

**Dr. Sara N. James** (preferred form of address: Dr. James)

**Website:** <http://www.mbc.edu/faculty/sjames/>

**Phone & Voice mail:** x7195

**Office Hours:** TTh 10:45-11:15, 2:40-3:30; MW 1:30-2:00 and by appointment

**CONTENT OF COURSE:** This course is a survey of Greek, Etruscan, and Roman Art and Architecture. You will be introduced to examples of painting, sculpture, architecture, and urban planning. Important differences distinguish the various styles of art, but vital continuities tie the civilizations together. You will learn to recognize these threads. Upon completion of this course, you not only will understand which distinguishes Greek and Roman art, but you will have an understanding of their cultural context: history, society, literature, politics, and religion.

**Website:** The course syllabus, schedule, and details of assignments can be found through links at [www.mbc.edu/faculty/sjames/](http://www.mbc.edu/faculty/sjames/). The syllabus and schedule are subject to change. Changes and notices will be made on-line, so check the website often. Always refer to the online versions for the most up-to-date course materials.

**Learning Outcomes:**

- To understand the role of historical inquiry in studying art and to learn to interpret art in the context of time and place. Understanding when, why, where, how, by whom, for whom, and for what purpose art was made helps us to see these objects as those who created it and paid for it intended. We also gain a greater understanding of what made the people in times past who they are today.
- To understand significant events and artists and the development of artistic styles within the context of history, culture, religion and political and economic developments.
- To foster an appreciation for intellectual and theoretical ideas that contribute to Classical art.
- To develop into an informed observer with the ability to recognize, discuss, analyze and write about art.
- To acquire knowledge of art history terminology, research methods, and library reference tools.
- To develop your skills in organization, critical and logical thinking, art history research, term paper form, and good, clear writing.

**TEXTS** Pedley, Greek Art 5th edition (Prentice Hall) ISBN-13: 9780205001330

Ramage and Ramage. Roman Art (Prentice Hall) ISBN-13: 9780136000976

Optional: Writing About Art by Sylvan Barnet ISBN-13: 9780205708253

Use outlines and ARTstor files as supplement.

**COMMUNICATION:**

Please check your MBC email at least once daily.

Please feel free to use e-mail for questions, problems, or messages. Please also feel free to make an appointment for discussion when wanted or needed. I make every effort to be available during my office hours; however, sometimes college business may conflict. I can give you a better quality of time if you make an appointment in advance, either during my scheduled office hours or at another mutually convenient time. I may be able to talk with you on the spur of the moment outside of office hours; sometimes I cannot. Please ask if it is a good time to chat and do not take it personally if I am busy. When you try to conduct business with me in the moments before class starts or at the end of class, I sometimes feel harried and can't give your issue the attention it deserves.

**KEY TO SUCCESS:** "Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible." St. Francis of Assisi.

You will get from the class what you put into it. Industrious students succeed; slackers fail. To succeed, you must prepare for class, read your assignment in advance, and ask questions in order to understand the material. Moreover, you must review week-by-week, if not class-by-class, so the exams will not overwhelm you. I want you to succeed in art history and share my enthusiasm for the material. I will serve as your enthusiastic coach, as in athletics, but you must do the training, which means studying: reading ahead, looking over notes, and doing proper research for your papers.

**How The Classroom Runs...****Professor's Responsibilities (you can expect me to):**

- Begin and end class on time, come prepared and maintain control of the classroom.
- Provide organized lectures and discussions with appropriate visual aids that relate to and expand upon the materials you have read in your textbook.
- Help you master the material and offer outside of class assistance for those who need extra help through tutors and individual appointments.
- Give periodic evaluation of student work through exams and papers.
- Maintain & update a website as a resource for outlines, study guides; use email for announcements.

**Professor's expectations of the students:**

- A lively interchange between faculty and students is ideal in college classrooms. In order to gain the best from this teaching method, the students must bear responsibility, too. You need a foundation to understand the lectures
- You must come to class prepared; otherwise, you are cheating yourself of an education. You are here to learn, and you will do that best if you are prepared each day. Read the text BEFORE coming to class to enable us to have an informed and lively discussion. College guidelines recommend 2-3 hours of study for every hour spent in class. Use this time to read, work on time lines and review your class notes.
- Accept responsibility for your learning. Be an active learner: be prepared, be attentive, take careful notes and participate in discussions. Don't spring behind. Seek help if you are struggling.

