

**Syllabus**  
**Survey of Western Art Part 1**  
**ARTH 200 Fall 2016**  
**Monday and Wednesday 3:00-4:15 PM**  
**Exploratory Hall L003**  
**Professor Jacquelyn Williamson**

**Contact information and Office Hours:**

Email: jwilli98@gmu.edu **Please use your GMU email address for school business.**

Art History Department Phone: 703-993-1250

Office: Robinson B: 348

Office hours: Tuesdays 2:00-4:00 pm, or by appointment

**Find your Discussion Group on your Blackboard page for this course!**

**Your Discussion Group is:**



**Course Description:**

This course will introduce students to the art and architecture of the ancient and medieval Mediterranean world. Through slide lectures, reading, assigned exercises, and discussions we will examine key monuments and artists. We will explore the role of painting, sculpture, and architecture in the formation and communication of cultural identity. This course has no prerequisites and presumes no prior knowledge of Art History. This course fulfills the University General Education requirement in the Arts.

**COURSE GOALS AND OBJECTIVES.**

In this course, students will:

- Learn to analyze and discuss art and architecture.
- Learn the standard major periods of ancient and medieval western art.
- Learn to recognize major monuments from each period.
- Study the relationship between the history and visual culture of each period.
- Apply archeology and primary texts to art history;
- Become familiar with some of the area's museums.

**COURSE REQUIREMENTS:**

- Class attendance and in-class discussion exercises with notes to be handed in.
- Assigned readings, including websites and documents on the Internet.
- One (or more) self-guided visit to an art museum.
- One short paper based on museum visits, with a graded first draft outline to be revised.
- Two tests/quizzes and a final exam.

**TECHNOLOGY REQUIREMENTS:**

- GMU email accounts—only GMU accounts will get announcements and grading access.
- Ability to find and print on-line text documents from the Internet and Blackboard.
- Computerized word-processing with spell-checkers and decent printers for all written work.

**Required TEXTBOOK: Marilyn Stokstad and Michael Cothren, *Art History, Part 1***

You can purchase the **5th edition, Part 1**, in paperback, Kindle or loose-leaf. It's for sale in the GMU bookstore in all three formats. **But please feel free to use any older edition of Stokstad's *Art History* you can find—textbooks are expensive!**

**PLEASE NOTE:** Stokstad's *Art History* Part 2 is **not** appropriate for this course because it covers later periods. Stokstad & Cothren's *Art: A Brief History* is also **not** appropriate for this course. You need *Art History*, Part 1; or if you like, get the whole thing, Parts 1 & 2, in one big hardcover volume.

Additional on-line readings may be required as well. URLs will be announced in class and linked to the course Blackboard site. This syllabus may be modified as the semester progresses, although students will be notified of any changes they are ultimately responsible for keeping themselves informed and up to date.

**Student led group discussions and notes:**

The class will be divided into four groups at the start of the semester, the members of each group will have the opportunity to lead a short 10 minute class discussion every fourth class or so. Be sure to check the syllabus for your days to lead. Write your group on the first page of this syllabus so you do not forget and check Blackboard. When it is your turn your group will focus on the "Target Object" of that class. This may or may not be a group exercise, each group can decide on its own if/how they want to collaborate. Each student will type up their own notes to guide them in the class discussion. You will then hand your typed notes in to the professor at the end of the class- handing in your typed notes to the professor guarantees you will get points for this part of the class. This is not a research assignment, but instead your discussions should be reflections on: the way the object looks (called an "analysis of an object's form" or also "**formal analysis**") and its **context**. For this exercise "**context**" of an object means: **Who** made it, **what** is it, **when** and **where** was it made, **why** is it important. Does it convey something **significant** about its time period? (TIP you need to answer: who? what? when? where? why is it important?, and describe what you think it looks like.)

This can be 1-2 pages typed and printed out.

It must be in 12 point Times New Roman font, using the default margins for Word, double spaced.

If you are not sure how to talk about or write about art, find and use Anne D'Alleva's *Look! The Fundamentals of Art History*, 3<sup>rd</sup> Ed, Prentice Hall 2010. She gives some great suggestions for **how to write about art**, and some other **great tips like how to study for art history exams**.

**LECTURE AND READING SCHEDULE**  
**(Students will be notified of any changes in advance)**

Assigned reading should be done before the lecture.

**“Stokstad”** is short for: **Marilyn Stokstad & Michael Cothren, *Art History*, 5th edition, Part 1.** (If you are using an older edition of Stokstad, *Art History*, find the appropriate chapters, which are numbered a differently.)

