

ARTH 200: HISTORY OF WESTERN ART I
FALL 2021

Asynchronous, online only, via GMU Blackboard

Instructor: Dr. Heidi Gearhart

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Office Hours: Mondays 3-4 pm (online via Blackboard, please let me know when you will be coming)

Wednesdays, 3–4 pm, Horizon Hall 3202 (3rd floor)

By appointment

Course Description:

This course is the first half of a survey of the History of Western Art. We will begin with the mysterious cave paintings of prehistory, discuss the art of Antiquity – the glorious sculpture and temples of Ancient Egypt, the refined figures of Classical Greece, the inventive architecture of Rome -- and progress through the Middle Ages, examining glittering golden manuscripts and soaring cathedrals. Our course will end at the eve of the Renaissance. As we shall see, throughout history, trends in history and culture have been reflected, expressed, and articulated in art, and our course will examine how art has been used for a myriad of purposes, from displays of political power to the performance of rituals for death. One of our central tasks will be to see how art and culture fit together, and how one can shed light upon the other.

The goal of this course is to learn the basics of art history and of visual analysis, focusing on art of the Mediterranean and European worlds. If you work hard, this course will help you develop skills for identifying works and recognizing their cultural context. It will also give you a broad understanding of the pre-modern history and culture of the Western world. A large part of this course is learning to use the descriptive and analytical terms appropriate for the discipline, learning to discuss, analyze, and write about a work of art. No prerequisites. 3 credits.

Mason Core: Arts

Learning Objectives

- Learn basic terms and vocabulary for describing a work of art or architecture
- Use art-historical terms and vocabulary to discuss and analyze works of art and architecture

- Recognize differences between the art and architecture of major cultures of pre-modern history
- Recognize differences between the art of major periods in pre-modern history
- Identify major monuments for each period or culture
- Articulate correspondences between visual art and the historical culture and moment to which it belongs
- Write proficiently about art and set forth written arguments regarding art

Learning Outcomes for Mason Core: Arts

Students who successfully complete this course for the Arts category must meet the first learning outcome and a minimum of two of the remaining four learning outcomes:

- Demonstrate an understanding of the relationship between artistic process, and a work's underlying concept, and where appropriate, contexts associated with the work.
- Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form.
- Analyze cultural productions using standards appropriate to the form, as well as the works cultural significance and context.
- Analyze and interpret the content of material or performance culture through its social, historical, and personal contexts.
- Engage in generative artistic processes, including conception, creation, and ongoing critical analysis.

COURSE REQUIREMENTS AND POLICIES

Evaluation

Discussion Board Post: Introduction and Syllabus	5%
Writing Activities (2 @ 10% each)	20%
Quizzes (2 @ 15 % each)	30%
Midterm	20%
Final Exam	25%

Participation:

In order to pass this course you will have to keep up with lectures, assigned readings, assignments and quizzes. These will be critical for your learning and for your grade.

Course Structure:

The work for each week will consist of lecture videos, and readings on that material. Every few weeks you will have a quiz or an activity to complete. Lessons will be made available on **Tuesdays at 12.00 am** and all assignments, quizzes, and activities will be due on **Mondays by 11.59 pm**. This is so that there will be enough time for you to ask – and for me to answer – any questions that might arise over the weekend. The lesson for Week 1 will be available Monday, August 23.

Summary of Quizzes and Due Dates:

September 13: Writing Activity #1 due

October 4: Quiz #1

October 18: Writing Activity #2 due

November 1: Midterm test

November 29: Quiz #2

Dec. 8: Final Exam

Evaluation:

Your work will be evaluated as follows:

A+ (98-100)	A (93-97)	A- (90-92)	Outstanding and exceptional level of work
B+ (87-89)	B (83-86)	B- (80-82)	Good to very good level of work
C+ (77-79)	C (73-76)	C- (70-72)	Satisfactory to average level of work
D (60-69)			Below average work -- marginally acceptable
F (below 60)			Unacceptable work – very poor quality or quantity

Quizzes will assess your comprehension of the lectures and readings. You will be asked to identify works and answer questions about the historical era and the art of it. You will be graded on accuracy of your response and, when applicable, the quality of your written answers. Always be as specific as possible, and give as much information as you can.

Writing assignments will be graded on how well you describe and analyze a work of art. Again, you'll want to be specific, providing details of a work and precise information about for whom it was made or what purpose it served, and you'll want to consider the similarities and differences across pieces. You will be graded on your comprehension

and engagement with the material, your use of art historical vocabulary and terms, as well as grammar and spelling.

