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Zero Textbook Cost Syllabus for ART 1011 (Art History Survey I)

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CUNY Bernard M Baruch College

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Art History Survey I

Art 1011 PMWA

5.50-7.05 PM Monday/Wednesday

Instructor: Janine DeFeo

Please allow up to 24 hours for a response by email

Office Hours: After class Monday and Wednesday, Room 7-208 or by appointment.

Course Description

This introductory course presents a global view of art history through slide lectures and museum visits, with an emphasis on works of art found in New York City museums. It selectively surveys the visual arts of Europe from prehistory through the Middle Ages and concurrent historical periods in Egypt, the Near East, the Islamic world, Asia, Africa and the Americas.

Expectations

Each student in ART 1011 is expected to take responsibility for their learning progress. As such, each student is expected to:

- Be familiar with syllabus contents and course policies.
- Attend class regularly and on time, having completed any required readings or assignments. If a class is missed, the student is responsible for getting lecture notes and/or any additional materials.
- Be responsible for all images shown in class.
- Complete all assignments by the given deadline and with proper formatting.

Course Objectives

By the end of the semester, students will learn to:

- Identify major works of art and architecture and discuss these using discipline-specific terminology and vocabulary.
- Describe the historical, social and cultural context(s) of a work of art or architecture.
- Offer interpretations of a work supported by visual and historical analysis (in discussion and in writing).
- Articulate connections and relationships across different cultural, geographic and historical boundaries.
- Demonstrate visual literacy skills in a variety of contexts including academic assignments as well as experiences such as visiting museums or visual resource collections.

Textbook

There is no textbook required for purchase for this class. All required readings will be posted to the class Blackboard or assigned from freely-accessible online sources. However, a survey textbook can be a helpful resource (particularly in preparing for exams). To that end, a copy of Gardner's *Art Through the Ages* is on reserve at the Baruch Library for reference.



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Cheating and Plagiarism

In accordance with Baruch College's policy on academic integrity:

“Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”
(Baruch College Student Development & Counseling August 2002)

Any material you hand in, whether “formal” or “informal” writing, is assumed to be exclusively your own, original work. If *any* plagiarized content is found in a piece of writing handed in to the instructor, the student will have the opportunity to redo the assignment and a disciplinary penalty will be added (-25 points).

Lateness, Attendance and Participation

Regular class attendance, punctuality and participation are required. Attendance is taken at the beginning of class. Two late attendances will constitute an unexcused absence. Excessive unexcused absences and lateness will result in the lowering of your Participation grade. Five unexcused absences will result in the student being dropped from the course.

All class absences are considered unexcused unless the student presents documentation, with the contact information of a person who can verify the absence. If you know in advance you will be absent due to an unavoidable prior commitment, notify the instructor in advance and coordinate with another student to review missed content.

Participation is gauged in a variety of ways including, but not limited to, participating in group and partner activities, adequate completion of in-class writing assignments and engagement in class discussions. The participation grade will be negatively affected by disruptive or non-engaged behavior, including but not limited to sleeping during class, texting during class or constantly checking electronic devices, or completing work for another course. Any student whose behavior is deemed disruptive or detrimental to the progression of the class will be asked to leave and marked absent.

Formal Assignments

All writing assignments regardless of type should be written in English and proofread for grammar, spelling and organization. Additionally, each assignment should adhere to the following standard: double-spaced, numbered pages, 11 or 12 point Times New Roman font with 1" margins. Papers are to be uploaded as a Microsoft Word document to the class Blackboard by 11.59 pm on the day they are due (unless otherwise noted).

Late assignments will lose 5 points for each day the paper is late, except in cases with a documented excuse (for example, an assignment turned in 3 days late will result in a deduction of 15 points before it is graded). If an emergency situation prevents you from being able to turn in your paper on time, it is your responsibility to make arrangements with the professor *in advance* of the due date.

