

Baruch College  
ART 1011, Fall 2020  
Monday and Wednesday, 2.30 – 3.45pm  
Office hours Thursdays 10am – 11am and by appointment

Professor Elson  
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ART 1011: Art History Survey I  
ONLINE COURSE

This course will provide a global overview of art history from prehistory to approximately 1400 C.E. With some emphasis on artworks in the collections of New York City museums, the course will consider selections of work from Europe, Asia, Africa and the Americas.

**How will this course work?**

This is a fully online course and requires no in-person meetings. The course will be part asynchronous and part synchronous.

**Synchronous component:**

- 1. LECTURES:** Every other week I will deliver live lectures on Zoom on Monday and Wednesday from 2.30pm to 3.30pm at the latest. Live attendance at these lectures is optional and not attending live **will not** affect your participation grade. For those who would rather not attend the live lectures and would rather watch the lectures on your own time, each lecture will be recorded for you to watch yourself. While I would encourage attending live so that you can ask questions and have a set time each week dedicated to lectures, I understand that zoom lectures can be exhausting so want to leave that up to you to decide. If you decide not to attend the lectures live, it is **your responsibility** to watch the lecture and submit your post to the discussion board demonstrate you watched it.
- 2. DISCUSSION GROUPS:** We will meet via Zoom in small discussion groups **every other Monday or Wednesday** beginning on **August 26<sup>th</sup>**. Class will start with a brief lecture from me and then will be followed by a 30-45 minute discussion group.

If your **last name** begins with the letter A-M, you are in GROUP 1, if your last name begins with the letter N-Z, you are in GROUP 2.

**GROUP 1 (A-M)** will meet every other Monday from 2.30-3.30pm except for the first class on Wednesday August 26 when we will meet all together at 2.30pm.

**GROUP 2 (N-Z)** will meet every other Wednesday from 2.30-3.30pm except for Monday November 23<sup>rd</sup> when we will all meet at 2.30pm.

These sessions are **mandatory**, and along with class participation, they count toward 10% of your final grade. In order to receive a good participation grade, you must watch my lectures, watch the assigned videos, and complete the assigned readings **before** our Zoom seminar in order to be ready to actively engage in class discussions. Persistent unexplained absences (more than 2 times throughout the semester) will negatively impact this grade.

Please ensure that you set your Zoom name to that which you liked to be called. Because we will not be able to meet in person, it will make it easier for me and your classmates if we are able to see your name on the screen.

- 3. OFFICE HOURS:** If you would like to meet with me during my office hours Thursdays 10am-11am, please send me an email requesting a time slot. I will then send you a zoom link for our meeting. I encourage everyone to meet with me **at least once** throughout the semester, whether or not you have a specific question or concern. If those hours don't work for you, let me know and we can find another time.

#### **Asynchronous component/Assignments:**

- 1. LECTURES:** If you would prefer not to attend live lectures, you will watch the lectures asynchronously on your own time, as long as you have watched both lectures by the Friday of that week. You must watch the lectures to complete the discussion posts due on Fridays and participate during our discussion sessions.
- 2. WEEKLY READINGS AND VIDEOS:** I will assign short weekly readings and videos that you must complete **before** watching the lectures (live or recorded) and ahead of our discussion group meeting. The midterm will test you on material from these readings and videos as well as my lectures.
- 3. DISCUSSION POSTS:** On the weeks where we do not have a discussion group, 150-200 word blog posts are due, to be uploaded to the Blackboard discussion group. The discussion posts will have a different prompt each time and will ask you to demonstrate you have watched and understood the lecture and done the readings each week. There are 5 discussion posts and are worth 5% each for a total of 25% of your grade. Late and absent as well as posts under 150 words will automatically receive 0%.
- 4. WRITING ASSIGNMENTS:** One short (1 page) visual analysis paper due **Friday** September **25** at 5pm.
- 5. MIDTERM EXAM:** Will be an open-note take-home test covering Units 1 and 2 and you will have 5 days to complete it. The exam will be posted at 10am on Monday October 12 and should be submitted on Blackboard by the end of day, Friday October 16 (midnight)
- 6. FINAL PROJECT:** You will have two options for the final project: One is to write a 3-4 page essay making an argument for a single object you believe should be included in this course. The second is to choose one of the assigned themes and select 4 objects that illustrate the theme. Two of the objects should be ones we have not discussed in class and have found on your own.