Your Midterm and Final Exams will be a combination of multiple choice, short answer, and essay questions. You will be graded on your ability to identify works and analyze them, and your knowledge and understanding of their historical context. You should also be able to draw connections between the historical context and the visual characteristics of the work, and use art historical terms and vocabulary to discuss them.

Required Text:

The required textbook for this class is Marilyn Stokstad and Michael Cothren, *Art History, Vol. 1*. Sixth Edition. NY: Pearson, 2018. This book is available in the bookstore.

There will also be short additional readings, which will be available for download on Blackboard.

Nota Bene: I recognize that textbooks are very expensive; you may use the fourth or fifth edition of this book for our course if you like, but please be aware that if you choose to do so, you will be responsible for making sure you have the correct pages: the subject of the reading should always match the subject of the week.

Also, take advantage of your textbook. There is an extensive glossary at the back of the book, which will help you with new terms. Read slowly, and take notes as you go. The material builds up quickly, so keep up with the readings.

Technological Requirements:

This class will be taught asynchronously, so that you don't need to join lectures at a specific time, and can watch course videos at a time and in a place that is convenient for you. Please make sure that you have appropriate bandwidth to download and play video lectures for each week, and can log in to the course regularly.

A GMU email address is required for this course. All communication will be through Blackboard and email, and you will be expected to log in regularly.

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need

speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Patriot Tech](#) to see recommendations.

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Nota Bene: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Respondus for online midterm and final exam:

Your midterm and final exams will require you to download and install the Respondus Lockdown Browser. You can find instructions here:

<https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>

Deadlines:

Because this is an asynchronous course, all assignments and quizzes will be due on **Mondays by 11.59 pm**. If you need an extension you must contact me 24 hours before the deadline to request more time. If you do not submit a quiz or assignment your grade will be a zero.

If you wish an exemption for religious holidays you must contact me within the first two weeks of the semester with the appropriate dates.

Academic Integrity:

At George Mason University, Academic Integrity is demonstrated in our work, community, the classroom and research. We maintain this commitment to high academic standards through Mason's Honor Code. It is an agreement made by all members of our community to not "cheat, steal, plagiarize, or lie in matters related to your academic work." Students sign an agreement to adhere to the Honor Code on their application for admission to Mason and are responsible for being aware of the most current version of the code.

The Honor Code Pledge reads as follows:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

The Honor Committee is selected to promote academic integrity as a core value for our university community. Members of the committee serve on hearing panels established to investigate and resolve alleged violations of the Honor Code. Undergraduate and graduate students at Mason are subject to the university Honor Code. Mason's law school, the Scalia School of Law, has an Honor Committee that is independent from the rest of the University's Honor Committee. Questions about cases brought by the Scalia School of Law should be referred to that committee.

In addition, Mason has an office that deals with issues around research misconduct. Those incidents are investigated through the Office of Research Integrity and Assurance. As it states in policy 4007, "Allegations of academic misconduct against graduate students are governed solely by the university's honor code, except for 1) research activities as defined above regardless of sponsorship; and 2) master's theses

and doctoral dissertations, both of which are governed by this policy. Allegations of academic misconduct against undergraduate students are governed solely by the university honor code, except for sponsored research activities which are governed by this policy.” For more information, visit the Office of Research Integrity and Assurance website at <https://rdia.gmu.edu/topics-of-interest/research-misconduct/>.

This link provides the full read of the 2019–2020 Honor Code. Select it to download:

[George Mason University Honor Code 2019-2020 final](#)

Proper Etiquette for Our Online Course:

Our class is a virtual one, but rules of respect and etiquette still apply, and in fact, are even more important in an online course. Each student is expected to treat their fellow students and Instructor with utmost respect, and treat all persons fairly and kindly.

Please read: <http://www.albion.com/netiquette/corerules.html>

Our virtual classroom is a safe, open space for the exchange and debate of ideas. Please respect your fellow students and listen to everyone’s comments. We want our class to be a supportive, amicable and also challenging place for learning. We are all in this together!

Diversity:

George Mason University values the diversity of its students. So do I. The University’s Office of Diversity, Inclusion, and Multicultural Education (ODIME) seeks to create and sustain inclusive learning environments where all are welcomed, valued, and supported. Harmful or hateful behavior will not be tolerated.

Religious Holidays:

Please consult the George Mason religious holiday calendar here:

<https://ulife.gmu.edu/religious-holiday-calendar/>

If religious observances will require an adjustment to your course schedule, please let me know within the first two weeks of class.

