

Art History 250: Ancient Through Medieval Art-AH
(3 credit hours)

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Humanities 209, MWF 11-11:50

Fulfills General Education Arts and Humanities requirements (AH)

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Office Hours: MW 10-11—but please make an appointment before coming in.

SEE PAGE 2 FOR CARDINAL CORE GEN. ED. OUTCOMES AND ASSESSMENTS

Welcome to this class! We have a lot of territory to cover and work to do, but we'll try to have fun doing it. In this course, we will look at and analyze in historical context art and architecture from early cave art to the middle ages, which translates to 25,000 BCE to 1300 CE. In this General Education class we will work on: 1) thinking critically 2) communicating effectively, and 3) understanding and appreciating cultural diversity. The required textbook is the **13th Edition of Gardner's *Art Through the Ages* volume I (Global Perspective)**, and reading assignments from it will be given each day in lecture. You must buy this book to survive this class, and you should bring it to class each day. If you don't bring it each day to class you will lose the 200 points you earned for the book check. You are encouraged to bring up points of discussion and ask questions at any time during lecture. You should come to class prepared to talk about the assigned readings and ready to participate in class discussions, which will help you earn your participation grade. The point breakdown for the class assignments and exams (all of which are required) is given below:

Book Check 200 points

Attendance & Participation 400 points

Blackboard quizzes for each chapter of Gardner's c.400 points

Exam 1, Friday, February September 16 300 points

Exam 2, Friday, October 20 300 points

Research paper + art + notes, due Monday, November 17 600 points

Exam 3, Monday, December 4 300 points

Course total 2500 points

The standard grade breakdown given in Blackboard is used: A=94%-100%, A-=90%-93.99%, B+=87%-89.99, B=84%-86.99, B-=80%-83.99%, etc. I don't round up.

GENERAL EDUCATION OUTCOMES AND ASSESSMENTS

This course meets the General Education AH (Arts and Humanities) requirements.

Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials.

AH 1 Assessment: By looking at and analyzing original works of art and architecture, and by reading for each class c. 20-50 pages of primary and/or secondary materials, and, finally, by participating in classroom discussions analyzing c. 10-20 artworks per class, students will critically evaluate a wide range of works of art and architecture from a variety of cultures. Students' ability to analyze artworks in historical context will be assessed through 3 Exams incorporating identification of artworks, as well as student-written essays interpreting the works of art in historical context, using materials from class, the readings, and their own art historically-relevant ideas. An important part of grade is based on the quality of students' in-class discussion and participation as we analyze together works of art and architecture.

2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities.

AH 2 Assessment: Over the course of the semester, students will write a research paper that will demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities. This will also be demonstrated during the in-class discussions, as well as in the essay exams.

3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts.

AH 3 Assessment: Throughout the class, we will look at and analyze together the art and architecture from a variety of cultures. As part of each research paper, students will analyze and engage with different art historical approaches relating to different historical, social, and cultural contexts.

4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline.

AH 4 Assessment: Students will participate in class discussions of the works of art from various cultures and eras that we will be studying and analyzing. In these discussions, the use of evidence, both visual and historical, will be essential. For the research paper, students will do research at the Bridwell Art Library, and will cite their research with page numbers, as well as providing a bibliography.

In other words, the class readings, discussions, quizzes, exams, and research paper will work on all of these Arts and Humanities GE areas, and will be used for assessment of them.

Tentative Class Schedule:

Week 1: Chapter 1—Art Before History

Week 2: Chapter 2—The Ancient Near East

Weeks 3 & 4: Chapter 3—Egypt Under the Pharaohs

Week 5: Chapter 4—The Prehistoric Aegean

Weeks 6 & 7: Chapter 5—Ancient Greece

Week 8: Chapters 6, 7, & 8—Southeast Asian Art, China and Korea, Japan

Weeks 8 & 9: Chapters 9 & 10—The Etruscans, The Roman Empire

Week 10: Chapters 11 & 12—Late Antiquity, Byzantium

Week 11: Chapters 13, 14, & 15—Islamic World, Native American Arts, Africa

Week 12: Chapter 16—Early Medieval Europe

Week 13: Chapter 17—Romanesque Europe

Weeks 14 & 15: Chapter 18—Gothic Europe

Please note the following class holidays: Labor Day, Mon., Sept. 4; Midterm break, Mon., Oct. 9; Thanksgiving Weds. & Fri., Nov. 22 & 24.

