**ARTH 1137 Syllabus— May Session and Summer Session II**

*images courtesy of ARTSTOR*

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

The developer of this course is Jean Givens, Professor, Department of Art and Art History at the University of Connecticut.

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**Course and Instructor Information**

**Course Title:** Art History 1137, Introduction to Art History 1—Prehistoric to Medieval  
**Credits:** 3, **Format:** Online, **Prerequisites:** None  
**Professor:** Jean A. Givens, Professor and University Teaching Fellow

**This class is conducted entirely on line. There are no in-person examinations.**

**Email:** jean.givens@uconn.edu I will make every effort to reply to urgent student questions or requests within 48 hours during the business week (M-F). For routine questions about course requirements and assignments, please post your question to the ASK THE PROFESSOR in the Discussion area of the course.

**Check HuskyCT Frequently:** Online courses are interactive, not independent study. You must participate and establish a presence within HuskyCT to be successful.

**Announcements and Emails** - HuskyCT is your main source of information from your instructor. Announcements and emails may be posted in HuskyCT throughout the life of the course. **Not checking HuskyCT or reading Announcements and Emails is not an acceptable reason for not getting the information.**

**Quizzes, Short Essays, Commentaries, and postings to the Group Discussions** are required work.

**To be successful**, keep up with all the readings and submit all written assignments on time. Monitor and participate in discussion postings. Complete all quizzes in accordance with the course schedule.

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**Course Materials**

**Required course materials must be obtained before the first day of class.**  
Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service.

**Required Materials:**  
***There are many editions of Gardner's Art through the Ages: please be sure to buy this edition and volume.***

***I will refer to specific page numbers in the 3rd edition but unlike Gardner, any edition D’Alleva’s Look! will do. Do know that Anne D'Alleva has written another book called Look Again!; it's NOT the same book.***
Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Announcements of new discoveries: Thanks to new finds, things change rapidly in Art History! Watch for new my posts of new readings that respond to fast-breaking news in the field.

Course Description

ARTH 1137 is an introductory survey of the art and architecture of Europe and the Mediterranean basin from the prehistoric era through the early-fourteenth century. The course covers

--prehistoric art and architecture
--the art of the ancient Near East, Egypt and the ancient Aegean
--the arts of Classical Greece and Rome
--the arts of the early medieval period and Byzantium
--Ottonian, Romanesque and Gothic art.

This course is designed for students with no previous background in art history or the periods in question.

This course has been approved for UCONN General Education Group 1 credit. A general education class is not one that is easy or one that is so broad that it does not concern itself with detail. This particular class is designed to enhance your skills of visual literacy.

***Following standard University guidelines, students should budget approximately 15-20 hours per week to complete the required work for this course during a five or six week term and between 30-40 hours per week during a three-week term.

Course Objectives

The introductory course is designed to raise your awareness of several key themes: the historical origins of modern visual culture, the diversity of human culture and experience, and the ways in which cultures use art and architecture to reinforce social values. The readings, other course materials and your interaction with your fellow students will emphasize the political and religious functions of works of art as well as recent finds and controversies that have changed our understanding of ancient, classical, and medieval art.

At the end of this course you will be able to:

- Describe and compare the many ways in which cultures from 30,000 BCE (BC) through ca. 1350 CE (AD) stated deeply held social, religious, and political values by means of the visual arts and architecture.
- Use a working vocabulary and a set of interpretive skills to analyze visual forms as a mode of communication — what art historians call “formal analysis.”
- Identify and compare striking continuities and equally important contrasts in artistic style and meaning in the ancient, classical, and medieval periods.
- Recognize and assess the ways in which similar devices and visual language sometimes are apparent in the modern media that surround us.
- Explain and critique the important ethical and political issues at hand in current, very urgent discussions of the ownership of cultural property, its preservation, and propriety in the trade of art objects.
- Assess the evolution of knowledge in the field, specifically, new finds that demonstrate that our understanding of art’s history is a dynamic “work in progress” that requires our constant reevaluation and re-interpretation.

REQUIRED WORK FOR ARTH 1137: This course is composed of six modules.

- For this class required preparation includes:
  --reading assignments in the two textbooks
  --additional readings posted on via Electronic Course Reserve (ECR)
  --assigned videos to view
  --lectures to read.
- Your grade will based on your completion of
  --a set of short written assignments and participation in assigned group discussions
  --six, timed online quizzes.
- There is no midterm or final exam for this class.
You must complete ALL assigned essays, commentaries, and quizzes and participate in all assigned group discussions to pass this class.

### Course Requirements and Grading

#### Summary of Course Grading:

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<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Component A</td>
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<td>Component B</td>
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<td>Component C</td>
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**Component A—Essay Questions**

Students are assigned a question to answer for each of the three UNITS that make up the course. Answers are posted to our site so they can be read and commented on by the other students. (See the Course Calendar for the due dates for the essays).

**Component B—Commentaries/Group Discussions**

Students participate in group discussion of the answers posted by other students. You're expected to actively participate in group discussion and multiple posts from each student are required. For specific instructions and the grading rubric, see below. (See the Course Calendar for the due dates for this assignment).

**Component C—Online Quizzes**

You are responsible for six, timed quizzes that may be taken as many times as you like. Your highest score will determine your final grade for each quiz. Each time you take a quiz, the questions and their order will change.