Assignment #1: Object Description (1-2 written pages + visual material and notes)

Due 11:59 PM, February 28, 2018

Assignment #2: Formal Analysis (2-3 pages)

Due 11:59 PM, April 23, 2018

Exploratory Reading Summaries

As part of the requirements for this course, students will produce informal, typed, double-spaced exploratory summaries of about 150-250 words responding to the assigned readings for each lesson. You will upload your summary as a Word document to the class Blackboard (on the “Reading Summaries” page) by 5.50 pm on the day it is due. No late summaries will be accepted.

These summaries are a chance to identify the most important information in a reading, grapple with interesting or confusing ideas, pose questions, make observations about the author’s style and connect new ideas to prior knowledge and material previously covered in class. The responses are graded on a 5 point scale and assessed on length and the level of your engagement, *not on spelling/grammar/clarity/writing quality.* To receive a 4 or 5 on a reading response, it must show that you have done the required reading, reveal engaged thinking, and be at least 150 words long.

Frequently, assigned readings will be brief, and will focus on a single work which we will then encounter in class. Though they are required for success in this class, these summaries are not meant to be onerous: they offer a low-stakes way to prepare for class, practice key course ideas and improve reading and writing skills. This is a part of your grade you can control – you are encouraged to take advantage of the opportunity.

Each individual summary can earn up to 5 points, and a total of 100 points are available in this category. You can skip as many as 4 summaries and still earn full credit for your reading responses. Points earned above 100 in this category are “extra credit.” For example, a student who writes a summary for every assigned reading (23 in total) and receives a 5 on each will earn 115 points (15 points extra credit).

Grading and Assessment

Final grades are calculated on a scale of 650 points. To calculate your grade, divide the number of points earned by the total number of points possible.

- **Attendance and Class Participation: 100 points**
 - o In-class informal writing and pop quizzes: 50 points
 - o Behavior in class, punctuality, attendance, etc: 50 points
- **Exploratory reading responses: 100 points**
- **Quiz: 50 points**
- **Midterm: 100 points**
- **Final Exam: 100 points**
- **Assignment 1 (Object Description): 100 points**
- **Assignment 2 (Formal Analysis) Draft: 10 points**
- **Assignment 2 (Formal Analysis): 100 points**

No late or make-up exams will be permitted, except with a documented excuse at the discretion of the instructor.

Grades in this course fall roughly along the following scale:

A: Original and thoughtful work that is professionally executed; no major typographical or grammatical errors; strong, clear, coherent, and compelling arguments; addresses or acknowledges obvious objections to the arguments; scrupulous attention to crediting sources of ideas and facts that are not the author's own

B: Well done work, but not particularly original or thoughtful; a few typographical or grammatical errors are present; work lacks some clarity or coherence in thought; fails to address some seemingly obvious objections to the argumentation; some crediting of sources missing; sources of facts are weak (e.g., cursory web searches).

C: Average work; numerous typographical and grammatical errors present; fails to address or ignores any objections to the argumentation; few sources credited or poorly done, particularly for factual claims when clearly needed

D: Careless work with no attention to detail and failure to follow assignment guidelines; few and or poorly done citation

F: Failure; plagiarism or other academic misconduct; zero effort expended to meet academic standards

Student Resources

The Office of Services for Students with Disabilities: NVC 2-271; 646-312-4590

Students with disabilities may receive assistance and reasonable accommodations to enable them to participate fully and equally in courses at Baruch College. To establish the accommodations appropriate for each student, please alert your instructor to your needs and contact the Office of Services for Students with Disabilities. For more information contact Lillian Shmulevich, Assistant Director of this office in B2- 271 or at (646) 312- 4590.

The Writing Center

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, writing groups, written feedback and online resources..

www.baruch.cuny.edu/writingcenter. NVC 8/185. 646-312-4012.
writingcenter@baruch.cuny.edu

Speaking and Communication Support:

Baruch Colleges offers a number of excellent and largely free support services in spoken and written communication. These services include one-on-one tutorials, labs, and workshops.