Grades will be posted on Blackboard. You must check Blackboard and your email address linked to it frequently for this class. Assignments that are submitted after the due date are downgraded by one full letter grade. Make/up exams are only given with a doctor's note or other valid written excuse. **Extra credit assignment:** You can receive 20 points extra credit by bringing a draft of your research paper into the **University Writing Center**, and stapling the note you get at the Writing Center to your research paper. Note: +/- grading is done in this class. The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

Attendance Policy: Attendance and participation are important in this class. Attendance will be taken each day at the very beginning of class. If you come late it does not count, and so please do not come up to me at the end of class and tell me you were here. If you leave early, it also counts as an absence. Each student gets up to four absences during the semester for sickness, family issues, etc., without penalty to their grade (although you need to make up any class material and get lecture notes from a fellow student). Starting with the fifth absence 40 points will be taken off of your grade for each absence. If you are absent 10 times beyond your four allowed absences that would cost you 400 points, which equals more than a full letter grade. Essentially, if you don't plan to attend this class regularly, you should take another class. Cell phone use is not allowed in this class. Students who use their cell once class has started will have 50 points deducted from their grade each time. Use of computers is also not allowed. Please turn off your phone and put away it away **completely** for the whole class period. If you must use your phone, please just step into the hallway to do that.

This course meets General Education Requirement for a 3-hour Arts course. It is a survey of the major artistic traditions of the world up through c. 1300 CE. It examines important works of art and emphasizes the interaction of art and society, and how different artistic styles are tied to different intellectual beliefs, geographical locations, and other historical contexts.

The course will introduce major works of art and their ties to society and culture. Through class participation, students will learn visual skills in recognizing styles of art, analytical skills in connecting an artwork with its ritual, religious and political context, and writing skills in expressing ideas about art. In general, the course will help students appreciate art of different cultures through both contextual study and visual analysis.

One goal of this general education course will be to practice and develop critical thinking skills. In part, this will be modeled during class discussions and/assignments. Key elements of critical thinking include: identifying the question or problem, analyzing evidence and developing arguments, integrating knowledge and demonstrating an awareness of multiple points of view, and drawing conclusions based upon reasons, arguments, and evidence

Looking at and analyzing things—in art history and beyond:

In this class, we will be learning about the history of art in part through visual analysis. We start with what we see—and there is nothing wrong with starting with your feelings about a work of art. But then to this initial perception we need to add knowledge of the artist, the culture in which they lived, and their beliefs. When you do this art will not only become more meaningful, but this knowledge will change how you see a work of art. Deepening perceptions of not just art but of the larger visual world is part of what I hope you will get out of this class. Art history provides ways of looking at the visual world that are not just useful for this class, but may provide skills that you

can use to look at things like movies, TV shows, clothes, websites, etc. Art is a profound form of communication. Artists are affected by society, and art also affects society. Art reveals much about a society and its beliefs.

Art history involves critical thinking. Key elements of critical thinking include: identifying questions and problems, analyzing evidence and developing arguments, integrating knowledge and developing multiple points of view, and drawing conclusions based on evidence. Your grade in the class will in part be based on how well you apply critical thinking in the class, including in tests, in the class discussions, and in your research paper.

Reading Quizzes: There are required reading quizzes for each chapter of the book in Blackboard under assignments. Take the quiz before the time announced in class. Each quiz has about 4/5 questions. These quizzes are open book.

There will be three examinations in this course, all of which will have the same format. **Please bring two blank blue books, available for purchase at the bookstore, to each exam. The exams are not cumulative.**

10 short slide ID's (30 seconds each)

For the short ID's you need to know and correctly spell the culture or, when known, the artist's name, the title or name of the work, and give the date (to within 10 years on either side of the date given in the book). For example:

**Aegean
Snake Goddess
1600 BCE**

2 long slide ID's (10 minutes each)

For the long slide ID's, write an **essay** that throws out everything you know, but first give the same information that you gave for the short ID's—**culture/artist, title, and date**. You should be writing rapidly (but neatly!) the whole time, because the long ID's test the **depth** of your knowledge. Write about the artist, the particular work, the techniques used and, most importantly, about the meaning of the work of art in historical context and in terms of the way you interpret it. Be sure to incorporate information from the class readings and lectures into these essays. Also, **create an original title for each essay**.

2 Terms (10 minutes each)

For most classes there will be a short list of terms that will be defined in lecture and/or in your textbook. Write an essay about each term, clearly relating your essay to works of art we have seen in this class and the cultures that produced them. You must incorporate the assigned readings as well as material from class in these essays. You can also use your own ideas and interpretations,

as long as they make sense in terms of art history. Create your own original title for each essay, and **analyze in detail at least one artwork we have seen in this class that relates to each term—and identify it by culture/artist, title and date.**

Creative and original thinking is important in class discussions, in the tests, and in your papers, but to succeed in the tests you'll also have to do some **memorization**. To make it easier, every image you have to know for the tests is in your textbook. The list of images from the book that you are required to know for this class is given below. It is about 148 images, or about 50 per exam. Just knowing the image, or even the material in the book, is not enough to get a top grade on an exam—you should make extensive use of the material from class, and also use your own ideas and insights.