- a. Draft of thesis statement and introduction paragraph due Monday November 30 (10%)
- b. Final due Wednesday December 16 (25%)

**Course objectives:**

- To introduce students to the history of art production, reception, and interpretation.
- To understand how art history is formed, and how and why art has been made and valued throughout history.
- To develop visual analysis skills that will allow students to describe and interpret the formal qualities of art objects with appropriate art terminology.
- To develop research and writing skills to make an effective written argument.

**Grade breakdown**

Biweekly Zoom discussion group attendance and participation – 10%

5 Discussion Posts: Each 5% – 25% total

Writing Assignment 1: Visual Analysis Exercise – 10%

Thesis/intro paragraph draft (250 words) – 10%

Midterm – 20%

Final Paper– 25%

*The instructor reserves the right to change the syllabus at any time. These changes will be made in accordance with class needs and students will be given as much notice as possible. It is crucial that you check blackboard and your email regularly for announcements. It is your responsibility to keep yourself informed of any change. Please make sure that your emails linked to blackboard work.*

## Class Schedule and Readings

### Please Note:

- ASSIGNMENTS ARE DUE ON THE DAY ON WHICH THEY ARE LISTED.
- **DISCUSSION MEETINGS** ARE MANDATORY AND ATTENDANCE WILL BE TAKEN.
- **LIVE LECTURES** WILL BE RECORDED, SO IF NOT ATTENDED, THE RECORDINGS MUST BE WATCHED BY **FRIDAY** OF THE WEEK THEY ARE GIVEN.

DATE	TOPIC	TO READ/WATCH	ASSIGNMENT
Wed 26 August: <b>GROUP 1 AND GROUP 2 ALL CLASS MEETING</b>	<b>INTRODUCTION TO ART HISTORY SURVEY I</b>	Read the syllabus and come to class with any questions you have	<b>Fill out the Google form questionnaire I sent you with the syllabus as early as possible!</b> <a href="https://docs.google.com/forms/d/1Ku_tuZKqCjgwU9N6Solq4ahT60WM4sVc7qJ5qkyQXr0/edit">https://docs.google.com/forms/d/1Ku_tuZKqCjgwU9N6Solq4ahT60WM4sVc7qJ5qkyQXr0/edit</a>
Mon 31 August: <b>GROUP 1 DISCUSSION GROUP</b>	<b>UNIT 1: AFRICA Where do we start? Establishing the beginning of Art History: Paleolithic Africa</b>	<b>Read:</b> Erin Blakemore, "73,000-Year-Old Doodle May be World's Oldest Drawing," National Geographic <a href="https://www.nationalgeographic.com/science/2018/09/news-ancient-humans-art-hashtag-ochre-south-africa-archaeology/#close">https://www.nationalgeographic.com/science/2018/09/news-ancient-humans-art-hashtag-ochre-south-africa-archaeology/#close</a>	<b>Class Prep:</b> Prepare some thoughts on the following question to share in class: Based on the National Geographic essay, would you describe the Blombos drawings as "art?" Why or why not?  <b>If you haven't already, fill out and submit the Google form questionnaire <u>by Friday September 4<sup>th</sup></u></b>
Wed 2 September: <b>GROUP 2 DISCUSSION GROUP</b>			
Mon 7 September: <b>NO CLASS</b>	<b>LABOR DAY</b>		

