and Contemporary Art: From Abstract Expressionism in the 1940s to the Present Day. During this period, the art world underwent a significant transformation, and we will explore the various artistic styles and movements that emerged as a result.</p> <p>We will start with the emergence of Abstract Expressionism, which represented a dramatic departure from traditional art forms. We will also study the development of Pop Art and its impact on the art world. We will examine the rise of Conceptual Art, which challenged conventional notions of art and its role in society. We will also explore the use of new media and technology in contemporary art.</p> <p>Through our analysis of various art forms, including paintings, sculptures, installations, and new media, we will gain a deeper understanding of the complex and nuanced meanings embedded within contemporary art. We will also explore how the social, economic, and political contexts of this period shaped the production and reception of art. Ultimately, our study of Late Modern and Contemporary Art: From Abstract Expressionism in the 1940s to the Present</p>
Class 28	<p>Coursework</p> <p>In this class I offer some guidance to help you succeed. This class is designed to help you develop a deeper understanding of the subject matter and improve your critical thinking skills. To succeed in this class, attend all classes, complete the assigned readings, ask questions, submit assignments on time, and seek feedback. If you're struggling, don't hesitate to seek help from me.</p>
Class 29	<p>Essay Individual work</p> <p>Writing a paper on art history requires a deep understanding of the topic and a thorough analysis of the artwork, artist, or era that you are studying. The goal of this class is to help students develop the skills and knowledge necessary to write a well-researched and thought-provoking art history paper.</p>
Class 30	<p>Essay Individual work</p> <p>Writing a paper on art history requires a deep understanding of the topic and a thorough analysis of the artwork, artist, or era that you are studying. The goal of this class is to help students develop the skills and knowledge necessary to write a well-researched and thought-provoking art history paper.</p>