Required Images in Gardner's Art Through the Ages, volume I, 13th Edition:

1/5, 1/11, 1/13, 1/20, 2/1, 2/4, 2/6, 2/10, 2/12, 2/15, 2/21, 3/1, 3/3, 3/5, 3/8, 3/11, 3/13, 3/14, 3/20, 3/21, 3/22, 3/30, 3/31, 3/32, 3/33, 3/36, 3/38, 4/1, 4/2, 4/8, 4/11, 4/12, 5/1, 5/2, 5/3, 5/10, 5/11, 5/21, 5/28, 5/29, 5/32, 5/34, 5/35, 5/39, 5/40, 5/41, 5/44, 5/46, 5/49, 5/52, 5/62, 5/71, 5/82, 5/85, 6/7, 6/8, 6/13, 6/20, 6/23, 6/25, 7/1, 7/4, 7/6, 7/19, 7/24, 8/6, 8/12, 9/11, 10/1, 10/3, 10/7, 10/18, 10/25, 10/27, 10/28, 10/29, 10/33, 10/40, 10/49, 10/51, 10/59, 10/73, 10/77, 11/16, 12/4, 12/11, 12/12, 13/2, 13/3, 13/13, 13/28, 14/1, 14/2, 14/6, 14/8, 14/12, 14/14, 14/15, 14/29, 14/31, 14/32, 15/3, 15/6, 15/12, 16/1, 16/3, 16/8, 16/14, 16/18, 16/24, 16/26, 17/4, 17/6, 17/12, 17/22, 17/24, 17/30, 17/35, 18/1, 18/3, 18/8, 18/11, 18/15, 18/23, 18/24, 18/25, 18/32, 18/43, 18/51

The Bridwell Art Library, located on the second floor of Schneider Hall, houses the University's research collection in art, design, and architectural history (phone: 852/6741):

<http://louisville.edu/library/art/>

You cannot use internet sources for your paper, and so you will need to go to the Art Library at least two or three times over the course of the semester to do research for your paper. The head of the Art Library is Sarah Carter (sarah.carter.2@louisville.edu). Use the computer catalog to look for books and articles about your subject.

The University Writing Center is located on the first floor of Ekstrom Library. The Writing Center provides a comfortable place to get expert help on your writing:

<http://louisville.edu/writingcenter>

The tutors in the Writing Center will brainstorm with you on ways to make your paper better, but their job is not to edit or rewrite your entire paper. They can help you discover if you have a

pattern of making common grammar or punctuation errors that otherwise would cost you many points on your paper. Also they can help you clearly state your thesis and effectively argue for it, which is essential to getting a good grade on your paper. Ask them politely, and they can give you a note that shows that you've been to the Writing Center for help. Attach the note to your paper before you turn it, and you will earn 20 points of extra credit. In addition to the extra credit, it is possible that working together with the Writing Center could improve your paper as much as a full grade. For instance, a paper that otherwise might have received a C+ might get as much as a B after you work on it with the Writing Center, and if you then add on top of that your 20 points of extra credit you might receive an B+ on the paper (note: it is not possible to get more than 400 points for the paper even with the extra credit). For additional information on the Writing Center, call 852/2173 or send an email to: writing@gwise.louisville.edu. Please check out their web site: <http://coldfusion.louisville.edu/webs/a/s/writingcenter/>

Art History 250 paper

You must also submit your paper electronically through SAFEASSIGN by the due date. This will check for possible problems with plagiarism. A plagiarized paper will cause a student to fail the class. It would likely lead to additional disciplinary measures that are quite unpleasant and could even affect your ability to graduate. LATE PAPERS ARE GRADED DOWN BY ONE FULL LETTER GRADE.

The core of your paper assignment will be a single work of art that **you choose from Gardner's**. You must choose a work of art from a culture that we will be studying in this course that was made before 1400.

The 5 page (1500 word) **typed paper assignment** has **4 parts**.

1) You must make and include as a cover page a pencil sketch (color is fine too) of your chosen work, and type on it the artist's name, the title of the work, and its date (worth 150 points). Your pencil sketch is a required part of the assignment and is worth 150 points. Don't worry if you feel you don't have artistic talent or training, if you work hard at it and try you will do well enough on this part of the assignment.

2) The body of your paper must include a detailed **visual analysis of your chosen art work, and **this visual analysis must be completely and smoothly integrated into your paper**. Include in your visual analysis such things as what the work represents, its size, what materials are used, textures and colors, and what artistic choices were made in its creation. **You must move in your visual analysis from a description of how things look, to an analysis of what the art work means because of how it looks.****

3) Build around your chosen work of art a larger paper topic. For this topic you must have a **thesis** that you introduce at the beginning of the paper, develop in the body, and take one step further in the conclusion.

