

HOWARD UNIVERSITY

CLAS 103: Classical Art and Archaeology

Spring, 2010

10374 Section 01: MWF 9:10 am Locke Hall 208

10375 Section 02: MWF 10:10 am Locke Hall 208

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Office Hours: MWF 11:10 – 12:10 noon and by appointment, in Locke Hall 268

I encourage you to come to my office hours, or to make an appointment to see me at another time, especially if you are having any problems, for example, difficulty in understanding the material we are reading and the images we are looking at, if you are unsure of what is expected of you, or if you would like additional resources for a topic you find interesting.

COURSE DESCRIPTION

This course is an introduction to the art and archaeology of the ancient cultures of Greece and Italy. In the first part of the course, we will study the development of the Greek style, beginning with the Aegean Bronze Age, continuing to the more familiar and influential art of the Classical through Hellenistic periods. Then we will examine the artistic, architectural and engineering achievements of the ancient Romans, from their Etruscan forerunners, to the Republic, through the Empire to the Age of Constantine and the beginnings of early Christian art. We will cover the time period from about 2000 B.C. to about A.D. 400.

Goals of the course:

1. To learn about the various styles of Classical Art, and to be able to recognize and identify them;
2. To learn how artifacts of the ancient world were preserved and discovered;
3. To learn how to interpret these artifacts to understand aspects of human experience, especially when there are no written sources;
4. To improve and increase your visual acuity, that is, to see what you are looking at, and your ability to articulate your perceptions;
5. To become more aware of how images can affect your thinking;
6. To enhance your ability to describe visual perceptions effectively in writing;
7. To form the habit of being conscious of the messages that the many images which surround us today convey;
8. To be conscious of your response to works of art, and to learn to trust your own response;
9. To be aware of our shared humanity which works of art from different times and places reveal, and at the same time to open your imagination to perceive the expression of an experience very different from your own;
10. To be more intellectually flexible, by exploring the more abstract and non-linear thinking which works of art demand of us.

REQUIRED TEXTS

1. John G. Pedley, Greek Art and Archaeology, 4th edition (3rd ed. is fine), Prentice Hall, 2007.
2. Nancy H. Ramage and Andrew Ramage. Roman Art: Romulus to Constantine, 5th ed. (3rd or 4th edition is fine) Paramus, NJ: Prentice-Hall, 2008.

The required texts are available in the Howard University Bookstore. You may be able to find them at online sites such as Amazon.com, Barnesandnoble.com, Borders.com, and Ecampus.com. Differences between these and earlier editions are not substantial, and you might be able to locate these at used book stores.

COURSE REQUIREMENTS

Evaluation for Final Grade: (All grades will be calculated based on a scale 1-100, so it will be possible for you to know where you stand at any given time.)

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|-----------------------------------------|-----|
| 1. Quizzes and short assignments..... | 30% |
| 2. Three Mid-Term Exams (15% each)..... | 45% |
| 4. Cumulative Final Exam..... | 25% |

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or below = F

Please note that grades will not be scaled or "curved," because the exams will cover the material that you are expected to learn.

1. Participation and quizzes:

The course will be a combination of lecture and discussion, which means that regular and active participation is needed from every member of the class. If the point of this class is intellectual exploration, then we all need to travel together, and each of you will be able to point out items of interest as we go along. I am merely your guide; I may have traveled this route before, but there is always more to be discovered, and so I invite and encourage your contributions to class. You should do the reading assigned for each day *before* the class meeting and be prepared to contribute to lively discussion and intellectual debate. You will be expected to take responsibility for your own learning and for contributing in a meaningful way to the community of learning.

Please note that you are responsible for everything said and done in each class, even if you need to miss class because of something totally beyond your control. If you must be absent, be sure to get notes and find out what happened in class from a classmate. Study groups are an effective way to review and share knowledge.

QUIZZES: And there is another reason attendance and participation in all class meetings are very important. A full 30% of your final grade will be determined by your performance on frequent quizzes. This 30% will be determined as an average of the twenty best grades received on quizzes and other short assignments (i.e. about 25 quizzes during the scheduled class meetings). These quizzes, based on the daily reading assignments, including the memorization of specialized terminology, places on maps, and the slides and discussion of previous classes, will regularly be administered at the beginning of every class, (so arrive at class on time!) although they may be given at any time. Because the quiz average will be calculated using only 20 out of

about 25 quizzes, there will be no make-up quizzes under any circumstances. Reading assignments for each class are given below in the syllabus. The icon assignment and the myth image assignment each count as one quiz.