**Classroom demeanor:**

- Students must always communicate in a civil and courteous manner, whether addressing the professor or peers. Students who exhibit inappropriate, rude, or disruptive behavior will be asked to leave the classroom and will receive zeroes for daily work and attendance. Repeated offences or severe first time offences can result in permanent dismissal from the class and/or Judicial Board action. See your Student Handbook for Disruptive Policy.
- The classroom is for teaching, learning, and note-taking for the class in progress. Engaging in activities unrelated to that subject is inappropriate behavior. This includes, but is not limited to, homework for other classes, reading, working puzzles, drawing, knitting, text-messaging, and the like. Offenders will be considered disruptive and will be excused from the class.
- Please make every effort to be punctual. Student tardiness is disruptive and distracting to your professor and your classmates. It is subject to reprimand, especially for habitual offenders. Please leave back row seats for late comers. Late comers are requested to enter quietly and not allow the door to slam.
- Turn off cell phones, computers, and music devices and put them in your bag, out of sight before entering the classroom. The in class use of mobile phones, including text messaging, is inappropriate and will be treated as disruptive behavior. Offenders will be excused from the class.
- Computers are not allowed except in unusual circumstances and with the professor's permission. Students who use computers must sit in the row along the blackboard. They must run on battery power, as no outlets are available.
- Save meals, snacks, naps, trips to the bathroom, personal grooming, and private conversations for outside of the time allotted for class so that you can focus on the material covered in class. It may not be in your book.
- You must do honest work. Cheating and plagiarism are academic dishonesty and will not be tolerated.
- Historically, students who sit in front make better grades. You can hear better, too.

**ARTH 232/332: Schedule of Assignments**

I love teaching this material and I have prepared carefully for you. I hope you will put forth the effort necessary to enjoy learning it.

**Participation and Help:** Being engaged helps you learn the material. Please ask relevant questions during the lectures. We can discuss individual needs in appointments. Please seek help as soon as you suspect you are struggling. DO NOT wait for a crisis. I am willing to help.

**ASSIGNMENTS:** The schedule below gives approximate areas covered in class on a given date. Read the text BEFORE coming to class to enable us to have an informed discussion; we all learn best this way. Study and digest the material week by week so the exams will not overwhelm you. Do not be persuaded by those who tell you to come to class unprepared and read later. You need a foundation to understand the lectures and to gain the most from the class. College guidelines recommend 3 hours of study for each hour spent in class.

**Term III:**

Week 1: January 9/11: Introduction to Greek Art: Antecedents and First Principles; Introduction, Pedley pp. 13-25;

The Prehistoric Aegean: Pedley chapters 1-3; (adequately condensed in Stokstad, Art History chapter 4)

Week 2: Jan 16/18: The Dark Ages through the Archaic World Pedley, chapters 4-6

Week 3: Jan 23/25: The Classical World, Pedley, Chapters 7-8; **Choose a topic**

Week 4: Jan 30/Feb 1: Hellenistic Greece, Pedley, Chapters 9-10. Discuss paper topics.

Week 5: Feb 6/8: Summary of Greek Art and exam on Feb 8

Week 6: Feb 13: Etruscan Art and Roman Republic. Ramage Introduction; Chapters 1-2;

**Feb 17: 1st Annotated Bibliography due in my mailbox by noon**

Wed. Feb 15: *Art Trip to Washington National Cathedral and National Gallery: \$15.00, first come first serve. Bus leaves from in front of Grafton library promptly at 7:30 AM and returns around 6 PM.* (There is little or no classical art in Washington; look in Richmond, Norfolk, Raleigh, or New York)

Week 7: Feb 21/23: Augustus and the Imperial Idea Ramage Ch 3; Make appointment to discuss paper topics with professor. Groups ok.