4) Compile a bibliography of books and articles on your topic, and use these materials to write your research/based discussion of your topic. An excellent first source, and one that everyone should use in their papers, is the **Grove Dictionary of Art** found in the reference section of the **Bridwell Art Library**. If you cannot find at least four promising sources for your paper, ask the librarians for help. Type your bibliography using the format at the bottom of the page. You may use your textbook as one of your four sources. Only one art history textbook may be used, however—the other sources should be more specialized books and articles. **You may not use internet sources for this paper.** Articles in Library databases are OK. **YOU MUST INCLUDE 2 PAGES OF HANDWRITTEN NOTES FROM YOUR RESEARCH WITH YOUR PAPER. THESE ARE WORTH 50 POINTS.**

Requirements for the paper:

1.) Make up an original title. 2.) Include a separate bibliography. 3.) All ideas that are not your own should be cited with the name of the author, the date of publication, and the **page number** with footnotes or social science citations (Author name, page 55, etc.). **You should have an average of at least two footnotes per page.** 4.) Make sure that you have a strong **thesis** that you introduce at the beginning of the paper, develop in the body, and take one step further in the conclusion. (An example of a **thesis**: “I will argue that Mary Cassatt, because she was a woman, portrayed several themes in art in a different way than most male artists.”) 5.) **Include with your paper your handwritten research notes (50 points).** 6.) **Be creative and original!** Grammar, punctuation, and spelling are a significant part of your grade for your paper. Please go to the University Writing Center for assistance on your paper, and bring this assignment sheet with you.

Bibliography format

Pollock, Griselda. *Mary Cassatt: Painter of Modern Women*. London: Thames and Hudson, 1998.

Footnote format

Be careful not to plagiarize! A sentence in the imaginary paper on Mary Cassatt given above, might read: As Griselda Pollock has argued, Mary Cassatt portrayed “women across their life/cycles from infancy to adulthood to old age” (**Pollock, page 55**). You can use any official citation style as long as it includes page numbers.

	4 - Clearly Evident	3 - Usually Evident	2 - Minimally Evident	1-Not Evident	Not Requested
<p>Claim</p> <p>1 States thesis; Identifies purpose; Demonstrates recognition of problem or question</p>	<p>States a clear, precise, and significant thesis; Demonstrate s a clear understanding of the purpose of the assignment, recognition of the problem or question</p>	<p>Clearly states a thesis that is precise, but thesis lacks significance for making an argument; Demonstrates an understanding of the purpose of the assignment or recognition of the problem or question</p>	<p>Clearly states a thesis, but thesis lacks precision and significance; Demonstrates a limited understanding of purpose of the assignment or recognition of the problem or question is unclear</p>	<p>Does not state clear, precise, and significant thesis; Does not demonstrate an understanding of the purpose of the assignment, nor recognize the problem or question</p>	<p>The assignment does not ask students to demonstrate this competency measure.</p>
<p>Evidence</p> <p>2 Uses evidence, information, data, observations, experiences, and/or reasons</p>	<p>Presents strong, credible evidence and interprets evidence defensibly and convincingly and acknowledges and refutes evidence that does not support the claim</p>	<p>Evidence is sufficient to support the claim and evidence is interpreted defensibly and counterevidence is acknowledged but insufficiently refuted</p>	<p>Evidence is minimally sufficient to support the claim and evidence is usually interpreted defensibly but ignores some of the counter evidence</p>	<p>Evidence is insufficient to support the claim, or misinterprets evidence, or ignores evidence that counters the claim</p>	<p>The assignment does not ask students to demonstrate this competency measure.</p>

Inference 3 Makes a logical argument; Develops a line of reasoning based on evidence	Always makes logical connections between evidence and conclusions	Usually makes logical connections between evidence and conclusions	Makes illogical and inconsistent connections between evidence and conclusions	Does not show connections between evidence and conclusions	The assignment does not ask students to demonstrate this competency measure.
Influence of Context and Assumptions 4					The assignment does not ask students to demonstrate this competency measure.
					The assignment does not ask students to demonstrate this competency measure.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852/2663, Counseling Center 852/6585 and Campus Health Services 852/6479. Reporting your incident to any other University employee (including, but not limited to, professors and instructors) is an official, non/confidential report to the University.

To file an official report, please contact the Dean of Student's Office 852/5787 and/or the University of Louisville Police Department 852/6111. For more information regarding your rights as a victim of sexual misconduct, visit the Office for Civil Rights:

(<http://www2.ed.gov/about/offices/list/ocr/docs/know/rights/201404/title/ix.pdf>)

And for more information about resources and reporting at UofL, visit the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual/misconduct/brochure>).