Course Syllabus
University of Wisconsin-Milwaukee
ARTHIST 101 Online
Summer 2018

Ancient and Medieval Art and Architecture

Course Fulfillment:
This course satisfies the GER Humanities Requirement

Instructor: Michael Aschenbrenner
Email: aschenb3@uwm.edu
Office Hours: By appointment

Meeting Times and Places:
This course is completely online.

Recommended Course Text(s):

Technology Requirement:
Access to a high speed internet connection and the most recent version of the Adobe Flash player to view internet activities and lectures (available at the following URL: http://get.adobe.com/flashplayer/)

Accommodation Policies:
For University policies concerning student disabilities, accommodation of religious beliefs, students called to military active duty, incomplete grade policy, discriminatory conduct, academic misconduct, complaint procedures, or grade appeal procedures, see https://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf or visit the Secretary of the University's webpage http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf.

Course Description
Art History 101 will survey art making through its historical, social, religious and political contexts in Western civilization from the Prehistoric period through the Middle Ages. Major focus will be placed on how cultural and religious values during the historical periods under study are reflected in art, and the cultural significance of the art of these periods to our considerations of art and culture today.
Course Objectives
As part of UWM's ongoing assessment project, the Art History faculty has developed a set of objectives for all courses taught in our department. Our Art History courses are intended to:
1. Foster an appreciation of art in its myriad forms and, in so doing, increase sensitivity to cultural diversity and to the ways in which the past has shaped the present.
2. Teach skills in visual analysis and critical thinking that are useful for a lifetime.
3. Require students to hone their written communication skills.

Readings and Lectures
Students are expected to engage with all online lectures given in the course schedule below. The exams for the course will be based entirely on these lectures. All online lectures are found under Content on the D2L site for this course. Simply click on the appropriate lecture for it to open and play automatically. Lectures require the most updated version of the flash player and speakers/headphones for audio. Lectures run approximately 90 minutes. Provide ample time to watch/listen and take notes. You are responsible for listening to the lectures in keeping with the Course Schedule found at the end of this syllabus.

*Contact help@uwm.edu if you are unable to view or listen to the online lectures.

Graded Components

I. Exams: Two exams will be given throughout the course. These exams will be based on all lectures and will consist of multiple choice, analysis, comparison and comprehensive discussion of specific works of art and architecture. Students will be expected to demonstrate thorough competence of material from lecture and ALL course readings. Exams must be completed by the individual student by the appropriate time listed. If cheating or plagiarism is discovered in any capacity, the student will automatically fail the course and may face expulsion from the University. The instructor will combine a review list of images from which to draw for each exam. This list will be updated each week and posted under “Exam Review.” Each exam will have a 1hr. and 15min. time limit.

- Exams will be posted under the Quizzes section of D2L. Exam #1 is due on Friday, July 6th by 11:59pm. Exam #2 is due on Friday, July 20th by 11:59pm.

II. Course Paper: Each student will write a paper related to the work of one of the stylistic periods discussed in the course. In this writing, the student is to demonstrate both familiarity with the cultural context of this period and representative work while developing a thesis relating to this art historical information. In addition to books, at least one pertinent scholarly article on the art or culture should be used. As University students, each individual will be held to high standards of writing, composition and
grammar. This paper is designed to develop perceptive analysis and familiarity with art historical methods and terms.

- A Thesis Statement and bibliography of at least 3 sources is to be submitted under its proper heading in the Dropbox no later than 11:59pm on Friday, June 29th.

- The Course Paper should be submitted under its proper heading in the Dropbox no later than 11:59pm on Monday, July 13th.

*Late exams, thesis statements and papers will not be accepted!

Extra Credit

5 points of extra credit will be added to the Course Paper grade for students who upload the following writing to the proper heading in the Dropbox by the last day of class at on Friday, July 20th by 11:59pm.

- Visit a major art museum throughout the course of the semester. The nearest acceptable repositories to UWM are the Milwaukee Art Museum and the Art Institute of Chicago. If museums outside of these are used, they must be cleared with the instructor BEFORE your visit to receive credit.

- Examine ancient artworks (Prehistory-1300AD) from the collections of the museum visited and write a 1-2 page response chronicling your experience of seeing actual artworks up close. The response must be a MINIMUM of 1 page (down to the final line of the page). Consider how what is seen correlates to what has been studied in class. What was particularly striking about seeing these works outside of classroom lectures?

- Include a digital scan or photograph of the ticket stub, sticker or receipt of your visit with your writing. No credit will be given for extra credit papers that are shorter than a page or missing proof of the actual visit in the form of a ticket, sticker or receipt.

Grade Values

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Course Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grade Calculations

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Time Investment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online lecture and discussion</td>
<td>36.25</td>
</tr>
<tr>
<td>Reading</td>
<td>39.75</td>
</tr>
<tr>
<td>Paper Research and Writing</td>
<td>33</td>
</tr>
<tr>
<td>Study for Exams</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
</tr>
</tbody>
</table>
**Academic Integrity**
Each student will be held to rigorous academic standards in both their work and behavior. Plagiarism and cheating are serious offenses and will be dealt with severely. Any student caught engaging in plagiarism or cheating will receive a failing grade in ARTHIST 101 and may be expelled from the University.