**Week 1 8/29 and 8/31: Introduction and Prehistoric Art**

**Reading:** Stokstad: Chapter 1 “Prehistoric Art”

**8/29** Introduction: what is Art History?

**8/31** Paleolithic and Neolithic art in Europe: Cave art and Stonehenge

Target Object: Woman from Willendorf

Discussion Groups: 1,2,3,4

**Week 2: (No class on Labor Day Monday) 9/7 The Ancient Near East**

**Reading:** Stokstad, Chapter 2: “The Art of the Ancient Near East”

**9/7** The Mesopotamian area

Target Object: Votive Statue of Gudea

Discussion Group: 1

**Tuesday September 6<sup>th</sup>:** Last day to add classes without tuition penalty.

**Week 3: 9/12 and 9/14: Ancient Egyptian Art Part 1**

**Reading:** Start Stokstad, Chapter 3: “Art of Ancient Egypt”

**9/12** Understanding Ancient Egyptian Art

Target Object: The Funerary Mask of Tutankhamun

Discussion Group: 2

**9/14** Early Egypt

Target Object: Menkawre and a Queen (Khamerernebtj)

Discussion Group: 3

**Week 4: 9/19 and 9/21: Review and Test**

9/19: review

9/21: Test 1 on material covered through 9/19

**Tuesday September 20<sup>th</sup>:** Last add drop period with tuition penalty.

**Week 5: 9/26 and 9/28: Ancient Egyptian Art Part 2**

**Reading:** Finish Stokstad, Chapter 3: “Art of Ancient Egypt”

**9/26** Middle Kingdom and etc

Target Object: Head of Senusret III

Discussion Group: 4

**9/28** New Kingdom and beyond

Target Object: statue of Hatshepsut kneeling

Discussion Group: 1

**Friday September 30<sup>th</sup>: Final drop period with larger tuition penalty.**

**Week 6: 10/3 and 10/5: Ancient Greek Art Part 1**

**Reading:** Start Stokstad, Chapter 5: “Art of Ancient Greece”

**10/3** Geometric and Archaic Greek art.

Target Object: Funerary Krater, Hirschfeld Workshop

Discussion Group: 2

**10/5** Greek architecture: the Doric Order

Target Object: Temple of Hera I Poseidonia

Discussion Group: 3

**Week 7: (Columbus Day 10/10 Monday: class moved to 10/11) 10/11 and 10/12:**

**Ancient Greek Art Part II**

**Reading:** finish Stokstad, Chapter 5: “Art of Ancient Greece”

**10/11** Classical Greek art, 5<sup>th</sup> century BCE (**B**efore the **C**ommon **E**ra)

Target Object: Kritos Boy

Discussion Group: 4

The Parthenon and Acropolis of Athens

**10/12** Hellenistic art of the 3<sup>rd</sup> Century BCE

Target Object: Altar from Pergamon

Discussion Group: 1

**Week 8: 10/17 and 10/19 Ancient Roman Art Part 1**

**Reading:** start Stokstad, Chapter 6 “Etruscan and Roman Art”

**10/17** Etruscan beginnings

Target Object: Reclining Couple/Sarcophagus Cerveteri

Discussion Group: 2

**10/19** Roman statuary

Target Object: Patrician Carrying Portrait Busts of two ancestors

Discussion Group: 3

**Week 9: 10/24 and 10/26 Ancient Roman Art Part II**

**Reading:** finish Stokstad, Chapter 6 “Etruscan and Roman Art”

**10/24** Roman Empire

Target Object: Augustus of Prima Porta

Discussion Group: 4

**10/26** Architecture and etc

Target Object: Column of Trajan

Discussion Group: 1

**Week 10: 10/31 and 11/2 Review and Test**

Monday: review

Wednesday: test 2 on material covered between Week 5 and 10/31

**Week 11: 11/7 and 11/9 Jewish and Early Christian Art, Byzantine Art**

**Reading:** Stokstad, Chapter 7 “Jewish and Early Christian Art” Stokstad, Chapter 8 “Byzantine Art”

**11/7** Jewish and early Christian art and architecture

Target Object: Jewish catacomb painting, ark of the covenant and menorahs

Discussion Group: 2

**11/9** Byzantine Art/Architecture

Target Object: Hagia Sophia

Discussion Group: 3

**Week 12: 11/14 and 11/16 Arts of the Islamic World**

**Reading:** Stokstad, Chapter 9 “Islamic Art”

**Draft of paper due 11/16 (see guidelines handed out in class. Include your thesis statement and outline)**

**11/14** Islamic art

Target Object: Lusterware Jar (9-12)

