

**Syllabus**  
**Survey of Western Art Part 1**  
**ARTH 200 Fall 2018**  
**Monday and Wednesday 1:30 – 2:45 PM**  
**Robinson B 113**  
**Professor Jacquelyn Williamson**

**Contact information and Office Hours:**

Email: [jwilli98@gmu.edu](mailto: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: M/W 3:00-4:00 pm, or by appointment

Please note: professors are to be addressed by the professional title as given by the university and their peers: in this case “Professor” and/or “Doctor” (not “Mr.” “Ms.” “Miss” “Mrs.” These titles indicate marital status and/or gender identity and are not professional titles in Universities.)

**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 outline to be revised.
- Two tests/quizzes and a final exam.

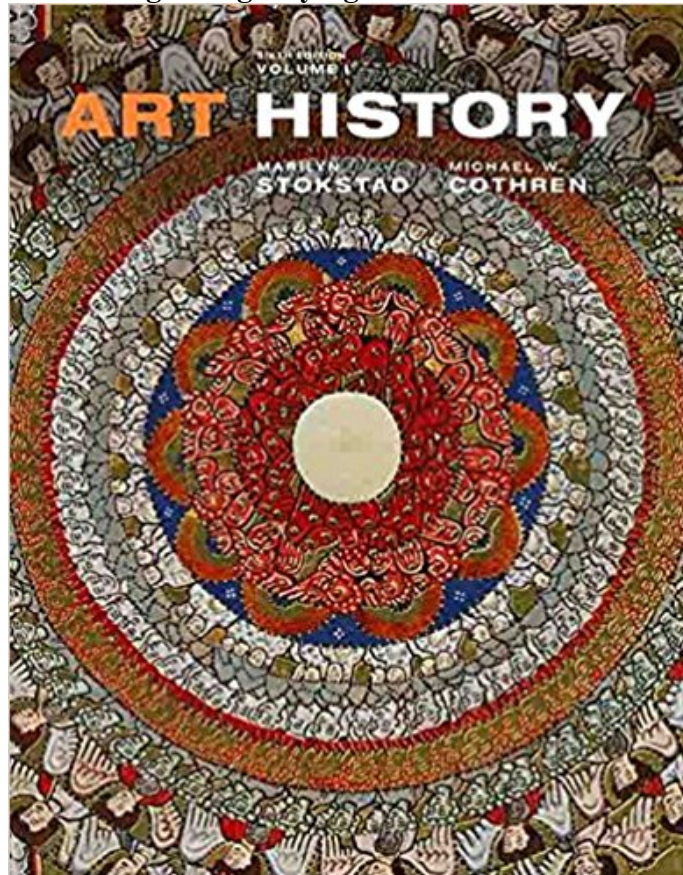
Extra Credit:

You will have to visit a museum for your final paper - use the opportunity to get extra credit toward your final grade! Take selfies with one or more objects that date to the time periods covered by this class (objects that are not part of your final paper), and write up a one-page response paper for each. An extra credit response paper will earn you a full point toward your final grade!

- **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 **6th 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!**

**ALERT regarding Buying Textbook on AMAZON:**



**The textbook looks like the above image.**

**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.

### **Response papers:**

The class will be divided into four groups at the start of the semester. Your group number will be assigned automatically through Blackboard- if you do not have a number please let me know as soon as possible. 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 paper. You will then hand your paper in to the professor at the end of the next 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 information in the book and the information on the object as discussed in class: this will include 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? You will need to answer the **QUESTION** posed about that object.

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**.

### **Fall Semester Dates:**

**First Day of classes: August 27**

**Labor Day (University Closed): September 3<sup>rd</sup>**

**Last day to add classes: September 4<sup>th</sup>**

**Final Drop Deadline without tuition penalty: September 9<sup>th</sup>**

**Selective withdrawal period with 100% tuition penalty: October 1-28**

**Fall Break: October 8<sup>th</sup>, Monday classes meet Tuesday, Tuesday classes do not meet this week.**

**Thanksgiving Recess: November 21<sup>st</sup>-25<sup>th</sup>**

**Last Day of Classes: December 8<sup>th</sup>**

**Exam date for this class: 12/12 1:30 - 4:15 in the regular classroom**

**Dates to remember:**

**9/19 Test #1**

**10/31 Test #2**

**11/14 Draft of paper due (outline, first paragraph, object, THE STORY THAT GOES WITH IT, selfie and/or ticket)**

**12/5 Final Paper due in class**

**12/12 Final Exam**

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

**LECTURES, ASSIGNMENTS, 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*, 6th 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 8/27 and 8/29: Introduction and Prehistoric Art**

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

**8/27** Introduction: what is Art History?

**8/29** Paleolithic and Neolithic art in Europe: Cave art and Stonehenge

Target Object: Woman from Willendorf

Groups: 1,2,3,4

Question: why might our understanding of this statue be completely wrong?