**Disability Accommodations**
Students requiring academic accommodations for a disability should first contact the Student Accessibility Center to verify the disability and establish eligibility for accommodations. Accommodations will only be granted following a meeting with the SAC. Please contact the instructor immediately if accommodations are anticipated. For information on accessibility, see [http://uwm.edu/arc/](http://uwm.edu/arc/).

**Makeup Policy**
As the course is entirely online and completed at the student's convenience within a weekly framework, only severe circumstances will be considered in making up an exam or completing a discussion posting. Illnesses require a doctor's excuse signed and dated on office letterhead and family concerns require signed and dated notification from a prominent family member. In either case, the instructor must be notified before the deadline for the assignment or exam.

**Modifications to the Syllabus**
The instructor reserves the right to modify, amend or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Course Schedule**

**Week One:**
*Reading: Gardner, pp. 1-101*
6/25-6/29: Prehistoric/Ancient Near East/Ancient Egypt

*Thesis Statement for Course Paper due by 11:59pm on 6/29 in “Dropbox”*

**Week Two:**
*Reading: Gardner, pp. 102-175*
7/2-7/6: Ancient Aegean/Ancient Greece/Ancient Rome

*Midterm Examination (Exam #1) due by 11:59pm on 7/6 under “Quizzes”*

**Week Six:**
*Reading: Gardner, pp. 230-283*

*Course Paper due by 11:59pm on 7/13 in “Dropbox”*

**Week Seven:**
*Reading: Gardner, pp. 310-409*
7/16-7/20: Early Medieval Era/Romanesque/Gothic

*Final Examination (Exam #2) due by 11:59pm on 7/20 under “Quizzes”*
**Humanities Distribution GER Criteria (Rev. 2012)**

4.2 Humanities

(a) Definition: The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the development of basic or professional skills.

The humanistic disciplines—such as art history, history, language and literature, philosophy, religious studies, film and media studies—are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:

1. identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge; and
2. respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation; or
3. apply diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern.

**UW System Shared Learning Goals**

1. Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
3. Effective Communication Skills including listening, speaking, reading, writing, and information literacy.
4. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. Individual, Social, and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

**Explanation of How This Course Meets GER Requirements**

By tracing the development of Western art, this course offers a humanistic examination of the ways in which aesthetic expression both mirrors and shapes broader aspects of culture and society. Students learn to evaluate works of art within their historical and conceptual contexts, thereby honing their skills in written and critical analysis.
GER Assessment Criteria/Art History Learning Goals

· The formal analysis paper will allow the instructor/TA to gather data on students’ ability to meet the following three (3) assessment criteria:

1. Analyze the inter-relationship between a work of art and its cultural, social, and historical setting;

2. Survey the historical evolution of art in terms of materials, forms, use, symbolism, and cultural relationships;

3. Visually analyze works of art with due consideration to their facture, composition, style, and content

5 Point Assessment Rubric

· The formal analysis paper will be evaluated on a five-point scale.

· A five-point formal analysis paper will be well-written (with no errors in grammar and syntax) and will clearly and explicitly discuss the work of art in terms of the three GER Assessment Criteria listed above.

· A four-point formal analysis paper will either:

· Exhibit minor problems with grammar and syntax, while clearly and explicitly discussing the work of art in terms of the three GER Assessment Criteria listed above.

· Be well-written, but will meet only two (2) of the three GER Assessment Criteria listed above.

· A three-point formal analysis paper will either:

· Exhibit major problems with grammar and syntax, while meeting at least two (2) of the three GER Assessment Criteria listed above.

· Be well-written or exhibit only minor problems with grammar and syntax, but will meet only one (1) of the three GER Assessment Criteria listed above.

· A two-point formal analysis paper will either:

· Exhibit major problems with grammar and syntax, and meet one (1) of the three GER Assessment Criteria listed above.

· Be well-written or exhibit only minor problems with grammar and syntax, but will meet NONE of the three GER Assessment Criteria listed above.

· A one-point formal analysis paper will:

· Exhibit poor grammar and syntax.

· Meet NONE of the three GER Assessment Criteria listed above.
An average of the students’ formal analysis paper scores will provide a numeric measure of the success of the course in reaching these learning goals and will illustrate the extent to which the course needs to be altered in order to meet GER goals. An examination of the specific areas of weakness in the formal analysis papers will point to the topics that need to be communicated better or emphasized more explicitly.

<table>
<thead>
<tr>
<th>Humanities Criteria (1)</th>
<th>Humanities Criteria (2)</th>
<th>UW Shared Learning Goal (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Work is highly successful in identifying the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work is highly successful in responding coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and or interpretation.</td>
<td>Work is highly successful in displaying critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
<tr>
<td>4 Work largely demonstrates the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work largely demonstrates the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and or interpretation.</td>
<td>Work largely demonstrates the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
<tr>
<td>3 Work demonstrates mixed success with respect to the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Works demonstrates mixed success with respect to the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and or interpretation.</td>
<td>Work demonstrates mixed success with respect to the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
<tr>
<td>2 Work attempts but largely does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work attempts but largely does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and or interpretation.</td>
<td>Work attempts but largely does not demonstrate the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
<tr>
<td>1 Work does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and or interpretation.</td>
<td>Work does not demonstrate the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
</tbody>
</table>