Tools for Clear Speech: www.baruch.cuny.edu/tfcs

ESL Speech Lab: Vertical Campus 6-121

Conversation Partners Program (open to both native and non-native speakers):

<http://blogs.baruch.cuny.edu/conversation/>

Resources for Immigrants and Threatened Students:

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality.

Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will continue to urge CUNY to serve as a sanctuary.

I am committed to making CUNY a sanctuary campus for undocumented immigrants, not just in word but in deed – through the campus community refusing to allow ICE to enter our campus and refusing to cooperate with and struggling to prevent any government attempts to ascertain the immigration status of members of our community or to detain or deport undocumented immigrants.”

CUNY CLEAR (Creating Law Enforcement Accountability & Responsibility) primarily aims to address the unmet legal needs of Muslim, Arab, South Asian, and other communities in the New York City area that are particularly affected by national security and counter-terrorism policies and practices. CUNY CLEAR services are provided free of charge. If you (or your loved ones) have a passport from Iran, Iraq, Somalia, Sudan, Syria, or Yemen, CUNY Clear is offering legal help in Arabic, Bangla, English, French, Spanish, Urdu, and many other languages. They can do workshops at your local masjid too. Contact them at cunyclear@mail.law.cuny.edu or (718) 340-4558.

Museums

Throughout the semester, a number of museum visits will be required for completion of assignments. Students are also encouraged to visit the many museums in the New York area, for example:

- Metropolitan Museum and the Cloisters (entry by donation for New Yorkers)
- Brooklyn Museum (entry by donation; \$10 suggested for students)
- National Museum of the American Indian (free)
- Rubin Museum of Himalayan Art (\$10, free on Friday nights)

Schedule

This schedule is tentative and is subject to change. Students are expected to keep track of all changes.

January 29: Course Introduction

Jan 31: Prehistoric Art

- Neil MacGregor, “Olduvai Stone Chopping Tool” and “Olduvai Handaxe”, from *A History of the World in 100 Objects* (Penguin, 2010), 9-18. (Write one summary discussing both objects).
- *Recommended: Gardner’s Art Through the Ages: A Global History* (15th edition), Chapter 1: Art in the Stone Age. (Available on reserve at Baruch Library)

February 5: Art of the Ancient Near East

- MacGregor, “Early Writing Tablet,” *History of the World*, 90-94.
- Selected articles on iconoclasm in the Middle East (no summary required for these readings)
- *Recommended: Selected pages from Kim Benzel et. al., “Art of the Ancient Near East: A Resource for Educators”, Blackboard.*
- *Recommended: Gardner’s, Chapter 2: Ancient Mesopotamia and Persia.*

February 7: Art of Ancient Egypt I

- MacGregor, “King Den’s Sandal Label,” *History of the World*, 62-67.
- *Recommended: Amy Calvert, “King Menkaure and Queen”, Smarthistory* <https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art/predynastic-old-kingdom/a/king-menkaure-mycerinus-and-queen>

February 12: No class, college is closed

February 14: Art of Ancient Egypt II / Quiz Review

- Catharine Roehrig, “An Artisan’s Tomb in New Kingdom Egypt”, https://www.metmuseum.org/toah/hd/srvt/hd_srvt.htm
- Christina Maranci, Christina, *A Survival Guide for Art History Students*, Ch. 4, “The Art History Exam,” Blackboard. (No summary required for this reading – this is to prepare you for your upcoming quiz)
- *Recommended: Gardner’s, Chapter 3: Egypt from Narmer to Cleopatra.*
- Come to class prepared with any questions you have about our first quiz.

February 19: No class, college is closed

Feb 20: Classes follow Monday schedule: QUIZ Prehistoric Art through Art of Ancient Egypt

February 21: Ancient Greece I: Architecture of Ancient Greece

- MacGregor, “Parthenon Sculpture: Centaur and Lapith,” 171-176.

- *Recommended:* Colette Hemingway, “Architecture in classical Greece”, Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/grarc/hd_grarc.htm

February 26: Ancient Greece II: The Figure in Ancient Greece

- Nell Irvin Painter, “The White Beauty Ideal as Science,” from *The History of White People*. (Focus in your summary on the argument Painter makes on pages 59-63).
- *Recommended:* Gardner’s, Chapter 5: Ancient Greece.