**Week 2: (No class on Labor Day Monday) 9/5 The Ancient Near East**

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

**9/5** The Mesopotamian area

Target Object: Votive Statue of Gudea Group: 1

Question: This statue tries to appear both humble and powerful all at the same time- why? Is it a reaction against something?

All groups hand in response papers on the Woman from Willendorf

**Tuesday September 4<sup>th</sup>:** Last day to add classes without tuition penalty.

**Week 3: 9/10 and 9/12: Ancient Egyptian Art Part 1**

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

**9/10** Understanding Ancient Egyptian Art

Target Object: The Funerary Mask of Tutankhamun Group: 2

Question: How has your understanding of the mask of Tutankhamun

changed as a result of your new understanding of Egyptian art and iconography?

Group 1 hand in response paper on the Votive Statue of Gudea

**9/12** Early Egypt

Target Object: Menkawre and a Queen (Khamerernebty) Group: 3

Question: how is the queen shown on this statue? what does this statue communicate about her identity and status?

Group 2 hand in response paper on the Mask of Tutankhamun

**Week 4: 9/17 and 9/19: Review and Test**

9/17: review

Group 3 hand in response paper on Menkawre and a Queen

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

**Tuesday September 18<sup>th</sup>: Last add drop period with tuition penalty.**

**Week 5: 9/24 and 9/26: Ancient Egyptian Art Part 2**

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

**9/24** Middle Kingdom and etc.

Target Object: Head of Senusret III Group: 4

Question: how does the history and context of the Middle Kingdom influence the iconography of the king on this statue? give specifics.

**9/26** New Kingdom and beyond

Target Object: statue of Hatshepsut kneeling Group: 1

Question: what is Maat and why does it/she influence Hatshepsut’s iconography?

Group 4 hand in response paper on Head of Senusret III

**Friday September 28<sup>th</sup>: Final drop period with tuition penalty.**

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

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

**10/1** Geometric and Archaic Greek art.

Target Object: Funerary Krater, Hirschfeld Workshop Group: 2

Question: what is it about the appearance of this object that makes it an ideal example of the art of its time? be specific.

Group 1 hand in response paper on the statue of Hatshepsut kneeling

**10/3** Greek architecture: the Doric Order

Target Object: General observations on painted statues Group: 3

Question: does the knowledge that all Greek statues and temples were elaborately painted change your understanding of Greek art? Why or what not? Be specific.

Group 2 hand in response paper on the Funerary Krater, Hirschfeld Workshop

**Week 7: (Fall break 10/8 Monday: class moved to 10/9) 10/9 and 10/10:  
Ancient Greek Art Part II**

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

**10/9** Classical Greek art, 5<sup>th</sup> century BCE (**B**efore the **C**ommon **E**ra)

Target Object: Polykleitos’ Spear Bearer Statue Group: 4

Question: What did Polykleitos write about this statue and why? What does his writing tell us about the concepts behind Classical art (in other words, what concepts and ideals, instead of realism, are behind the style of Classical Greek art?)

Group 3 hand in response paper on painted Greek statues and temples

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

Target Object: Altar from Pergamon Group: 1

Question: the art on this altar makes it an ideal example of Hellenistic style: why? be specific.

Group 4 hand in response paper on the Spear Bearer

**Week 8: 10/15 and 10/17 Ancient Roman Art Part 1**

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

**10/15** Etruscan beginnings

Target Object: Temple dedicated to Portunus (?) in Rome Group: 2

Question: How did the Romans combine local Etruscan architecture with Greek architecture to create their own temples?

Group 1 hand in response paper on the Altar from Pergamon

**10/17** Roman statuary

Target Object: Augustus, from Prima Porta

Question: Discuss the meaning behind the complex style and iconography of this statue – what aspects of this statue are from the Roman republic style, and which aspects are from Greece? the armor of the statue and the presence of the child relate to Augustus’ identity – what message was he trying to convey?

Group 2 hand in response paper on Temple to Portunus in Rome

**Week 9: 10/22 and 10/24 Ancient Roman Art Part II**

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

**10/22** Roman Empire

Target Object: Column of Trajan Group: 4

Question: an average person could not really see all the details on the column- was that important? why or why not?