Week 8: Feb 27/29: Julio-Claudians, Ramage Ch 4:

**Feb 29: 2<sup>nd</sup> Annotated Bibliography and paper prospectus due.****Spring Break: March 4 (after class)-March 11: Term IV:**

Week 9: March 12/14: The Flavians and Trajan Ramage: Chapters 5-6

Week 10: March 19/21: Trajan and Hadrian Ramage Chapter 6-7; (MacDonald vol. 1 (reserve; selected readings)

**Paper due at the beginning of class, Wednesday March 21**

Week 11: March 26/28: Antonines and Severans Ramage; Chapter 8-9 MacDonald vol. 1 (reserve shelf)

Week 12: April 2/4: Soldier Emperors and Tetrarchs Ramage 10-11; Chapter 3 MacDonald vol. 1

Week 13: April 9/11: Tetrarchs to Constantine: Late Roman Art Ramage; Chapter 11-12 Late Roman/Early Christian Art; Informal oral reports

Week 14: **Final Examination: Tuesday April 17 @ 1 PM (slides at 1:30) in Deming 105. Rescheduling for Tuesday morning is possible only for students who have a conflicting exam. All exams must be taken on Tuesday.**

**ACADEMIC REQUIREMENTS FOR 2012:**

**ATTENDANCE:** Discussion is an important part of the course, and to discuss, students must participate. Please come to class prepared. You need this foundation to understand the lectures and the discussion. The interchange makes learning exciting for you and for your professor. Attendance is crucial: if you do not come, you cannot participate. You have 3 absences. Attendance at exams is mandatory.

**REQUIREMENTS/GRADING:** 10-point scale. No additional extra credit is available, but you have many opportunities to succeed. Students who adequately fulfill all assignments in a timely manner and who have good attendance earn the privilege of having their best grade added TWICE in the final average. This privilege can make a letter-grade difference.

**EXAMINATIONS:** Your 2 exams/papers count equally. Test Format includes image identification, essay and short answer based on the lectures and readings. See test/study guide on my webpage under "resources."

**RESOURCES FOR YOU:**

**RESERVE SHELF:** There are books in the library on reserve and in the college collection that contain readings assigned in class. An earlier version of your textbook is on reserve in the library.

**WEBPAGE:** I maintain a webpage as a resource for you. If you cannot access any part of my webpage, please contact me by email and I will repair it at my early convenience.

**WRITTEN WORK:**

**FORM:** Take pride in your work. All out-of class, written assignments must be typed, double-spaced, legibly printed, with 1" margins, numbered pages, and stapled in the upper left. No plastic covers or three-ring binders. E-mail attachments are not appropriate ways to deliver written assignments. Chicago/Turabian style is the standard for art history for research. See detailed instruction sheet for term papers on my website. Put all images at the back before your bibliography and label them properly, giving source for the image.

**MUSEUM PAPER:** Counts same as a test grade extra credit. Must be in by April 9. You can see ancient works at the Virginia Museum of Fine Arts, Richmond; Chrysler Museum, Norfolk; Metropolitan Museum, New York.

**RESEARCH PAPER** Counts same as a test. **Topic:** Your paper topic addresses art or architecture appropriate to our period. Suggestions: a single work of art, a patron and a project; a group of related works; a building considered in terms of its type, its architect, function, patron, time, style, and/or place in the urban fabric. You must do research and properly document your sources. **Sources:** 232: minimum of 5 scholarly sources including at least 2 journals; 332: 8 scholarly sources/3 journals. **Length:** For ARTH 232, text of the paper must be at least 6 and no more than 9 double-spaced pages For ARTH 332, 8-12 pages of text. ARTH 332: You must form and support a strong thesis, an "angle," you must analyze.

**PROFESSOR'S NOTE:** Your success in this class is important to me. I want you to understand the material and share my enthusiasm for it. Please see me if you need help or wish to chat about concerns, interests, etc. Don't wait for a crisis. Remember, I know more about the material being covered and the expectations of the professor than your friends or relatives. You can communicate by email, telephone, or in person. I make every effort to be available during my office hours; however, sometimes college business may conflict. I can give you a better quality of time if you make an appointment in advance, either during my scheduled office hours or at another mutually convenient time. I am usually available in Deming 202 immediately before and after class. I may be able to talk with you on the spur of the moment outside of office hours; sometimes I cannot. Please ask if it is a good time to chat and do not take it personally if I am busy.

**KEY TO SUCCESS:** Be an active learner. You will get from the class what you put into it. Learning in the classroom works like a sports team: work together, ask questions, pay attention, take notes. Industrious students succeed; slackers fail. To succeed, just as your professor prepares for class, you must also do your part: prepare for class, read your assignment in advance, and ask questions in order to understand the material. Moreover, you must review class-by-class, so the exam will not overwhelm you. College guidelines recommend 2-3 hours of study outside of class for each hour spent in the classroom.

**Time Schedule for Research Project due March 21, 2012**

Note: email attachments will not be accepted from students on campus.