** Note: Last day to discuss Assignment 1 during office hours

February 28: Ancient Rome I: The Roman Republic

- 1) Watch “Veristic Male Portrait” <https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/roman-republic/v/veristic-male-portrait>
- 2) read Dr. Jeffrey A. Becker, “Head of a Roman Patrician,” <https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/roman-republic/a/head-of-a-roman-patrician>.
- Summary should discuss both the video and the article for up to 10 points.
- *Recommended:* Department of Greek and Roman Art, “The Roman Republic,” Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/romr/hd_romr.htm
- *Recommended:* Dr. Mike Ibeji, “Empires of Absent Mind: Rome and the USA”, http://www.bbc.co.uk/history/ancient/romans/empiresofabsentmind_article_01.shtml

Assignment 1 Due to Blackboard, 11.59 pm

March 5: Ancient Rome II: The Roman Empire

- MacGregor, “Head of Augustus,” 221-226.
- *Recommended:* Rosemarie Trentinella, “Roman Portrait Sculpture: The Stylistic Cycle,” Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/ropo2/hd_ropo2.htm
- *Recommended:* Gardner’s, Chapter 7: The Roman Empire.

March 7: Review Ancient Greece and Rome: In-class Discussion

- Marden Nichols, “Contexts for the Display of Statues in Classical Antiquity,” Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/disp/hd_disp.htm

** Bring your notes on ancient Greece and Rome to class. If you have a laptop or a tablet, it may be helpful for you to bring it to class with you.

March 12: Late Antiquity / Early Christian and Jewish Art

- Allen Farber, “Early Christianity, an introduction”, <https://smarthistory.org/early-christianity-an-introduction/>.
- Jessica Hammerman and Shaina Hammerman, “Jewish History to the Middle Ages,” <https://smarthistory.org/jewish-history-to-the-middle-ages/>
- Summary should address both readings.
- *Recommended:* Gardner’s, Chapter 8: Late Antiquity.

March 14: Byzantine Art and Architecture

- MacGregor, "Icon of the Triumph of Orthodoxy," 431-436.
- *Recommended:* Gardner's, Chapter 9: Byzantium.
- *Recommended:* Sarah Brooks, "Icons and Iconoclasm in Byzantium," Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/icon/hd_icon.htm

March 19: Early Islamic Art and Architecture

- MacGregor, "Gold Coins of Abd al-Malik," 294-300.
- *Recommended:* Department of Islamic Art, "Calligraphy in Islamic Art," http://www.metmuseum.org/toah/hd/cali/hd_cali.htm
- *Recommended:* Department of Islamic Art, "Vegetal Patterns in Islamic art," http://www.metmuseum.org/toah/hd/vege/hd_vege.htm

** Note: Last day to discuss Assignment 2 during Office Hours

March 21: Review for Midterm Exam

- Please come to class prepared to ask any questions you have about the midterm exam.
- Review Maranci, Christina, *A Survival Guide for Art History Students*, Ch. 4., "The Art History Exam"

March 26: MIDTERM EXAM

March 28: Workshop: Distinguishing Evidence, Analysis, and Claims

- Reading TK

March 30 – April 8: SPRING BREAK

April 9: Hindu Art and Architecture of South Asia before 1200

- MacGregor, "Shiva and Parvati Sculpture," 437-442.
- *Recommended:* Farisa Khalid, "Shiva as Lord of the Dance", Smarthistory, <http://smarthistory.khanacademy.org/shiva-as-lord-of-the-dance-nataraja.html>

April 11: No Class – Classes follow Friday schedule

April 16: Buddhist Art of South Asia before 1200

- MacGregor, "Seated Buddha from Gandhara," 264-268.
- *Recommended:* Vidya Dehejia, "Buddhism and Buddhist Art," Heilbrunn Timeline, http://www.metmuseum.org/toah/hd/budd/hd_budd.htm
- *Recommended:* Gardner's, Chapter 15: South and Southeast Asia before 1200

