
Class time: Monday & Wednesday 10:30-11:45am.

Synchronous meetings will be held online on Zoom Wed 10:30-11:45am unless otherwise noted on the syllabus or on Blackboard.

Professor: Dr. Michelle Young

Preferred contact: Please direct general questions to the **Ask Your Instructor** Discussion Forum on Blackboard. I try to respond to questions by the next business day.

Virtual office hours: Wednesday 11:45am-12:45pm and Thursday 10:30-11:30am (or by appointment)

For personal or sensitive questions, my email is: myoung43@gmu.edu

Please note that the syllabus, including the schedule and assignments, may be updated during the semester as needed by the instructor.

Course Description: What do a Maya vase and a Diego Rivera mural have in common? This course surveys the major developments and innovations in the art and architecture of Mexico, Central America and South America to situate Latin American art within a global context. Beginning with the visual culture of Pre-Columbian peoples such as the Aztec, Maya, and Inca, the course then explores the art of the colonial encounter in the Viceroyalties of New Spain and Peru and culminates in a review of trends in modern and contemporary Latin American art. Along this historical journey we will consider the relationship between art and identity by reflecting on how the history and culture of the peoples of Latin America have been asserted, contested and reclaimed through artistic expression. Through lectures, discussions, assignments, and online resources, students will acquire a strong historical framework for further study in art history.

Course Format: This is a hybrid asynchronous-synchronous course. We will typically meet once per week and the other class meeting will be substituted with online lectures and other virtual content. You are expected to have viewed the lecture(s) and completed the reading BEFORE the class date to which they are assigned, but certainly before the class meets over Zoom on Wednesday. During our synchronous meetings, we will have discussions and complete activities related to the readings and lectures. Please note: these lectures will be recorded so that you and your peers can review the content in preparation for exams. Monday lectures will be generally be replaced by asynchronous content and Wednesday lectures will be usually synchronous (in person online) unless otherwise noted on the syllabus.

Objectives:

- To become familiar with major periods/trends in Latin American art.
- To learn about these periods in their historical context and to recognize their formal/stylistic traits.
- To develop analytical and interpretive skills and use them to discuss and write about works of art.
- To understand the relationship between art and identity by reflecting on how the history and culture of the peoples of Latin America have been asserted, contested and reclaimed through artistic expression.

Textbooks:

Books can be rented from the GMU bookstore at a reduced rate. Discounted used copies can also be found through the GMU bookstore or through online sellers (but if you go this route, purchase books early, as these sellers ship slowly!)

Miller, Mary Ellen. The Art of Mesoamerica: From Olmec to Aztec (World of Art), 5th ed. London: Thames and Hudson, 2012.

Stone, Rebecca. Art of the Andes: From Chavín to Inca (World of Art), 3rd. ed. London: Thames and Hudson, 2012.

Donahue-Wallace, Kelly. Art and Architecture of Viceregal Latin America, 1521-1821. Albuquerque: University of New Mexico Press, 2008. (NO NEED TO PURCHASE THIS – IT IS AVAILABLE ONLINE THROUGH THE GMU LIBRARY!)

Lucie-Smith, Edward. Latin American Art of the 20th Century (World of Art), 2nd ed. London: Thames and Hudson, 2004.

Course Requirements:

- **Readings:** complete all readings **before** the class date for which it is listed. For example, if a reading is listed under Sept 16, it should be completed **prior** to class on Wednesday, September 16th.
- **Participation:** 40% of your grade. Your participation is graded based on: 1) completion of online video content, 2) participation in weekly discussion boards, 3) verbal contributions in synchronous class sessions, and 4) respectful attention and thoughtful response to others' comments and contributions (see “*Netiquette*” under Policies, below). I strongly encourage you to keep up with lectures, video assignments, readings, and to attend all virtual class sessions. If it becomes clear that students are not completing the readings prior to class, short quizzes may also be implemented to gauge participation. Participation is graded on a 5-pt scale for each Discussion Board (including original post and responses) and each class session. Absence or failure to post anything for the week will result in a default 0 participation grade for that class session or discussion. Unless otherwise noted, initial Discussion Board posts are due on Tues day by noon and responses are due Friday by noon. Full participation points are only awarded for high quality contributions that further class discussion and demonstrate both engagement with the course materials and respect for others' ideas.
- **Mid-term exam:** 15% of your grade. This is cumulative and will include identification and short answer questions. Wed Oct 14th, 10:30am-11:45am.
- **Final project:** 25% of your grade (1/5 of this grade is based on your Final Project Pitch, due Fri Nov 20 @ noon). This project, to design a small exhibit, may take the form of a paper, PowerPoint presentation, or video. Final Project is due Wed Dec 9th @ noon.
- **Final exam:** 20% of your grade. This is cumulative and will include identification, short answer, and essay questions. Monday, December 14th, 10:30am-1:15pm.

