

Syllabus
Survey of Western Art Part 1
ARTH 200 Spring 2024
Online and Asynchronous
Professor Jacquelyn Williamson

Contact information and Office Hours:

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

Office hours (time set aside to consult and help students): offered by appointment over zoom, so that we can meet at a time that works best for you.

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 for professors in Universities.)

Class materials will appear on Blackboard in the Course Content section twice a week, on Tuesdays and Thursdays, by approx. 2pm. We will not meet or have any synchronous group interaction.

Class participation grade: will be determined by your participation in the weekly discussion board exercises.

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 participation (monitored by the discussion board exercises).
- Assigned readings, including websites and documents on the Internet.
- One paper, based on a self-guided visit to an art museum.
- Weekly discussion board exercises
- Three tests.

TECHNOLOGY REQUIREMENTS:

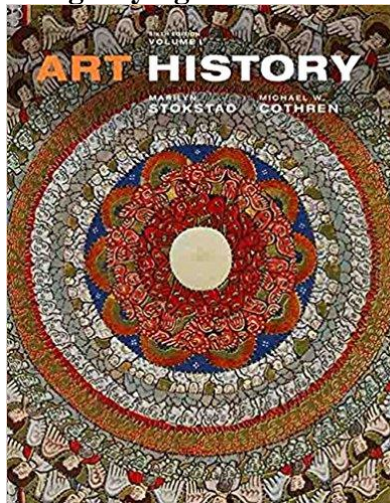
- GMU email accounts—only GMU accounts will get announcements and grading access.
- Access to the internet and GMU's Blackboard site.
- Word processing app

Required TEXTBOOK is available via the GMU bookstore.

Marilyn Stokstad and Michael Cothren, *Art History, Part 1*

You can purchase the **6th edition, Part 1**, in paperback, Kindle or loose-leaf. **But please feel free to use any older edition of Stokstad's *Art History* you can find—textbooks are expensive!**

ALERT Regarding Buying the Textbook on AMAZON:



The textbook looks like the above image.

DO NOT BUY: Stokstad's *Art History Part 2*: it 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.

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.

Weekly Discussion board exercise:

Each week, we will focus on one of the “Target Objects” discussed in class (they will be labelled as “Target Object” in the lectures posted to Blackboard. You will need to watch the lectures to be able to discuss the **QUESTION** posed about that object on the Discussion Board. Full details about the Discussion Board can be found under “Assignments.” This exercise will help you prepare for your examinations, since the Target Objects are key subjects in the examinations.

Please note the following add-drop deadlines:

January 23	Last day to add a class
January 30	Last day to drop a class with no tuition penalty
February 6	Last day to drop a class (with tuition penalty)
February 21-March 25	Student self-withdrawal period (with tuition penalty)

It is your responsibility to observe the add-drop deadlines to ensure that you are properly registered for specific courses.

Dates to remember:

Feb. 6 Test #1

March 26 Test #2

March 14 Museum Paper due

May 6th-7th Final exam appears on the 6th and must be taken by the end of the day on the 7th.

Find all your tests and the submission portal for your paper under “Assessments” on the Blackboard page for our course. Some will not appear until the due date is close.

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 Jan. 16 Introduction and Prehistoric Art

Remember, all class materials will appear on **Tuesdays and Thursdays in the Course Content section of our Blackboard course.**

Reading: Stokstad: Chapter 1 “Prehistoric Art”

Class subjects:

Introduction: what is Art History?

Paleolithic and Neolithic art in Europe: Cave art and Stonehenge

Target Object: Woman from Willendorf

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

Week 2: Jan 23 The Ancient Near East and Ancient Egyptian art part I

Reading: Stokstad, Chapter 2: “The Art of the Ancient Near East,” start Stokstad’s Chapter 3: “Art of Ancient Egypt”

Class subjects:

The Mesopotamian area

Target Object: Votive Statue of Gudea

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

Understanding Ancient Egyptian Art

Target Object: The Funerary Mask of Tutankhamun

Question: How has your understanding of the mask of Tutankhamun changed because of your new understanding of Egyptian art and iconography?

Week 3: Jan 30 Ancient Egyptian Art Part 1 continued

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

Class subjects:

Early Egypt

Target Object: Menkawre and a Queen (Khamerernebtj)

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

Review for test 1

Week 4: Feb 6 Test 1 and Ancient Egypt part 2

Feb 6 Test 1 on material covered through week 3

find the test under “Assessments” on the page for our course on Blackboard.

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

Class subjects: Ancient Egyptian art part 2 (not part of your first test)

Middle Kingdom etc.

Target Object: Head of Senusret III

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

Week 5: Feb. 13 Ancient Egyptian Art Part 2 cont. and Ancient Greek art part 1

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

Class subjects:

New Kingdom and beyond

Target Object: statue of Hatshepsut kneeling

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

Geometric and Archaic Greek art.

Target Object: Funerary Krater, Hirschfeld Workshop

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

Week 6: Feb 20 Greek Art part 1 cont. and Greek art part 2

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

Class subjects:

Greek architecture: the Doric Order

Target Object: General observations on painted statues

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.

Classical Greek art, 5th century BCE (**B**efore the **C**ommon **E**ra)

Target Object: Polykleitos’ Spear Bearer Statue

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?

