

# Glendale College

## Course Outline of Record Report

Course ID 010511  
Revision - November 2025

### ARTHC1100 : Survey of Art from Prehistory to the Medieval Era

#### General Information

|   |  |
|---|--|
| Author:                                     | <ul style="list-style-type: none"> <li>Tobin Sparfeld</li> <li>Haraldson, Emily</li> </ul>   |
| Attachments:                                | ARTHC1100_Part2.pdf<br>ARTHC1100_ARTH101.pdf   |
| Course Code (CB01) :                        | ARTHC1100  |
| Course Title (CB02) :                       | Survey of Art from Prehistory to the Medieval Era  |
| Department:                                 | ARTH   |
| Proposal Start:                             | Fall 2026  |
| TOP Code (CB03) :                           | (1001.00) Fine Arts, General   |
| CIP Code:                                   | (50.0101) Visual and Performing Arts, General.   |
| SAM Code (CB09) :                           | E - Non-Occupational   |
| Distance Education Approved:                | Yes  |
| Will this course be taught asynchronously?: | Yes  |
| Course Control Number (CB00) :              | CCC000616329   |
| Curriculum Committee Approval Date:         | 11/12/2025   |
| Board of Trustees Approval Date:            | 01/13/2026   |
| Last Cyclical Review Date:                  | 11/12/2025   |
| Course Description and Course Note:         | <p>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. Building on this foundation, the course explores how artistic developments reflect and shape the geographic, social, political, and spiritual life of ancient and medieval societies. Students examine major works of architecture, painting, and sculpture in their historical contexts, analyzing how artistic form, material, and function express cultural values and beliefs. Attention is also given to cross-cultural exchange, the transmission of visual ideas, and the enduring legacy of early art traditions in later world cultures. Note: This course was previously ARTH 101.</p> |
| Justification:                              | Mandatory Revision<br><br>Notes for Submission: CCN Wording  |
| Academic Career:                            | <ul style="list-style-type: none"> <li>Credit</li> </ul>   |
| Mode of Delivery:                           | <ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Hybrid</li> <li>Online</li> </ul>  |
| Author:                                     | No value   |
| Course Family:                              | No value   |

### Academic Senate Discipline

Primary Discipline: • Art History

Alternate Discipline: • Art

Alternate Discipline: No value

### Course Development

Basic Skill Status (CB08) Course is not a basic skills course.

Course Special Class Status (CB13) Course is not a special class.

Grading Basis • Grade with Pass / No-Pass Option

Pre-Collegiate Level (CB21) Not applicable.

Course Support Course Status (CB26) Course is not a support course

Allow Students to Gain Credit by Exam/Challenge

### General Education and C-ID

#### General Education Status (CB25)

Not Applicable

#### Transferability

Transferable to both UC and CSU

#### Transferability Status

Approved

#### Cal-GETC

Area 3A: Arts

#### Area

Arts

#### Status

Approved

#### Approval Date

09/02/2025

#### Comparable Course

No Comparable Course defined.

#### GCC General Education Requirements

Area 3: Arts and Humanities

#### Area

Arts and Humanities

#### Status

Approved

#### Approval Date

09/02/2025

#### Comparable Course

No Comparable Course defined.

#### C-ID

ARTH

#### Area

Art History

#### Status

Approved

#### Approval Date

08/30/2010

#### Comparable Course

ARTH 110 - Survey of Western Art from Prehistory through the Middle Ages

### Units and Hours

#### Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

**Total Course In-Class (Contact Hours)** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Credit / Non-Credit Options**

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

**Weekly Student Hours**

|                  | In Class | Out of Class |
|------------------|----------|--------------|
| Lecture Hours    | 3        | 6            |
| Laboratory Hours | 0        | 0            |
| Studio Hours     | 0        | 0            |

**Course Student Hours**

|  |     |
|--|-----|
| <b>Course Duration (Weeks)</b>         | 18  |
| <b>Hours per unit divisor</b>          | 0   |
| <b>Course In-Class (Contact) Hours</b> |     |
| Lecture                                | 54  |
| Laboratory                             | 0   |
| Studio                                 | 0   |
| <b>Total</b>                           | 54  |
| <b>Course Out-of-Class Hours</b>       |     |
| Lecture                                | 108 |
| Laboratory                             | 0   |
| Studio                                 | 0   |
| <b>Total</b>                           | 108 |

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

| Activity Name | Type     | In Class | Out of Class |
|---------------|----------|----------|--------------|
| No Value      | No Value | No Value | No Value     |