Tests derive from both the material covered in class and the readings, thus **careful note-taking and self-led review** are essential to your success in the course.

Grading Standards:

C is the average expected performance of a college student. To receive a C you must complete all readings and assignments on time, demonstrate a basic knowledge of the material, and write competently (all assignments must be well organized and have correct spelling and grammar). To receive a B your work must be substantially better than average. A work is truly exceptional: meticulously researched, well written, imaginative, and goes above and beyond the assignment.

A+	98-100	C+	77-79
A	93-97	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	60-69
B	83-86	F	59 and lower
B-	80-82		

Technology Requirements:

- GMU requires you to activate your GMU e-mail account to receive official campus communications. If you prefer to use another address, you must activate the e-mail forwarder. I will use GMU addresses exclusively.
- Blackboard
- All written work must be word-processed and spell-checked

Below are listed my/Mason's usual course policies. However, this is not a "usual" time. I fully understand that each of us may face new obstacles, or old obstacles in novel ways, during this time. Please communicate with me if such things are getting in your way in this class. My goal is to facilitate your growth and success in this strange and uncertain time; I can only do that if you tell me what is happening.

Policies & Expectations:

- Students are responsible for all material covered in class (announcements, lectures, discussions) whether you are present or not.
- In correspondence/communication students are expected to: a) Be professional and respectful b) Make reasonable requests of the instructor. I am happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) before contacting me.
- Please remember proper "*Netiquette*" for online discussions: Our discussion should be collaborative, not combative; we are creating a learning environment together, sharing information and learning from each other's experiences. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.
- GMU operates with an **Honor Code**. It is clearly defined in the catalogue (<https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>) **Plagiarism** (presenting someone else's ideas or words as your own without proper acknowledgement) violates the Honor Code. I will notify the Honor Committee concerning possible infractions. Any assignment containing plagiarized material will receive an automatic 0.
- Late assignments: Work turned in late without a valid written excuse (i.e. doctor's note) will be graded down one letter grade per day late. If you are having difficulty completing an assignment, please see me well before the assignment is due. If I am aware of your circumstances, I am more than willing to work with you.
- Make-up exams or extensions will be granted only in the case of documented emergencies.
- Students can request accommodations by contacting the Office of Disability Services ds.gmu.edu and presenting appropriate documentation. Please do this **ASAP** so that I can make arrangements.
- For our exams, you will need to download and use Respondus Monitor and Lockdown Browser. Instructions: <https://web.respondus.com/wp-content/uploads/2019/08/RLDB-Quick-Start-Guide-Bb-Student.pdf>
- All papers must be submitted in good standard English. I strongly encourage all my students to take advantage of the Writing Center.
- *I believe we learn best when we can show up as whole and healthy people. If you are struggling to meet any of your basic needs please talk to me, visit GMU's campus food pantry (<https://ssac.gmu.edu/patriot-pantry/>), or reach out to other Mason resources <https://learningservices.gmu.edu/campus-resources/>.*

Other important resources:

As your instructor, I hope that you to feel comfortable coming to me if you ever need help or advice. If I cannot assist you, I will do my best to point you to the appropriate campus resources.