Week 7: Feb 27 Greek art part 2 cont. and Ancient Roman Art part 1

Remember that your museum paper is due March 14th

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

Class subjects:

Hellenistic art of the 3rd Century BCE

Target Object: Altar from Pergamon

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

The Etruscan beginnings for Roman Art:

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

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

Week 8: March 5 No class, spring break

Week 9: March 12 Ancient Roman Art Part 1 cont. and Ancient Roman art part 2
Don't forget that your museum paper is due March 14th. Submit your paper to the portal under "Assessments" on the Blackboard page for our course.

Reading: finish Stokstad, Chapter 6 "Etruscan and Roman Art"

Class subjects:

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?

Roman Empire

Target Object: Column of Trajan

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

Week 10: March 19 Roman art part 2 continued, review for test 2

Class subjects

Late Roman Architecture and art.

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

Review for test 2

Week 11: March 26 Test 2 and Jewish and Early Christian Art

March 26 test 2 find the test under "Assessments" on the page for our course on Blackboard.

Reading: Stokstad, Chapter 7 "Jewish and Early Christian Art"

Class subjects:

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?

Week 12: April 2 Byzantine Art and Islamic art part 1

Reading: Stokstad, Chapter 8 “Byzantine Art” and start Chapter 9 “Islamic Art”

Class subjects:

Byzantine Art/Architecture

Target Object: Hagia Sophia

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

Islamic art:

Target Object: Mamluk Glass Oil Lamp from Cairo, Egypt

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?

Week 13: April 9 Arts of the Islamic World cont. and the Early Medieval Period in the West

Reading: finish Chapter 9 “Islamic Art” and read Stokstad, Chapter 15 “Early Medieval Art in Europe”

Class subjects:

Islamic Art and Architecture continued

Celtic and early Germanic arts of Northern Europe

Target Object: Evangelist Mathew, Gospel Book of Durrow

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.

Week 14: April 16 Romanesque art and architecture

Reading: Stokstad, Chapter 16 “Romanesque Art”

Class subjects:

Monasteries, Manuscripts, Churches

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

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?

Bayeux Tapestry, etc.

Target Object: Reliquary Statue of Sainte Foy

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

Week 15: April 23 Gothic art and architecture

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

Stokstad, Chapter 18 “Fourteenth Century Art in Europe”

Class subjects:

Cathedrals etc.

Target Object: Vesperbild Pieta

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.

Sculpture and other arts

Final Exam:

Will appear online on May 6th but you will have until midnight on the 7th (11:59 Blackboard time) to take and submit it.

GRADING and CLASS POLICIES:

If you are struggling, and need assistance, you must contact me BEFORE the due date so that we can discuss your options.

TESTS must be taken on the scheduled date.

FINAL GRADES

Test 1: 10%

Test 2: 20%

Museum Paper: 20%

Test 3/final exam: 25%

Class participation/discussion board exercises: 25%

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

Class participation improves/deteriorates

Reliability is stellar (always prepared, etc.) or poor (never prepared, etc.)

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: Due 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/Discussion board 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, participates, does not cause problems

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

“D-F” level: Student demonstrates none of the above and does not participate or participates in a manner that clearly indicates they have not done the reading or interacted with the online material in a substantial way.

CLASS POLICIES:

Discussion board atmosphere: Be kind and patient.

Written work is a major part of the course and will count heavily towards your final grade. Papers must be written in good formal English, with full documentation in standard Chicago or MLA format. Please submit papers typed, double-spaced, and proofread. Spelling and grammar count. Badly written work will be downgraded, returned for a rewrite, or flunked, as I see most appropriate. For help with writing, please contact The Writing Center (web site below).

Late written work: Papers are due on the day specified. Late papers will be lowered five points a day (not per class day, but every day) during the week (Mon-Fri) and lowered ten points over a weekend. If you need an extension, you must ask for it before the due date, not on or after, if you want to avoid a penalty.

Learning disabilities: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then, please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Religious holidays: I have planned this course 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).

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 by previewing papers, offering extra help, etc. But the result must be good standard written English. You will want to work with The Writing Center, or see their web page for English language help, at: <http://writingcenter.gmu.edu>. You may also want to work with the English Language Institute (ELI).

GMU Honor code: George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

GRADING POLICIES

Assignments must be completed 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 given, probably during the subsequent class.

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)

Borderline grades may vary from strict numerical average if there is a pattern to grades over time (up or down).

Attendance and Class participation: for this class, this is defined as doing the reading, working through the materials (readings and other material), and the discussion assignments. Much of the material will only be covered in our lectures. You are responsible for getting notes.

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.)

DO NOT PLAGIARIZE

What is it?

To plagiarize is (according to the Merriam-Webster Dictionary Definition) “to steal and pass off the ideas or words of another as one's own; use another's work without crediting the source.” In other words: copying someone else's text/speech and trying to pass it off as your own. This includes cutting and pasting from the internet.

How to avoid it?

It is very easy to avoid plagiarism: simply put the words in quotes and CITE the original writer/source. I take this very seriously. If you plagiarize anything, even something as simple as a museum label, I will fail your work and report your violation of the honor code to GMU.

Grades will be lowered for lateness, 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 and in the “assignments” section of Blackboard.

Late written work: Papers are due 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.

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.

Other important resources:

GMU Department of Education's Office for Civil Rights Website:

<http://integrity.gmu.edu/compliance/titleIX.cfm>

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.

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:

Online Education Services, University Libraries <http://library.gmu.edu/for/online>

Writing Center: <http://writingcenter.gmu.edu/>

Counseling and Psychological Services: <http://caps.gmu.edu/>