

HR1003 Course Outline

Academic Year	AY2026-2027
Semester/Trimester	Semester 1
Course Author	Cleo Thang
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Course Title	Introduction to the Histories of Art I
Course Code	HR1003
Academic Units	3
Contact hours	39

Course Requisites (if applicable)

Pre-requisites	NIL
Co-requisites	NIL
Pre-requisite to	NIL
Mutually exclusive to	DD1003 - Introduction to Art Histories of Art I
Replacement course to	DD1003 - Introduction to the Histories of Art I

Course Aims

This intensive, one semester course aims to provide a foundational understanding of Western art historical content and methods alongside foundation level visual and contextual analysis, academic research, presentation and referencing skills. The course provides a groundwork for further study and research in Western art history. This course is for students who wish to develop an understanding of human history through early visual representations. You will find possible future career avenues in galleries, museums, heritage centres, institutions specialized in the arts, culture and creativity.

Course Content

List of Topics:

- 1 Introduction to Art History** – Methods of historical analysis, Art in cultural, social and historical context and the idea of Art and Beauty.
- 2 Art before history** – Representations of the human body and architecture in prehistoric art, the art of the Ancient Near East, and ancient Egypt.
- 3 Workshop** – Research and references; how to find reliable art history images and avoiding Plagiarism – Fundamentals of looking and writing about art – Visual and contextual analysis.
- 4 The Art of Ancient Greece** – Humanism - Aesthetics of architecture and the human body. Discussion: Elgin Marbles debate (Who owns heritage?)
- 5 The Art of Ancient Rome** – Investigate Roman engineering, innovations and portraiture.
- 6 Early Christian and Byzantium Art** – Image power and religion - Iconoclasm
- 7 Islamic, Romanesque and Gothic Architecture** – Sacred vs Secular art and architecture
- 8 Early Renaissance** – Impact of the Black Death, Return to Humanism
- 9 High Renaissance** Paintings and Sculptures – The birth of art history - the role of the art historian and artists. The artist as a ‘universal man’.
- 10 Classical Architecture in the contemporary city** – Learning to look and identify.
- 11 Art of the Contemporary World and Singapore** – The role of the artists in the globalized world. The importance of ethics, advancement of technology and other possibilities. The development of art in Singapore.

Readings and References

References

- Andreescu-Treadgold, Irina, and Warren Treadgold. "Procopius and the Imperial Panels of S. Vitale." *The Art Bulletin* 79, no. 4 (December 1997): 708–723. College Art Association.
- Bataille, Georges. *Lascaux: Or, the Birth of Art: Prehistoric Painting*. Translated by André Klossowski. San Francisco: City Lights Books, 1991.
- Echlin, A. "Dynasty, Archaeology and Conservation: The Bourbon Rediscovery of Pompeii and Herculaneum in Eighteenth-Century Naples." *Journal of the History of Collections* 26, no. 2 (2014): 145–159.
- D'Alleva, Anna. *Methods & Theories of Art History*. 2nd ed. London: Laurence King, 2012.
- Drury, Haley. "Death and Rebirth: The Impact of the Black Death on the Birth of the Renaissance." *The General: Brock University Undergraduate Journal of History*, vol. 8, 2023, article 4196, <https://doi.org/10.26522/tg.v8i.4196>
- Kleiner, Fred S., ed. *Gardner's Art Through the Ages: A Global History*. 16th ed. Boston: Cengage Learning, 2020.
- Low, Sze Wee, ed. *Siapa Nama Kamu?: Art in Singapore Since the 19th Century*. National Gallery Singapore, 2015. <https://doi.org/10.2307/j.ctvgc600q>.
- Merryman, John. "Thinking About the Elgin Marbles." *Michigan Law Review* 83, no. 8 (August 1985): 1880–1923.
- Panofsky, Erwin, and Gerda S. Panofsky, eds. *Studies in Iconology: Humanistic Themes in the Art of the Renaissance*. 1st Routledge edition. London: Routledge, 2019. ISBN 9780367094744.
- Pentcheva, Bissera V. "Hagia Sophia and Multisensory Aesthetics." *Gesta*, vol. 50, no. 2, 2011, pp. 93–111.
- Ren, R. "Ahead of His Time: Leonardo da Vinci's Contributions to Engineering." *Journal of Education, Humanities and Social Sciences*, vol. 21, 2025, Article 13025, <https://doi.org/10.54097/ehss.v21i.13025>
- Stefanou, Eleni. "Parthenon (Elgin) Marbles: Case Study." In *Encyclopaedia of Global Archaeology*, edited by Claire Smith, 8438–8447. Cham: Springer, 2020.

Supplementary readings:

- Berger, John. *Ways of Seeing*. London: Penguin Books, 1972.
- Gombrich, E. H. *The Story of Art*. 16th ed. London: Phaidon Press, 2024.
- Plato. *The Republic*. Translated by G. M. A. Grube, revised by C. D. C. Reeve. Indianapolis: Hackett Publishing, 1992.

Other Useful Texts:

- Cole, Bruce, and Adelheid M. Gealt. *Art of the Western World: From Ancient Greece to Post-Modernism*. New York: Simon & Schuster, 1991.
- Fernie, Eric, ed. *Art History and Its Methods: A Critical Anthology*. London: Phaidon Press, 1995.
- Honour, Hugh, and John Fleming. *A World History of Art*. Revised 7th ed. London: Laurence King Publishing, 2009.