- Diversity
 - Mason values diversity; through the Office of Diversity, Inclusion, and Multicultural Education (ODIME), Mason seeks to create and sustain inclusive learning environments where all are welcomed, valued, and supported.
 - George Mason University is committed to anti-racist and inclusive educational environment. In this class, faculty and students will work together to interrupt cycles of racism to cultivate a more equitable, inclusive, and just learning environment for all participants, regardless of racial background.
- Religious holidays
 - University Life religious holiday calendar <http://ulife.gmu.edu/calendar/religious-holiday-calendar/> It is the obligation of students, within the first two weeks of the semester, to provide faculty members with the dates of major religious holidays on which they will be absent due to religious observances.
- Student privacy
 - Student privacy and student rights under FERPA: <http://registrar.gmu.edu/ferpa/>
- Student services
 - We are all enduring unusually challenging times – a global pandemic, a struggling economy, & increased tensions in the struggle for racial justice. Please remember that no class is more important than your mental health. Counseling and Psychological Services (CAPS) & Protocall Services Counseling and Psychological Services provide 24-7 mental health support, call: 703-993-2380. <http://caps.gmu.edu/>.
 - Online Education Services, University Libraries <http://library.gmu.edu/for/online>
 - I encourage ALL of my students to use the Writing Center <http://writingcenter.gmu.edu/>

Important dates:

Aug 24	First day of class
Aug 31	Last day to add classes
Sept 7	Labor Day observed (no class)
Sept 8	Last day to drop classes without tuition penalty
Sept 15	Last day to drop classes (50% tuition penalty)
Oct 13	Voter registration deadline
Oct 14	Midterm Exam: 10:30am-noon
Oct 23	Deadline to apply to receive absentee ballot by mail
Oct 31	Final day to vote absentee
Nov 3	Election Day
Nov 16	Draft Final Project Pitches due
Nov 20	Final Project Pitches due @ noon
Nov 25-27	Thanksgiving Break (no class)
Dec 2	Last day of class (Final Exam review)
Dec 9	Final Exam: 10:30am-1:15pm
Dec 14	Final Project Due @ noon

Schedule of lectures and assignments:

Unless otherwise noted on the syllabus (***) , asynchronous lectures and other content will be released on Monday and class will only meet in person (on Zoom) on **Wednesdays**.

Mon Aug. 24 (***)synchronous – meet on Zoom) **Introduction to the course**

Synchronous discussion activity

- Icebreaker & course introduction

Discussion assignment:

- Student Introduction videos (Introduction Videos Discussion Board)
- 3 words (3 word – Latin American Art Discussion Board)

Wed Aug. 26 (***)asynchronous - no meeting) **What is “Latin America” & History of the study of Latin American Art**

Readings:

- Miller Chapter 1 (pp 10-23)
- Stone Chapter 1 (pp 9-19)
- Fane (pp 9-11 & 14-25)

Mon Aug. 31 (***)synchronous – meet on Zoom) **Earliest art of ancient Latin America**

Synchronous discussion activity

- Early figurines

Reading:

- Scott Chapter 1 (pp 3-24)

Wed Sept. 2 (asynchronous) **Latin America’s First Civilizations: Olmecs & Chavín**

Readings:

- Miller Chapter 2 (pp 25-47)
- Stone Chapter 2 (pp 21-55)

Discussion assignment:

- Explore Chavín de Huántar through Cyark

Mon Sept. 7 Labor Day

Wed Sept. 9 **Early Regional Cultures of the Andes**

Synchronous discussion activity

- Detectives activity

Readings:

- Stone Chapter 3 (pp 56-90)
- Stone Chapter 4 (pp 91-126)

Discussion assignment:

- Guess that object!

Mon Sept. 14 **Early Regional Cultures of Mesoamerica**

Readings:

- Miller Chapter 3 (pp 48-77)
- Miller Chapter 5 (pp 106-127)

Discussion assignment:

- Arte del Mar

Wed Sept. 16 **Arts of the Isthmo-Columbian region & the Caribbean**

Synchronous discussion activity

- Guest speaker: Lawrence Waldron

Reading:

- Hoopes & Fonseca “Goldwork and Chibchan Identity” (pp 49-80)

Mon Sept. 21 **The ancient Maya**

Readings:

- Miller Chapter 6 (pp 128-151)
- Miller Chapter 7 (152-199)

Discussion assignment:

- Maya Discussion: Connections through space & time

Wed Sept. 23 (** asynchronous - no meeting) **The ancient Maya & Post-Classic peoples**

Reading:

- Miller Chapter 8 (pp 200-237)

Mon Sept. 28 **Arts of Urbanism: Teotihuacan**

Reading:

- Miller Chapter 4 (pp 78-105)

Discussion assignment:

- Teotihuacan Scavenger hunt assignment

Wed Sept. 30 **Arts of Urbanism: Tiwanaku, Wari, & Chimu**

Synchronous discussion activity

- Pre-Columbian cities

Readings:

- Stone Chapter 5 (pp 127-162)
- Stone Chapter 6 (pp 163-193)

Mon Oct. 5 **The last indigenous empires: Aztec & Inca**

Reading:

- Miller Chapter 9 (pp 238-277)

Discussion assignment:

- Dumbarton Oaks object discussion

Wed Oct. 7 **Spanish conquest**

Synchronous discussion activity

- Arts of Empires

Reading:

- Stone Chapter 7 (pp 194-242)

Mon Oct 12 **Midterm review**

Wed Oct. 14 *** **Midterm 10:30am-11:45am** ***

Mon Oct. 19 **Early Colonial Art: Mannerism & Purism**

Readings:

- Donahue-Wallace beginning of Introduction (pp xix-xxiii)
- Donahue-Wallace Ch 2 (pp 34-71)

Discussion assignment:

- Historical text interpretation discussion activity

Wed Oct. 21 **Early Colonial Art: Mannerism & Purism cont.**

Synchronous discussion activities

- Guest lecture: Victor Castillo
- Lienzo activity

Mon Oct. 26 **Colonial Art: Baroque influence**

Reading:

- Donahue-Wallace Ch 7 (pp 200-223)

Discussion assignment:

- Castas discussion (race, gender, class in Colonial Latin America)

Wed Oct. 28 **Colonial Art: Baroque influence continued**

Reading:

- Donahue-Wallace Ch 5 (pp 133-163)
- Donahue-Wallace Ch 6 introduction (pp 164-165)

Synchronous discussion activity

- Baroque architecture and altar screens & Colonial cities

*** Extra credit: **VOTE absentee (by Oct 31st) or in person on Tues Nov 3rd*****

Mon Nov. 2 **Arts of Independence: The Early Republic**

Readings:

- Donahue-Wallace Ch 8 (pp 230-241)
- Scott (184-190 & 193-200)

Wed Nov. 4 **Review: Colonial & Republican Art**

Synchronous discussion activity

- Style grouping game

Mon Nov.9 (asynchronous) **Modernism**

Readings:

- Lucie-Smith Introduction (pp 7-20)
- Lucie-Smith Chapter 1 (pp 21-36)

Discussion assignment:

- Pairing exercise: Modern w/ Ancient, Colonial or Republican

Wed Nov. 11 (asynchronous) **Murals** (watch *The Walls of Mexico: Art and Architecture*)

Readings:

- Lucie-Smith Chapter 3 (pp 49-68)

Mon Nov.16 (**synchronous) **Abstraction**

Synchronous discussion activity

- Workshop **Drafts of Final Project “Pitches”** in groups
- “Auction teams” select artwork

Readings:

- Lucie-Smith Chapter 6 (pp 96-109)
- Lucie-Smith Chapter 7 (pp 110-120)

Assignment:

- Prep for art auction

Wed Nov. 18 (asynchronous) **Mexican Surrealism**

Readings:

- Lucie-Smith Chapter 9 (pp 144-151)
- Lucie-Smith Chapter 10 (pp 152-164)

Fri Nov 20 *****Final Project Pitch Due*****

Mon Nov.23 (**synchronous) **Modern Continued**

Synchronous discussion activity

- “Art Auction” presentations

Readings:

- Lucie-Smith beginning of Chapter 11 (pp 165-168)
- Lucie-Smith Chapter 12 (pp 187-215)

Discussion assignment:

- Magical Realism discussion prompt

Wed Nov 25-Fri Nov 29 Thanksgiving Break

Mon Nov.30 **Contemporary & Chicano**

Discussion assignment:

- 3 words (redux)

Dec 2 **Final Review**

Dec 9 *****Final Exam 10:30am-1:15pm*****

Dec 14 *****Final Project Due @ noon*****