As a courtesy to all members of this class, you will be expected to arrive on time and remain until the end of class, unless you have notified the instructor beforehand. All conduct in the classroom should contribute to the learning environment; all conversations carried on during the class must be shared with the entire class; PLEASE arrive on time to class, and PLEASE turn off cell phones and pagers (This is simply polite consideration for your fellow travelers on this intellectual adventure.)

*****If your cell phone rings during class, I will expect you to let me answer it. *****

2. Exams:

There will be a total of four exams: three cumulative mid-term exams (15% of final grade each) and a CUMULATIVE final examination (25%) (for a total of 70% of the final grade). The mid-term exams will be more or less objective (identification and discussion of images, with correct use of terminology). The final exam will be mostly objective, and may also include one or more essay-type questions. All exams are *cumulative* and expect knowledge of all the material covered since the beginning of the course up to the exam date. The exams are based on images shown in class, class discussion and on reading assignments.

The exams are evaluated using the following criteria:

Accuracy: accurate responses to specific questions;

Terminology: correct use of applicable terminology;

Spelling: correct spelling, especially of names and terminology;

Coherency: clearly articulated responses, with specific information about the images;

Comprehension: careful logical organization of information and synthesis of the most important aspects of each work of art (especially in response to the question “What is the significance?”)

Please note the policy on examinations: All exams are required. No exam may be taken in advance of the announced date and time, and no exam may be taken after the announced date and time. (The time of all exams falls within scheduled class time on the announced dates.) Papers or other forms of work may not be substituted for the exams. Be sure to check the dates of all exams, especially the final - travel plans should be made to accommodate the final exam date.

On the other hand, I understand that life is complicated; consideration for an alternative exam process may be made ONLY with appropriate documentation that the absence was entirely beyond the student's control (e.g., original physician's release form, legal documents, etc. Any other form of excuse must be specifically recommended by the appropriate dean's office and must be signed by a dean.) Nota Bene: oversleeping, conflicting work schedule, too much work in another class, no parking place, etc. are not adequate justification for missing an exam and will not result in a make-up opportunity. (If you anticipate a problem, it is FAR FAR BETTER to consult with me beforehand, than it is to come later saying “oops...”) This policy will be strictly enforced!

During exams, no electronic devices are allowed. If it becomes clear during an exam that a student has such an item, for example, a cell phone, it will result in an automatic 25 point deduction on that exam. You should bring to the exam a bag to put your phone in, or simply give it to the instructor for the duration of the exam.

If you enroll in this course, it is assumed that you have arranged your schedule in such a way that you will be able to meet the requirements of the course, which are clearly stated here, so please read carefully. Because most of the material is visual, the class discussion about it is generally not replicable, so it is especially important to attend every class.

3. The issue of extra-credit:

Since the course requirements are stated, I think that in principle it is not fair to offer extra credit as a substitute for fulfilling the requirements which are established for all members of the class. Those who keep up with the reading, participate in class, and prepare assignments on time will not need extra credit; thus it seems inherently unfair to offer special consideration for those who haven't kept up with the class requirements.

4. Special Needs (ADA):

If you need special accommodations because of a disability, please see the Office of the Dean for Special Student Services. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you require some modification of seating, testing, or other accommodation, these will be provided according to need, but you must arrange for proper documentation from the Office of the Dean for Special Student Services at the beginning of the semester.

5. Honor Code:

Students are reminded to read the Honor Code in the H-Book or on-line and that each student is responsible for the behavior prescribed there. Plagiarized writing, for example, will receive a grade of "0" on a scale of 0 to 100.

Syllabus (subject to change as required) Spring, 2010

Abbreviations: B.C. [Before Christ] = BCE (Before the Common Era)

A.D. [*Anno Domini* = in the year of our Lord] = CE (Common Era)

Please Note: all reading assignments are to be completed before the class meeting.

The WWW has more sites than we could view non-stop from now until the end of the semester; I strongly encourage you to explore the many images available there.

- M January 11 Introduction to this course
- W January 13 Overview of art and concepts of chronology;
Reading: Pedley, Introduction
- F January 15 What do we see and how do we “read” images and icons?
Assignment 1: Create a representation of a famous person [due Jan. 20]
- M January 18 Martin Luther King Jr. Birthday – no class
- W January 20 Image of famous person due: in class, Presentation of images
- F January 22 The Mediterranean Bronze Age
Reading: Pedley, chapter 1
- M January 25 The Mediterranean Bronze Age: Minoan art and culture
Reading: Pedley, chapter 2
Assignment 2: Representation of Theseus myth [due Feb. 5]
- W January 27 The Mediterranean Bronze Age: Minoan art and culture cont.
Reading: Pedley chapter 2 finish
- F January 29 The Mediterranean Bronze Age: Mycenaean art and culture
Reading: Pedley, chapter 3
- M February 1 Mediterranean Bronze Age: Mycenaean art and culture cont.
Reading: Pedley, chapter 3 finish
- W February 3 FIRST EXAM on Bronze Age Aegean (Pedley chapters 1-3)
- F February 5 Presentation of Theseus Myth Images
- M February 8 Greek Dark Ages; Greek myth in art and Geometric art
Reading: Pedley, chapter 4
- W February 10 Orientalizing art and temple architecture
Reading: Pedley, chapter 5