Discussion Group: 4

**11/16** architecture and etc (no discussion today)

Outline of Final Paper due today

**Week 13: 11/21 (Thanksgiving Break starts 11/23) Early Medieval Period in the West**

**Reading:** Stokstad, Chapter 15 “Early Medieval Art in Europe”

**11/21** Celtic and early Germanic arts of Northern Europe

Target Object: Evangelist Mathew, Gospel Book of Durrow

Discussion Group: 1

**Week 14: 11/28 and 11/30 Romanesque art and architecture**

**Reading:** Stokstad, Chapter 16 “Romanesque Art”

**11/28** Monasteries, Manuscripts, Churches

Target Object: Virgin and Child statue (16-26)

Discussion Group: 2

**11/30** Bayeux Tapestry

Target Object: Reliquary Statue of Sainte Foy

Discussion Group: 3

**Week 15: 12/5 and 12/7 Gothic art and architecture**

**Reading:** Stokstad, Chapter 17 “Gothic art of the Twelfth and Thirteenth Centuries”

Stokstad, Chapter 18 “Fourteenth Century Art in Europe”

**12/5** Cathedrals and etc

Target Object: Coppo di Marcovaldo Crucifix

Discussion Group: 4  
12/7 Sculpture and other arts (no discussion group today)  
**Final Paper due 12/7**

**Final Exam (according to the GMU calendar): Monday 12/19 1:30-4:15 PM**

**Dates to remember:**

**9/21 Test #1**

**11/2 Test #2**

**11/16 Draft of paper due (thesis statement, outline, first bibliography)**

**12/7 Final Paper due in class**

**12/19 Final Exam**

**Extra credit may be handed in any time**

### **CLASS POLICIES**

**Attendance** is necessary; much of the material will only be covered in our lectures. You are responsible for getting notes, and for all consequences of missed classes. **Class participation will affect your grade.** I will be making spot checks of attendance.

**Classroom atmosphere.** Courtesy and common sense, please. Talking during lectures, wandering in and out, cell phones, and eating food are all badly distracting to everyone else. **Disruptive individuals can be asked to leave, according to GMU policy.**

**Written work** is a major part of the course, and will count heavily towards your final grade. Please study the explanation of my writing standards, attached to this syllabus. In short: **Papers must be written in good formal English, with full documentation** in a standard format such as MLA or Chicago. **All students are expected to use word-processors with spell-checkers. Spelling and grammar count – but don't take the computer's word for it. Ex: "Throne" and "thrown" are not the same word.** Please submit papers typed, double-spaced, and PROOFREAD. **Badly written work will be downgraded, returned for a rewrite, or flunked** at my discretion.

**No email submissions of papers,** except in special cases with my prior permission.

**Written work is due in hard copy in class on the due date.** Papers will not be considered "on time" unless and until I receive hard copy.

**Laptop computers** are fine for taking notes in class. No Facebook, Solitaire, etc. **Phones** will be turned off at all times, of course, as a courtesy to all. **No computers or telephones may be used during tests unless special permission is obtained due to a specific disability (see below).**

**Late work will be graded down five points per weekday and ten points over a weekend.** Plan ahead--last-minute hard-disk and printer failures do not constitute

legitimate excuses. **By the final exam, all missing work becomes F work.** Make-up tests and elaborate medical excuses will require verification with a physician's or associate dean's excuse. There will be no make-up final exams.

**English as a Second Language:** If English is not your first language, I will be happy to help you do your best in the writing assignments. The final result must be written in good standard English. Please work with **The Writing Center**. See their web page for English language help, at: <http://writingcenter.gmu.edu/> . Look for the ESL (English as Second Language) tab.

**Learning disabilities.** If you are a student with disabilities, and you need academic accommodations, please see me *and* contact the Office of Disabilities Resources (ODS) or 703-993-2474. Website: <http://ods.gmu.edu>. All academic accommodations must be arranged through that office.

**Religious holidays.** This syllabus is arranged according to the George Mason University calendar. If you observe a religious holiday that the University does not, please let me know and I will make necessary accommodations for you (but not for the whole class).

**Auditors** are welcome to sit and listen, if there is room. If they would like to participate more actively, that's fine with me *if* (!!) you are keeping up with the assigned class reading.