Each phase of the project will be noted. You will leave this class prepared to do 300-level research and write a paper about your topic in any Art History or Humanities class. You will understand the basic research techniques and will know the basic bibliographic and documentation style. Your fears of research will be behind you. I want you to learn that research is like a treasure hunt, and that it can actually be fun!

- Note research paper and notation guidelines on my website under "Resources."
- You may make an appointment with me at any time to discuss your progress and/or problems.
- Do the work along the way and correctly the first time and you will save yourself a lot of trouble.

January 18: Research paper and methods mentioned.

Meet in the library with the librarian either alone or in groups. Have librarian sign a note that you've been there.

January 25: Commit to a topic. You can narrow or refine it as needed.

February 17: First Annotated Bibliography. Write a ½-1-page prospectus paper telling me what you wish to do, including at least 4 bibliographic entries using proper form and a note from the librarian. Analyze your sources. What is the book about? Approach? Helpful? How so or how not? ¼-½ pages each on 4 or more sources. List any other sources you have. You may put it in my mailbox in Deming office, Deming 107, across from our classroom.

February 29: Second Annotated Bibliography. Turn in your first prospectus/annotated bibliography along with 3 more annotated sources and a refined prospectus of 1 page. Prospectus: Write about your topic, why you chose it, how you intend to approach it, and an outline or an overview of what you plan to do. You may not change your topic after this date. Annotated bibliography: On a separate sheet, give new annotated bibliography. Use proper form. Be prepared to discuss your project with your classmates. Turn in first bibliography and prospectus with this assignment.

Visit Writing Center Take draft to be sure your thesis statement is well articulated and that grammar and punctuation are correct. Be sure you understand documentation.

March 21: Research paper due. Paper must be in proper form. Follow guidelines posted on my website under "Resources." I WILL NOT extend the deadline for any reason. Late papers penalized ½ letter grade for each day it is late. No paper submitted after March 21 is eligible for a rewrite.

April 5 NOON: Rewrites must be in. Highest possible grade for a rewrite is B+.

April 9: Museum paper due: If you go on the New York Trip, you may turn in a museum paper on an object in a New York Collection (Metropolitan Museum, Cloisters) on April 9. EXTRA CREDIT

Last class meeting: You will give an informal presentation of your research in class.

If you do your work well along the way the task should not be overwhelming for you. Come see me if you need help or want to brainstorm. With steady work on this, improving mistakes as you go along, the final grade should be a good one. I will return all papers before the final exam.

**Research Paper Check List: Things to consider as you polish your paper:**

Proofread and check your paper to be sure that your paper:

- (1) Has a clear thesis statement (argument) articulated in the first paragraph.
- (2) Presents an argument, an angle, an idea, more than a history or description. It must not read like an entry in an encyclopedia.
- (3) Is completely clear and logically organized.
- (4) Is specific, concrete, and sticks to the topic.
- (5) Is clearly focused; includes only relevant information.
- (6) Offers evidence or examples to support each claim.
- (7) Is concise, avoids wordiness and/or repetition.
- (8) Is neatly presented: typed, double-spaced, 1-inch margins top, bottom, and sides. No spaces between paragraphs. No plastic covers.
- (9) Plagiarism is NOT tolerated. Infractions result in a zero on the paper. Do you give credit for all ideas & words that are not the author's own with proper footnotes and bibliography. Use proper footnotes or endnotes, noting paraphrases as well as direct quotations. (Questions? ASK!!!! Besides your professor and the writing center, resources include Turabian, Barnet, or Art Bulletin form on the web).
- (10) Pages are numbered. Papers without pagination will not be accepted. Such omissions could cause your paper to be marked LATE and thus penalized.
- (11) Is grammatically correct, correctly spelled and punctuated. Especially watch out for: misspelled words, its and it's: use correctly, incomplete sentences (you need a verb!) run-on sentences, Noun/verb disagreements, semi-colon and comma usage
- (12) Photocopies of images are properly labeled with title, artist, date and museum location. They are noted in the text by title and image (figure) number (fig. 1).
- (13) My paper has been proofread and run through spell-check. You may have a writing center tutor assist for form, organization, and grammar. You may use a classmate to assist here as well.
- (14) This paper meets the criteria of the Honor Code: Any sources which I have used are properly notated. I am responsible for my own written work, which I alone have done. I pledge that this is my own work.