Getlein, Mark, and Kelly Donahue-Wallace. *Living with Art*. 13th ed. New York: McGraw-Hill Higher Education, 2024.

Preziosi, Donald, ed. *The Art of Art History: A Critical Anthology*. Oxford: Oxford University Press, 2009.

Assessments

1. CA1 (Visual Analysis Test) - 30%

Based on the instructor's prompt(s), answer questions about relevant course material in a thorough manner while adhering to the evaluation's time constraints.

2. CA2 (Research Presentation) – 20%

Research, plan, organize and present an oral presentation in synergy with class readings and discussions. To do well on team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation.

3. Class Engagement (Class Participation) 20%

It is essential for your learning in this course that you prepare for class by completing all required readings, and that you actively participate in class discussions including by contributing questions and opinions. Class participation will be assessed quantitatively and qualitatively: you will be rewarded for speaking in every class, and you will be further rewarded for making contributions that are constructive and thoughtfully drawn on the weekly readings.

4. Final Assessment (Written Test) – 30%

Based on the instructor's prompt(s), answer questions about relevant course material in a thorough manner while adhering to the evaluation's time constraints.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures and seminars	You will be able to understand large chronological or thematic narratives in a clear, organized way.
Presentations	Your research on the specific issues, theories and works of art encourages discussion, debate, and interpretation.
Field Trip	By visiting actual locations and sites, you will experience the visual impact of the architecture and artworks.
Workshop	You will acquire critical art language, develop arguments, presentation, and scholarly writing abilities.

Planned Weekly Schedule

Week/ Session	Topics/ Themes	Activities
1 12 Aug	Introduction to Art History – Methods of art historical analysis, Art in cultural, social and historical contexts – What is Art and Beauty?	Lecture and discussion
2 19 Aug	Art before history – Representations of the human body and architecture in prehistoric art, the art of the Ancient Near East, and ancient Egypt.	Lecture and discussion
3 26 Aug	Workshop – Research and references; how to find reliable art history images and avoiding Plagiarism – Fundamentals of looking and writing about art – Visual and contextual analysis.	Workshop Hands on practice – referencing sources and images. Practice visual and contextual analysis.
4 2 Sep	The Art of Ancient Greece – Humanism - Aesthetics of architecture and the human body. Discussion: Elgin Marbles debate (Who owns heritage?) Student Presentation 1	Lecture and discussion Presentation
5 9 Sep	The Art of Ancient Rome – Investigate Roman engineering, innovations, architecture and portraiture. Presentation 2	Lecture and discussion Presentation
6 16 Sep	Early Christian and Byzantium Art – Image power and religion – Iconoclasm Presentation 3	Lecture and discussion Presentation
7 23 Sep	Midterm Assessment Visual Analysis Test	Written test
8 7 Oct	Islamic, Romanesque and Gothic Architecture – Sacred vs Secular architecture. Case study – Hagia Sophia	Lecture and discussion
9 14 Oct	The Renaissance – The city of Florence, The Black Death, Return to Humanism. Presentation 4	Lecture and discussion Presentation
10 21 Oct	High Renaissance Paintings and Sculptures – The birth of art history - the role of the art historian and artists. The artist as a ‘universal man’. Presentation 5	Lecture and discussion Presentation
11 28 Oct	Field trip – Architecture in the contemporary city – Learning to look and identify.	Field Trip Exploring classical architecture in the city.
12 4 Nov	Art in the Contemporary World and Singapore – The role of the artists in the globalized world. Explore the works of Singapore artists.	Lecture and discussion
13 11 Nov	Final Assessment	Written test

Course Policies

Policy (Academic Integrity)

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information.

On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning.

Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Midterm and Final Test)

Students are expected to be punctual for the tests. **There will be no make-up. If you missed the test, you get zero. Clinic MCs will not be accepted.**

All tests will be done via the Respondus Lockdown Browser (RLB), in the classroom. Please bring your laptop (or iPad) on the day of the test.

You need to download RLB to take the tests.

<https://download.respondus.com/lockdown/download.php?id=946716216>

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your engagement/participation grade. Please note that there will be no make-up opportunities for in-class activities.

Policy (Punctuality)

Punctuality

You are expected to be punctual for all classes. If you are more than 15 minutes late, you will be deemed absent.

NTU Guidelines on Generative AI Tools (e.g., ChatGPT)

Utilizing generative AI tools (such as ChatGPT) in this class is permitted up to 20%. If you do use AI, do keep a research trail; and you need to include them in your references. NTU places great importance on upholding integrity in learning. Students are expected to always adhere to the Student Code of Conduct. Presenting words or ideas from external sources, including ChatGPT and other AI technologies, as your own without proper citation is considered misconduct - See NTU [Guidelines & Impact of Generative Artificial Intelligence \(GAI\) Tools on Education](#)

However, you are free to use AI tools that are not generative, such as spellcheckers and auto-annotation (e.g. EndNote), to assist in making your writing more professional. Please email me if you have any questions.

Provisional