Student Privacy:

For Mason’s policy on student privacy, please see <https://registrar.gmu.edu/ferpa/>

Disability Guidelines

If you have been diagnosed with a disability and require accommodation, I am happy to work with you to help you succeed in this course. However, you will first need to be in touch with the Office of Disability Services. Please see the office website at <https://ds.gmu.edu> for further information.

Other Student Services:

Mason provides many services to help you learn. Take advantage of them! Here are a few:

- Keep Learning, Learning Services: learningservices.gmu.edu/keeplearning/
- Online Education Services, University Libraries: library.gmu.edu/for/online
- University Libraries: library.gmu.edu
- The Writing Center: writingcenter.gmu.edu
- Counseling and Psychological Services: caps.gmu.edu

CLASS SCHEDULE (15 Weeks)**WEEK 1: INTRODUCTION AND PREHISTORY****Aug. 23 – 30:****I. Introduction**READ: Syllabus and *Netiquette Guide*:<http://www.albion.com/netiquette/corerules.html>

READ: Stokstad, Introduction, xxii-xxxvii; browse through “Use Notes” and “Starter Kit,” xvi-xxi

II. Why Do Humans Make Things? Prehistoric Art

READ: Stokstad, Chapter 1 “Prehistoric Art,” 1-25

WATCH: Intro Video on Prehistoric Art

*** DISCUSSION BOARD POST:**

Post an introduction of yourself, include a couple of sentences about what you are studying, why you are taking this class. Affirm that you have read the Syllabus.

WEEK 2: ART OF THE ANCIENT NEAR EAST (I)**Aug. 31 – Sept. 6:****I. Can Art Appease the Gods? Mesopotamia and Babylon**

READ: Stokstad, “Art of the Ancient Near East,” 27-39 (Mesopotamia and Babylon)

WATCH: Video on Art of Mesopotamia and Babylon

II. Can Art Create Power? Art of Assyria

READ: Stokstad, “Art of the Ancient Near East,” 39-42 (Assyria)

WATCH: Video of Art of Assyria

WEEK 3: ART OF THE ANCIENT NEAR EAST (II)**Sept. 7 – 13:****I. Art as Urban Ritual? Neo-Babylon**

READ: Stokstad, "Art of the Ancient Near East," 43–44 (Neo-Babylon)

WATCH: Video on Art of Neo-Babylonia

II. Visualizing an Empire: Achaemenid Persia

READ: Stokstad, "Art of the Ancient Near East," 44-47 (Persia)

WATCH: Video on Art of Ancient Persia

*** WRITING ACTIVITY #1, DUE SEPT. 13.** See instructions on Discussion Board.**WEEK 4: ART OF ANCIENT EGYPT (I)****Sept. 14 – 20:****I. Art to Prepare for Death: Old Kingdom Egypt**

READ: Stokstad, "Art of Ancient Egypt," 49-63 (Old Kingdom)

WATCH: Video on Art of Old Kingdom Egypt

II. Convention and Creativity: Middle Kingdom and New Kingdom Egypt

READ: Stokstad, "Art of Ancient Egypt," 63-72 (Middle Kingdom and New Kingdom)

WATCH: Video on Art of Middle and New Kingdom Egypt

WEEK 5: ART OF ANCIENT EGYPT (II)**Sept. 21 – 27:****I. Changing of the Gods: The Amarna Period**

READ: Stokstad, "Art of Ancient Egypt," 72-75 (Amarna Period)

WATCH: Video on Ancient Egypt (Amarna Period)

II. Changing Back: Late Period

READ: Stokstad, "Art of Ancient Egypt," 75–81 (Late Period)

WATCH: Video on Ancient Egypt Late Period

WEEK 6: ART OF THE ANCIENT AEGEAN & ANCIENT GREECE (I)

Sept. 28 – Oct. 4:

I. Art for Trade or for War? The Ancient Aegean: Minoans & Myceneans

READ: Stokstad, "Art of the Ancient Aegean," 83-101 (Minoans and Myceneans)

WATCH: Video on Art of the Ancient Aegean

II. Are Gods like Men? The Archaic Period in Greece

READ: Stokstad, "Art of Ancient Greece," 103-122 (Archaic Period)

WATCH: Video on Art of Greek Archaic Period

*** QUIZ #1, OCTOBER 4:** Ancient Near Eastern and Egyptian Art (Weeks 2–5)

WEEK 7: ART OF ANCIENT GREECE (II)

Oct. 5 – 12:

I. Are Men like Gods? The Classical Period in Greece

READ: Stokstad, "Art of Ancient Greece," 122-157 (The Classical Period)