**Component D—Day 1 Exercise, Plagiarism Tutorial, Sample Essays Exercise, D’Alleva Exercise**

Supplementary discussion topics will be the subject of a group effort of constructing a response. For specific instructions and the grading rubric, see below. (See the Course Calendar for the due dates for these assignments).

**FAQS:**

**Group Discussion Boards: General Guidelines:**

**Original Posting(s) should**

--critically analyze the content and the questions posed
--demonstrate an understanding of the readings and other course materials
--present the material in a form that is clearly written and free of basic grammatical errors
--employ specialized terminology as appropriate

**Responses to other Student Postings should**

--incorporate short quotes from the other postings
--be logically reasoned and supported
--be more than just "I agree"!

**How is participation in the Discussions evaluated?**

**A-level Discussion postings (90-100 points) require participation on 2 different days for each UNIT; minimum of 6-7 posts in addition to your original essay post**

--are made in a timely fashion at various points during the UNIT (not just at the start or the end)—thus, giving others an opportunity to respond
--are thoughtful, and analyze the content or question asked
--make connections to other content (including the lectures or readings) and/or real-life situations
--extend discussions already taking place, or pose new possibilities or opinions not previously voiced
--show respect and interest in the viewpoints of others
--actively stimulate further discussion

**B-level Discussion postings (80-89 points) require participation on 2 different days for each UNIT; minimum of 4-5 posts in addition to your original essay post**

--are made in a timely fashion at various points during the UNIT (not just at the start or the end)—thus, giving others an opportunity to respond
--are thoughtful, and analyze the content or question asked
--make connections to previous or current content or to real-life situations, but the connections are unclear, not firmly established or are not obvious
--contain novel ideas, connections, and/or real-world applications, but they may lack depth, detail and/or explanation
--show respect and interest in the viewpoints of others
--sometimes promotes further discussion

C-level Discussion postings (70-79 points) require participation on 2 different days for each UNIT; minimum of 2-3 posts in addition to your original essay post
--are usually, but not always, made in a timely fashion
--are generally accurate, but the actual information they deliver seems thin and commonplace
--make limited, vague connections between class readings and postings by other students
--contain few novel ideas, reflecting what other students have already posted, and what class readings clearly articulate
--show respect for the viewpoints of others

D-level Discussion postings (60-69 points) require 1 post in addition to your original essay post for each UNIT
--are not made in a timely fashion, if at all, keeping other students from reading and responding
--are rudimentary and superficial, lacking any degree of analysis or critique
--contribute no novel ideas, connections, or real-world applications
--may be completely off topic

Working with your fellow students? You are welcome and encouraged to confer with your fellow students when preparing your answers to the essays. You can do this by posting comments, questions, and responses to the thoughts of your fellow students on the "Coffee Shop" site on the DISCUSSIONS page. But however much you chat about your thoughts (and I hope you will), the end product of your essay questions and commentaries must be your work alone.

Academic honesty? The assignments for this class don’t require outside research; the course readings are sufficient background. But if you cite your texts, the course readings or any other written or internet source, you MUST (1) place direct quotations in quotation marks and cite the source in a note, and (2) acknowledge text you have paraphrased, however briefly and cite the source in a note (I’m underlining this because it’s often a source of confusion!)

Please see the links below to information about plagiarism. If you have any questions, contact the instructor ASAP. Failure to acknowledge your sources (however innocently) is grounds for flunking the assignment and/or the course—something neither of us wants to see.

What do the letter grades represent?
A grades = Excellent, outstanding work that is particularly thoughtful and well written.
B grades = Well above average work that demonstrates special effort, creativity, thoroughness and clarity.
C grades = Solid, passing work that covers all major questions.
D grades = Work that covers some key elements called for by assignments but is deficient in some ways
F = Work that is deficient in many areas.

DUE DATES AND LATE POLICY:
To receive full credit for the written work in this course, you must submit your work by the dates and times specified in the Course Calendar that will be posted on HuskyCT.

Submitting your work on time is absolutely essential so that others can follow up with their commentaries. Failing to submit your work on time affects the work and the value of the class for all.

Work that is not submitted on time -- up to 24 hours late -- will be penalized one full grade, that is, the grade will drop from an "A" to a "B," or a "C" to a "D." Work that is submitted up 48 hours late will be penalized two full grades. After 48 hours, the work will receive a grade of "F"-- but it still must be submitted. You cannot pass this class without completing all the required work detailed above. I hate to impose these penalties; please help me and your fellow students by submitting your work on time!

Unfortunately, it is not possible to makeup late work and time extensions will be granted only in the most urgent, fully documented circumstances.

All course due dates are detailed in the Course Calendar posted on our Course HuskyCT site.

Very important: *** Deadlines are based on Eastern Standard Time; if you are in a different time
zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses.

All changes and updates will be communicated via the Announcements function in HuskyCT and forwarded to your uconn.edu email address. During the term, it is your responsibility to check your uconn.edu daily.

Feedback and Grades I will make every effort to provide feedback and grades within 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code
You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright
Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication
At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course
If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the: [Undergraduate Catalog](#)

Academic Calendar
The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources
[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities
Student requests for accommodation must be filed with CSD every semester and the student must alert the instructor about the request no later than the 2nd day of class.

Students needing special accommodations should work with the University's [Center for Students with Disabilities](#)
(CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

**Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

**Sexual Assault Reporting Policy**
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

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### Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the UIT HuskyTech Help Center (HelpCenter@uconn.edu, 860-486-HELP). Outside business hours, students also have 24x7 Support with access to live chat, phone and support documents.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.