** Note – last day to withdraw from course with a grade of W

April 18: Editing and Revision Workshop

- Anne Lamott, “Shitty First Drafts, from *Language Awareness: Readings for College Writers* (Bedford/St.Martin’s, 2005). (No summary required for this reading)
- During class time you will work on editing and revising strategies, and you will apply these to your final paper.
 - o **You are required to come to class with a printed draft of your final paper to work on** (the draft does not need to be ‘complete’, but it should be nearly there). **You must also submit this rough draft to the relevant assignment on the Blackboard “Assignments” page by 5:50 pm** so I can register your completion of a draft. (I will not read/comment on your draft unless you want me to – in which case please schedule an office hours appointment).

** Note –last day to discuss draft of Assignment 2 during office hours

April 23: Chinese Art before 1400

- MacGregor, “Chinese Zhou Ritual Vessel,” 146-152 and “Admonitions Scroll,” 248-255. (Both readings are required, but you can choose either object to focus on in your summary. Alternatively, you can write two separate summaries and earn up to 10 points).
- *Recommended:* Gardner’s, Chapter 16: China and Korea to 1279

Assignment 2 due to Blackboard, 11.59 pm

April 25: Handscroll Painting in the Heian Period – A Case Study in Japanese Art Before 1400

- Ethan Segal, “Heian Japan: An Introductory Essay,” 1-9.
- *Recommended:* Garner’s, Chapter 17: Japan before 1333.

April 30: Ancient North America

- Lauren Kilroy-Ewbank, “Mesa Verde,” <https://smarthistory.org/mesa-verde-cliff-dwellings/>

May 2: Art of Central and South America

- MacGregor, “Paracas Textile,” 153-157 and “Maya Relief of Royal Bloodletting,” 326-332. (Both readings are required, but you can choose either object to focus on in your summary. Alternatively, you can write two separate summaries and earn up to 10 points).
- *Recommended:* Gardner’s, Chapter 18: Native American Cultures before 1300.

May 7: Early African Art

- MacGregor, “Ife Head,” 404-409.
- *Recommended:* Gardner’s, Chapter 19: Africa before 1800.

May 9: Romanesque art and Architecture

- Jennifer Freeman, "Architecture and Liturgy," Smarthistory, <https://www.khanacademy.org/humanities/medieval-world/medieval-europe/a/architecture-and-liturgy>.
- *Recommended:* Christine M. Bolli, "Pilgrimage Routes and the Cult of the Relic," Smarthistory, <https://www.khanacademy.org/humanities/medieval-world/latin-western-europe/romanesque1/a/pilgrimage-routes-and-the-cult-of-the-relic>
- *Recommended:* Gardner's, Chapter 12: Romanesque Europe.

May 14: Gothic art and architecture

- MacGregor, "Holy Thorn Reliquary," 424-430.
- *Recommended:* Watch "Birth of the Gothic: Abbot Suger and the Ambulatory at St. Denis," Smarthistory, <http://smarthistory.khanacademy.org/the-birth-of-the-gothic-abbot-suger-and-the-ambulatory-at-st.-denis.html>

May 16: Visit to St. Patrick's Cathedral

** Please bring a print-out of the observation questions with you to St. Patrick's Cathedral (available on Blackboard). Your visit will be self-guided, though I will be in the church to take attendance and answer questions from 5.50-7.05 . If you'd like to visit the Cathedral outside of that time period, please take a selfie *inside* the church to prove attendance. Note that the church closes at 8.45 pm.

- 1) Watch "Deconstructing History: St. Patrick's Cathedral," <https://www.youtube.com/watch?v=Yh6EeMsBzQ4>
- 2) read Larry Buchanan, David W. Dunlap, Josh Williams, "A Gift to New York, in Time for the Pope," *New York Times*, <http://nyti.ms/1Ozq6Uo>

NO SUMMARY DUE TODAY

May 17-24 final exam period