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Advisory

#### ENGLC1000 - Academic Reading and Writing

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000E - Academic Reading and Writing

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000H - Academic Reading and Writing - Honors

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

| Entry Standards | Description |
|-----------------|-------------|
| No value        | No value    |

### Course Limitations

| Cross Listed or Equivalent Course                                      | Description     |
|--|-----------------|
| ARTH 101H Honors Art History: Prehistoric-Gothic                       | No Value        |
| ARTH 101 Art History: Prehistoric-Gothic                               | Original course |
| ARTH C1100H Survey of Art from Prehistory to the Medieval Era - honors | No Value        |

### Requisite Validation

|  |
|--|
| <b>Upload Statistical Validation and/or other documents (if necessary)</b> |
| No Value   |

### Specifications

|                               |                          |
|-------------------------------|--------------------------|
| <b>Methods of Instruction</b> |                          |
| Methods of Instruction        | Discussion               |
| Methods of Instruction        | Field Activities (Trips) |
| Methods of Instruction        | Guest Speakers           |
| Methods of Instruction        | Lecture                  |
| Methods of Instruction        | Multimedia               |

|   |   |   |             |                |
|---|---|---|-------------|----------------|
| <b>Methods of Instruction</b>   |   | Presentations   |             |                |
| <b>Methods of Instruction</b>   |   | Collaborative Learning  |             |                |
| <b>Out of Class Assignments</b>   |   |   |             |                |
| <ul style="list-style-type: none"> <li>• Written assignment (e.g. a written assignment on the materials used to make cave paintings)</li> <li>• Visual analysis assignment (e.g. a detailed description of an Assyrian sculpture)</li> <li>• Museum trips (e.g. a trip to the Getty Villa's to see Greek and Roman art)</li> <li>• Web research (e.g. an analysis of the Louvre's website)</li> </ul> |   |   |             |                |
| <b>Methods of Evaluation</b>  |   | <b>Description of Activity/Interaction</b>  |             |                |
| Other   |   | Methods of evaluation will include:<br>1. Written essays and/or research projects<br>2. Exam with essay component<br>Methods of evaluation may also include:<br>1. Discussions<br>2. Objective exams<br>3. Projects and presentations<br>4. Quizzes<br>5. Group Assignments<br>6. Museum Assignments<br>Methods of evaluation are at the discretion of faculty. |             |                |
| Writing Assignment  |   | Classroom writing assignments   |             |                |
| <b>Textbook Rationale</b>   |   |   |             |                |
| Davies is a classic text -- the others are required by CCN task force   |   |   |             |                |
| <b>Textbooks</b>  |   |   |             |                |
| <b>Author</b>   | <b>Title</b>  | <b>Publisher</b>  | <b>Date</b> | <b>ISBN</b>    |
| Janson, H. W.   | History of Art  | Harry N. Abrams   | 1991        | 978-0810934016 |
| Kleiner, Fred S.  | Gardner's Art Through the Ages: The Western Perspective, Volume 1 | Cengage Learning  | 2020        | 978-0357370384 |
| Kleiner, Fred S.  | Gardner's Art Through the Ages: A Global History, Volume 1        | Cengage Learning  | 2019        | 978-1337696593 |

|   |   |                                       |      |                |
|---|---|---------------------------------------|------|----------------|
| Stokstad, Marilyn   | Art History, Volume 1   | Pearson                               | 2017 | 978-0134479279 |
| Davies, P.  | History of Art: The Western Tradition - Vol. I                              | Upper River Saddle: Pearson Education | 2016 | 978-0205685189 |
| <b>Other Instructional Materials (i.e. OER, handouts)</b> |   |                                       |      |                |
| <b>Description</b>  | Smarthistory's materials/books  |                                       |      |                |
| <b>Author</b>   | Khan Academy  |                                       |      |                |
| <b>Citation</b>   | No value  |                                       |      |                |
| <b>Online Resource(s)</b>                                 | No value  |                                       |      |                |
| <b>Description</b>  | Smarthistory OER Commons  |                                       |      |                |
| <b>Author</b>   | Khan Academy  |                                       |      |                |
| <b>Citation</b>   | No value  |                                       |      |                |
| <b>Online Resource(s)</b>                                 | No value  |                                       |      |                |
| <b>Description</b>  | Smarthistory Reframing Art History  |                                       |      |                |
| <b>Author</b>   | Khan Academy  |                                       |      |                |
| <b>Citation</b>   | No value  |                                       |      |                |
| <b>Online Resource(s)</b>                                 | No value  |                                       |      |                |
| <b>Description</b>  | Libretexts, Introduction to Art History, A World Perspective of Art History |                                       |      |                |
| <b>Author</b>   | Gustlin and Gustlin   |                                       |      |                |
| <b>Citation</b>   | No value  |                                       |      |                |
| <b>Online Resource(s)</b>                                 | No value  |                                       |      |                |
| <b>Description</b>  | Timeline of Art History   |                                       |      |                |
| <b>Author</b>   | Met Heilbrunn   |                                       |      |                |
| <b>Citation</b>   | No value  |                                       |      |                |
| <b>Online Resource(s)</b>                                 | No value  |                                       |      |                |