<p><b>Wed September 9: LIVE LECTURE</b></p>	<p><b>UNIT 1: AFRICA Southern African Rock Art: Beginnings of Representation</b></p>	<p><b>Read:</b> Natalie Hager, "Apollo 11 Stones," Khan Academy  <a href="https://www.khanacademy.org/humanities/ap-art-history/global-prehistory-ap/paleolithic-mesolithic-neolithic-apah/a/apollo-11-stones-2">https://www.khanacademy.org/humanities/ap-art-history/global-prehistory-ap/paleolithic-mesolithic-neolithic-apah/a/apollo-11-stones-2</a></p> <p><b>Watch:</b> "The Rosetta Stone of San Bushman Rock Art,"  <a href="https://www.youtube.com/watch?v=711A8nXCss">https://www.youtube.com/watch?v=711A8nXCss</a></p>	<p><b>Discussion post 1 due by Friday September 11 at 5pm.</b></p>
<p><b>Mon 14 September: GROUP 1 DISCUSSION GROUP</b></p>	<p><b>UNIT 1: AFRICA Djenné Terracottas / Intro to visual analysis</b></p>	<p><b>Watch:</b> "Lost History: the terracotta sculpture of Djenne Djenno," Smart History  <a href="https://smarthistory.org/lost-history-the-terracotta-sculpture-of-djenne-djenno-2/">https://smarthistory.org/lost-history-the-terracotta-sculpture-of-djenne-djenno-2/</a></p>	<p><b>Class prep:</b> Take a closer look at the Seated Figure. Use the explore function to see the object in 3D.  <a href="https://82nd-and-fifth.metmuseum.org/bundle-of-emotions">https://82nd-and-fifth.metmuseum.org/bundle-of-emotions</a></p>
<p><b>Wed 16 September: GROUP 2 DISCUSSION GROUP</b></p>		<p><b>Watch:</b> Dr. Beth Harris and Dr. Steven Zucker, "How to do visual (formal) analysis," in <i>Smarthistory</i>, September 18, 2017,  <a href="https://smarthistory.org/visual-analysis/">https://smarthistory.org/visual-analysis/</a>.</p>	
<p><b>Mon 21 September: LIVE LECTURE</b></p>	<p><b>UNIT 1: AFRICA Ancient Egypt</b></p>	<p><b>Read:</b> Timeline of Ancient Egypt:  <a href="https://www.ancient-egypt-online.com/images/ancient-egypt-timeline.png">https://www.ancient-egypt-online.com/images/ancient-egypt-timeline.png</a></p> <p><b>Read:</b> Dr. Amy Calvert, "The Great Pyramids of Giza," in <i>Smarthistory</i>, August 8, 2015,  <a href="https://smarthistory.org/the-great-pyramids-of-giza/">https://smarthistory.org/the-great-pyramids-of-giza/</a>.</p> <p><b>Listen:</b> "Rosetta Stone," <i>A History of the World in 100 Objects</i>, BBC Radio Podcast</p>	<p><b>OPTIONAL:</b> Browse through the digital archive of the excavation of Tutankhamun's tomb. You can see photos of the tomb as it was found by archeologists in 1922, diary entries of the archeologists, and learn more about everything found there.  <a href="http://www.griffith.ox.ac.uk/discoveringTut/">http://www.griffith.ox.ac.uk/discoveringTut/</a></p>

		<a href="https://player.fm/series/a-history-of-the-world-in-100-objects/rosetta-stone">https://player.fm/series/a-history-of-the-world-in-100-objects/rosetta-stone</a>	
<b>Wed 23 September: LIVE LECTURE</b>	<b>UNIT 2: ASIA India and the Origins of Buddhism</b>	<b>Read:</b> Melody Rod-Ari, "Hinduism and Buddhism: An Introduction," Smart History <a href="https://smarthistory.org/hinduism-and-buddhism-an-introduction/">https://smarthistory.org/hinduism-and-buddhism-an-introduction/</a>	<b>Writing Assignment 1:</b> Visual analysis exercise of object from your home. <b>Due Fri 25 Sept 5pm</b> <ul style="list-style-type: none"><li>- 1 page double spaced</li><li>- 1 inch margins</li><li>- Times New Roman 12pt font</li></ul>
<b>Tuesday 29 September / GROUP 1 DISCUSSION GROUP</b>  *This week, Tuesday follows Monday schedule	<b>UNIT 2: Japan: Heian Scrolls</b>	<b>Read:</b> Heian Scrolls handout uploaded to Blackboard	<b>Class Prep:</b> AHEAD OF CLASS, look at the images of all four scrolls mentioned in the readings. Links to the works can be found on Blackboard. Take notes on your immediate takeaways, anything you notice, or particularly like. We will be discussing the scrolls in groups in class.
<b>Wednesday 30 September GROUP 2 DISCUSSION GROUP</b>			
<b>Mon 5 October: LIVE LECTURE</b>	<b>UNIT 2: ASIA China: Building an Empire, Chinese Painting</b>	<b>Read:</b> Pringle, Heather, "Ears of Ancient Chinese Terra-Cotta Warriors Offer Clues to Their Creation," <i>National Geographic</i> (November 14, 2014) <a href="https://www.nationalgeographic.com/news/2014/11/141114-terra-cotta-warriors-qin-shi-huang-tomb-china-archaeology/">https://www.nationalgeographic.com/news/2014/11/141114-terra-cotta-warriors-qin-shi-huang-tomb-china-archaeology/</a>	<b>Discussion post 2 due by Friday 5pm</b>