- F February 12 Archaic Greece (c. 600 - 480 B.C.): Architecture and architectural sculpture; Free-standing sculpture; Black- and Red-figure vase painting
Reading: Pedley, chapter 6
- M February 15 Presidents' Day Holiday – no class
- W February 17 Archaic Greece (c. 600 - 480 B.C.) Cont.
Reading: Pedley, chapter 6 finish
- F February 19 Early Classical Greece (Transitional Period) (c. 480 - 450 B.C.)
Temple of Zeus at Olympia
Reading: Pedley, chapter 7
- M February 22 Classical Greece (c. 450 - 400 B.C.): The Periklean building program; Pheidias and the Parthenon sculpture
Reading: Pedley, chapter 8
- W February 24 Polykleitos and Classical Sculpture
Reading: Pedley, chapter 8 finish
- F February 26 Classical Art cont.
MAP QUIZ [Greek world]
- M March 1 Fourth Century Greece (c. 400 - 300 BC): Changes in the Classical ideal by Praxiteles and Lysippos
Reading: Pedley, chapter 9
- W March 3 Fourth Century Greece (c. 400 - 300 BC) cont.
Reading: Pedley, chapter 9 finish
- F March 5 SECOND EXAM (Pedley chapters 1-9)
- M March 8 Hellenistic Period (c. 323 - 31 B.C.): Diffusion of styles; new subjects and interests
Reading: Pedley, chapter 10
- W March 10 Hellenistic Period (c. 323 - 31 B.C.) cont.
- F March 12 CHARTER DAY CONVOCATION – NO CLASS
- M March 22 Etruscan Forerunners of Roman Art
Reading: Ramage, Introduction and chapter 1
- W March 24 The Roman Republic (c. 200 - 27 B.C.): Architecture & city planning
Reading: Ramage, chapter 2

- F March 26 Republican Republican Portraiture and wall painting
Reading: Ramage, chapter 2 finish
- M March 29 Augustus and the Imperial Idea (27 B.C. – A.D.14)
Reading: Ramage, chapter 3
- W March 31 Imperial Augustan Art cont.
Reading: Ramage, chapter 3 finish
- F April 2 The Julio-Claudians (A.D. 14 - 68)
Reading: Ramage, chapter 4
- M April 5 The Flavians (A.D. 69 - 98): The Flavian Amphitheater, AKA the Colosseum
Reading: Ramage, chapter 5
- W April 7 THIRD EXAM (Pedley chapters 1-10 & Ramage 1-6)
- F April 9 Trajan (A.D. 98-117) Forum, Column, and Markets of Trajan
Reading: Ramage, chapter 6
- M April 12 Roman Empire at its Height: Hadrian (A.D. 117 - 38) and the Classical Revival . The Pantheon
Reading: Ramage, chapter 7
- W April 14 The Antonines (A.D. 138 - 93)
Reading: Ramage, chapter 8
- W April 16 The Severans (A.D. 193 - 235)
MAP QUIZ [Roman world]
Reading: Ramage, chapter 9
- M April 19 Late Roman Empire: The Soldier Emperors (235 - 84), the Tetrarchs (284 - 312)
Reading: Ramage, chapter 10 & 11
- W April 21 [Last class] Constantine (307 - 37) and the beginnings of Early Christian art
Reading: Ramage, chapter 12

CUMULATIVE FINAL EXAM: in Locke 208 (regular classroom)
for 9:10 am [section 01]: Friday, April 30, 8 -10 am (**tentative date**)
for 10:10 am [section 02]: Tuesday, May 4, 8 - 10 am (**tentative date**)

List of Places you need to know for the GREEK MAP QUIZ:

These places can be found on the various maps in Pedley (4th ed) on pages 12, 32, 106 and 290-91. NOTE SPELLING!!!!

Islands

Crete
Cyprus
Delos
Rhodes
Sicily
Thera (Santorini)

Regions and Seas

Aegean Sea
Attica
Ionia (Asia Minor)
Macedon
Magna Graecia
Mediterranean Sea
Peloponnese.

Cities

Athens
Corinth
Delphi
Didyma
Ephesos
Knossos
Mycenae
Olympia
Pella
Pergamon
Poseidonia (Paestum)
Priene
Pylos
Sparta
Troy