WATCH: Video on the Classical Period in Ancient Greece

II. Art and Drama: Art of the Hellenistic Period

READ: Stokstad, "Art of Ancient Greece," 149–157 (The Hellenistic Period)

WATCH: Video on Hellenistic Art

FALL BREAK OCTOBER 11. Monday classes meet on Tuesday, October 12

WEEK 8: ART OF THE ROMAN REPUBLIC

Oct. 13 – 18:

I. Art and Decorum: Art of the Roman Republic

READ: Stokstad, "Etruscan and Roman Art," 168-173 (Art of the Roman Republic)

WATCH: Video on Art of the Roman Republic

*** WRITING ACTIVITY #2, DUE OCTOBER 18.** See Blackboard for Instructions

WEEK 9: ART OF THE ROMAN EMPIRE

Oct. 19 – 25:

I. Art as Administration: Art of the Roman Empire

READ: Stokstad, "Etruscan and Roman Art," 173-203 (The Early Empire and The High Imperial Art of Trajan and Hadrian)

WATCH: Video on the Art of the Roman Empire (I)

II. Art for Glory? Art of the Late Roman Empire

READ: Stokstad, "Etruscan and Roman Art," 204-215 (The Late Empire, Third and Fourth Centuries CE)

WATCH: Video on Art of the Roman Empire (II)

WEEK 10: LATE ANTIQUE ART

Oct. 26 – Nov. 1:

I. Art for a People: Jewish Art

READ: Stokstad, "Jewish and Early Christian Art," 217-222 (Early Jewish Art)

WATCH: Video on Early Jewish Art

II. Art for a new Religion? Early Christian Art

READ: Stokstad, "Jewish and Early Christian Art," 222–235 (Early Christian Art, Imperial Christian Architecture and Art in Rome)

Review big ideas of Christianity, Islam and Judaism , as outlined in Stokstad, 218 and 230–231

WATCH: Video on Early Christian and Early Imperial Christian Art

*** MIDTERM TEST, NOVEMBER 1:** Ancient Near Eastern through Art of the Roman Empire (Weeks 2-9)

WEEK 11: BYZANTINE & EARLY ISLAMIC ART

Nov. 2 – 8:

I. Glitter for God: Early Byzantine Art

READ: Stokstad, "Byzantine Art," 237–252 (Early Byzantine Art), page through 252–267 (Middle and Late Byzantine Art)

WATCH: Video on Byzantine Art

II. Art and Words: Early Islamic Art

READ: Stokstad, "Islamic Art," 269–282 (Islam and Early Islamic Society, Early Islamic Art and Architecture), page through 282–297

WATCH: Video on Early Islamic Art

WEEK 12: EARLY MEDIEVAL ART

Nov. 9 – 15:

I. Art on the Move: Early Medieval Europe

READ: Stokstad, "Early Medieval Art in Europe," 441–455 (The Early Middle Ages through Beatus Manuscripts)

WATCH: Video on Early Medieval Europe

II. Can Art Make the World New Again? The Carolingians and Ottonians

READ: Stokstad, "Early Medieval Art in Europe," 456–469 (The Carolingian Empire and Ottonian Europe)

WATCH: Video on Carolingian and Ottonian Art

WEEK 13: ROMANESQUE ART

Nov. 16 – 22:

I. Creating Sacred Space: Romanesque Art, The Big Things

READ: Stokstad, "Romanesque Art," 471–505 (Concentrate on Wall Painting and Architecture)

WATCH: Video on Romanesque Art, Monumental Things

II. Art, Luxuriousness, and... God? Romanesque Art, The Small Things

CONTINUE READING: Stokstad, "Romanesque Art," 471–505 (Concentrate on Manuscripts, Metalwork, and Ivories)

WATCH: Video on Romanesque Art, Small Things

***QUIZ #2, NOVEMBER 22:** Late Antique through Early Medieval Art (Weeks 10, 11, 12)

WEEK 14: GOTHIC ART

Nov. 24 – 29:

I. Art for Cities: Gothic Art

READ: Stokstad, "Gothic Art of the Twelfth and Thirteenth Centuries," 507-541

WATCH: Video on Gothic Art

*** THANKSGIVING BREAK (Nov. 24–28)**

WEEK 15: WRAPPING UP & LATE MEDIEVAL ART

Nov. 30 – Dec. 4:

I. Renaissance or Medieval? The Fourteenth Century

READ: Stokstad, "Fourteenth-Century Art in Europe," 543–573

WATCH: Video on Fourteenth-Century Art

****FINAL EXAM WEDNESDAY, DECEMBER 8****

Ancient Near Eastern through Late Medieval Art (Weeks 2–15)