Group 3 hand in response paper Aulus Metellus, “The Orator”

**10/24** Architecture and etc.

Target Object: The Tetrarchs Group 1

Question: How does the iconography of this statue express the innovative political changes of this time period?  
Group 4 hand in response paper on the Column of Trajan

**Week 10: 10/29 and 10/31 Review and Test**

Monday: review

Group 1 hand in response paper on the Tetrarchs

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

**Week 11: 11/5 and 11/7 Jewish and Early Christian Art, Byzantine Art**

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

**11/5** Jewish and early Christian art and architecture

Target Object: Dura Europos, Moses and the Exodus

Question: What does Jewish art strive to NOT represent and why? How does this image obey that restriction?

**11/7** Byzantine Art/Architecture

Target Object: Hagia Sophia Group: 3

Question: how is the Hagia Sophia different from previous Christian religious buildings?

Group 2 hand in response on Dura Europos, Moses and the Exodus

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

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

**Outline of paper due 11/14 (see guidelines on Blackboard. Include your thesis statement and outline)**

**11/12** Islamic art

Target Object: Mamluk Glass Oil Lamp from Cairo, Egypt Group: 4

Question: these oil lamps are meant to remind the viewer of what? to answer this question, remember the inscription on the lamp. Why is it important in Islamic art to remind the viewer of something, without showing a picture of it?

Group 3 hand in response paper on Hagia Sophia

**11/14** architecture and etc.

Outline of Final Paper due today

Group 4: focus on the outline, hand in your response paper on the 20<sup>th</sup> instead

**Week 13: 11/19 Early Medieval Period in the West  
(Thanksgiving Break starts 11/21)**

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

**11/19** Celtic and early Germanic arts of Northern Europe

Target Object: Evangelist Mathew, Gospel Book of Durrow Group: 1  
Question: the art of this object demonstrates that the artist who created it is NOT influenced by what? on the other hand, the artist IS influenced by .....??? be specific.

Group 4 hand in response paper on the Mamluk Glass Oil Lamp from Cairo

#### **Week 14: 11/26 and 11/28 Romanesque art and architecture**

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

**11/26** Monasteries, Manuscripts, Churches

Target Object: Portal of the Church of St Peter, Moissac, Group: 2

Question: What are the main messages and objectives of Romanesque art? What aspects of the style of this portal represent the main objectives of Romanesque religious art?

Group 1 hand in response paper on the Evangelist Mathew page, Gospel Book of Durrow

**11/28** Bayeux Tapestry, etc.

Target Object: Reliquary Statue of Sainte Foy Group: 3

Question: Where was this statue located originally? Why is that important and what can it tell us about the function of this statue?

Group 2 hand in response paper on the Virgin and Child statue (16-26)

#### **Week 15: 12/3 and 12/5 Gothic art and architecture**

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

Stokstad, Chapter 18 “Fourteenth Century Art in Europe”

**12/3** Cathedrals and etc.

Target Object: Vesperbild Pieta Group: 4

Question: The style of this statue is very different from the style we saw in statues of Mary and Jesus in the Romanesque period: describe the differences and discuss why the styles changed.

Group 3 hand in response paper on the reliquary statue of St. Foy

**12/5** Sculpture and other arts

Group 4 hand in response paper on the Vesperbild Pieta

**Final Paper due 12/5**

**Final Exam (according to the GMU calendar): Wednesday 12/12 1:30-4:15 PM**  
**Same classroom as usual.**

**Dates to remember:**

**9/19 Test #1**

**10/31 Test #2**

**11/14 Draft of paper due (outline, first paragraph, object, THE STORY THAT GOES WITH IT, selfie and/or ticket)**

**12/5 Final Paper due in class**



## 12/12 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.**

**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.**

**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** in Robinson I, Room A116. <http://writingcenter.gmu.edu/resources/> and <http://writingcenter.gmu.edu/> Call them at (703) 993-1200, or see their web page for English language help, at: <http://writingcenter.gmu.edu>. You may also want to work with GMU's **English Language Institute (ELI)**. Call them at (703) 993-3664, or visit their website at <http://eli.gmu.edu>

**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://ds.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.

**Honor Code and Academic honesty** is expected in all tests and writing, according to 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.” 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.

## **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 outline 10%  
Paper, final version 15%  
Final exam: 25%  
Participation: 10%  
Response Papers/Group Discussion: 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>