## Learning Outcomes

### Course Objectives

Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.

Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.

Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.

## SLOs

### Analyze the cultural significance of the art and architecture being studied.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

*ARTH*  
Visual Arts: Art History A.A.  
Degree

Analyze cultural significance of art objects studied.

*ST DV*  
Liberal Arts: Arts and  
Humanities Emphasis A.A.  
Degree

Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.

Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.

*ARTH*  
Art History AA-T Degree

Analyze, and synthesize a variety of theoretical and practical foci within the discipline.

Apply their knowledge of key concepts in art history to discuss.

Gain a global, national, and local perspective on issues pertaining to art history preparing them for multiple pathways to future study and career opportunities.

Identify major topics, developments, debates, and issues of art history.

*ESL*  
Upon completion of this  
program students will:

Apply content knowledge of chosen electives in order to select a degree and/or career pathway.

Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.

*ART*  
Studio Arts AA-T Degree

Discuss and apply visual concepts and aesthetics from art history, contemporary art, and popular culture

### Identify examples of art and architecture.

Expected Outcome Performance: 70.0

*ARTH*  
Art History AA-T Degree

Analyze, and synthesize a variety of theoretical and practical foci within the discipline.

Apply their knowledge of key concepts in art history to discuss.

Gain a global, national, and local perspective on issues pertaining to art history preparing them for multiple pathways to future study and career opportunities.

Identify major topics, developments, debates, and issues of art history.

*ESL*  
Upon completion of this program  
students will:

Apply content knowledge of chosen electives in order to select a degree and/or career pathway.

Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.

*ILOs*  
Core ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

|   |  |
|---|--|
| <i>ST DV</i><br>Liberal Arts: Arts and Humanities<br>Emphasis A.A. Degree | Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition. |
|---|--|

|                                       |  |
|---------------------------------------|--|
| <i>ART</i><br>Studio Arts AA-T Degree | Discuss and apply visual concepts and aesthetics from art history, contemporary art, and popular culture |
|---------------------------------------|--|

|   |                                    |
|---|------------------------------------|
| <i>ARTH</i><br>Visual Arts: Art History A.A. Degree | Identify specific examples of art. |
|---|------------------------------------|

**Incorporate the specialized language of art history.**

Expected Outcome Performance: 70.0

|  |  |
|--|--|
| <i>ARTH</i><br>Art History AA-T Degree | Analyze, and synthesize a variety of theoretical and practical foci within the discipline. |
|--|--|

Apply their knowledge of key concepts in art history to discuss.

Gain a global, national, and local perspective on issues pertaining to art history preparing them for multiple pathways to future study and career opportunities.

Identify major topics, developments, debates, and issues of art history.

|   |  |
|---|--|
| <i>ESL</i><br>Upon completion of this program<br>students will: | Apply content knowledge of chosen electives in order to select a degree and/or career pathway. |
|---|--|

Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.

|   |  |
|---|--|
| <i>ARTH</i><br>Visual Arts: Art History A.A. Degree | Apply the specialized vocabulary of art history. |
|---|--|

|                          |  |
|--------------------------|--|
| <i>ILOs</i><br>Core ILOs | Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication. |
|--------------------------|--|

|   |  |
|---|--|
| <i>ST DV</i><br>Liberal Arts: Arts and Humanities<br>Emphasis A.A. Degree | Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition. |
|---|--|

|                                       |  |
|---------------------------------------|--|
| <i>ART</i><br>Studio Arts AA-T Degree | Discuss and apply visual concepts and aesthetics from art history, contemporary art, and popular culture |
|---------------------------------------|--|

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Part 1: Required Topics**

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

#### **Part 2: Additional Topics**

##### **Introduction**

- Forms of art
- Vocabulary, Art terms

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

### What term(s) will this course be offered?

Fall/Winter/Spring/Summer

### Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value