**Academic honesty** is expected in all tests and writing, according the GMU Honor Code. "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work," according to the official website, <http://academicintegrity.gmu.edu/honorcode/> Please respect the Honor Code, our classroom standards, your fellow students, and yourself. Please report violations to the Honor Committee, using the procedures explained in the website. See the explanation of plagiarism, and how to avoid it, in the guidelines for writing.

## **GRADING POLICIES**

**TESTS** must be taken on the scheduled date. If there has been an emergency, it must be documented by a note from the dean's office or your doctor. In those cases, there will be one make-up test scheduled. Tests will be graded by percentage.

### **FINAL GRADES**

Based on the average of your assignments, tests, and class participation grades:

Test 1: 10%

Test 2: 20%

Paper, first draft 15%

Paper, final draft 20%

Final exam: 25%

Participation 10%

**Final grades may be raised or lowered from strict average in the following circumstances:**

Class participation improves/deteriorates

Reliability is stellar (always on time, always prepared, etc) or poor (bad attendance, never prepared)

Significant improvement over the semester (Student begins semester poorly but then does better)

**Grades will be calculated as follows:**

A = 100% to 93%, or 4.00

A- = 92% to 90%, or 3.67

B+ = 89% to 87%, or 3.33

B = 86% to 83 %, or 3.00

B- = 82% to 80 %, or 2.67

C+ = 79% to 77 %, or 2.33

C = 76% to 73 %, or 2.00

C- = 72% to 70 %, or 1.67

D = 60% to 66%, or 1.0

F = below 60% receives no credit

I may award a final A+ in rare instances: 4.0 average *plus* unusually good writing and class participation.

**WRITTEN WORK** may be graded by points, or by the following criteria, as appropriate:

A = Startlingly good, exceeding expectations, and well-written. Must be imaginative; NOT given for simply following directions.

B = Good effort with a good result.

C = Perfunctory; or, tried but missed the point; or, did something well but it wasn't the assignment;

or, good idea but careless or sloppy.

D = Warning: accepted under protest.

F = Unacceptable as college-level work.

**Paper grades will be lowered** for lateness, sloppiness, lack of proofreading, bad English, lack of necessary documentation/supporting evidence/footnoting, faulty logic, or failure to follow directions for the assignment. Please study the directions for writing assignments, elsewhere in this syllabus.

**Late written work:** Papers are **due in class in hard copy** on the day specified. After that, late papers will be lowered five points a day, or half a grade, during the work week (Mon-Fri) and lowered ten points over a weekend. Note that this makes even "A" work into "F" work after ten days. **If you need an extension, you must ask for it *before* the due date** if you want to avoid a penalty.



**Class participation grade:**

**“A” Level: Great class participation**—student demonstrates understanding of subject and the ability to think critically about it, makes connections with other students and encourages friendly and positive discussion, no “one-upping.”

**“B” level: Normal class participation**—student shows up on time, keeps up with classwork, participates in group activities, does not cause problems

**“C” level:** Student shows poor class attendance, does not pay attention, is not up to date with reading, is disruptive, etc.

**“D-F” level:** Student will get a D-F in class participation automatically if they use their personal technology devices in any way that is not connected to the classroom. IE no Facebook, Tinder, Snapchat, etc etc etc. You are allowed to monitor emergency campus alerts of course.

**THE MUSEUM PAPER MUST BE TURNED IN TO PASS THE CLASS.** If no draft of the paper is received by the final exam, then don’t even bother to show up at the final exam. Course failed.

**TWO PIECES OF GRADED WORK MISSING WILL BE GROUNDS FOR FAILING THE COURSE REGARDLESS OF YOUR PRECISE AVERAGE.**

**IF YOU FLUNK THE FINAL EXAM, WITH AN F ON ANOTHER MAJOR (20%) PIECE OF WORK, YOU WILL RECEIVE A FAILING GRADE FOR THE WHOLE COURSE.** To pass this course **you must demonstrate mastery of the material from all parts of the course.**

Outside of this classroom:

If you or anyone you know has been subjected to any form of harassment (due to race, religion, gender, sexual orientation, etc), please consider a visit to GMU’s Department of Education’s Office for Civil Rights. They will be supportive and discreet. GMU is proud of its diverse student body and committed to protecting the rights and the dignity of all students.

GMU Department of Education’s Office for Civil Rights Website:  
<http://integrity.gmu.edu/compliance/titleIX.cfm>