		<p><b>Read:</b> Maxwell Hearn, "Chinese Painting," <i>Heilbrun Timeline of Art History</i>, The Met  <a href="https://www.metmuseum.org/toah/hd/chin/hd_chin.htm">https://www.metmuseum.org/toah/hd/chin/hd_chin.htm</a></p>	
<p><b>Wed 7 October: LIVE LECTURE</b></p>	<p><b>WRITING WORKSHOP/ MIDTERM PREP</b> (Live attendance highly encouraged)</p>		
<p><b>Mon 12 October: NO CLASS</b></p>	<p><b>INDIGENOUS PEOPLES' DAY</b></p>		
<p><b>Wed 14 October: NO CLASS</b></p>	<p><b>TAKE HOME MIDTERM</b></p>		<p><b>MIDTERM EXAM WILL BE RELEASED MONDAY OCTOBER 12 AT 10AM, DUE BY END OF DAY FRIDAY OCTOBER 16.</b></p>
<p><b>Mon 19 October GROUP 1 DISCUSSION GROUP</b></p>	<p><b>EUROPE/NEAR EAST Prehistoric Europe (or the other beginning)</b></p>	<p><b>Read:</b> Emma Groeneveld, "Chauvet Cave," <i>Ancient History Encyclopedia</i>, February 12, 2017,  <a href="https://www.ancient.eu/Chauvet_Cave/">https://www.ancient.eu/Chauvet_Cave/</a></p>	
<p><b>Wed 21 October GROUP 2 DISCUSSION GROUP</b></p>		<p><b>Watch:</b> The British Museum, "The Jericho Skull," in <i>Smarthistory</i>, March 30, 2018,  <a href="https://smarthistory.org/jericho-skull/">https://smarthistory.org/jericho-skull/</a>.</p>	
<p><b>Mon 26 October: LIVE LECTURE</b></p>		<p><b>Read:</b> Colette Hemingway, "Architecture in classical Greece", Heilbrunn Timeline,</p>	<p><b>Discussion post 3 due by Friday 5pm</b></p>

	<p><b>UNIT 3: EUROPE/NEAR EAST Ancient Greece</b></p>	<p><a href="http://www.metmuseum.org/toah/hd/grarc/hd_grarc.htm">http://www.metmuseum.org/toah/hd/grarc/hd_grarc.htm</a></p> <p><b>Watch:</b> Dr. Steven Zucker and Dr. Beth Harris, "Contrapposto explained," in <i>Smarthistory</i>, December 16, 2015, <a href="https://smarthistory.org/contrapposto/">https://smarthistory.org/contrapposto/</a></p> <p><b>Optional reading on the origins of the Olympic Games:</b> The British Museum, "Olympic games," in <i>Smarthistory</i>, August 29, 2016 <a href="https://smarthistory.org/olympic-games/">https://smarthistory.org/olympic-games/</a>.</p>	
<p><b>Wed 28 October: LIVE LECTURE</b></p>	<p><b>UNIT 3: EUROPE/NEAR EAST  Ancient Rome Roman portraiture Verism</b></p>	<p><b>Watch:</b> The Pantheon, Smart History <a href="https://smarthistory.org/the-pantheon/">https://smarthistory.org/the-pantheon/</a></p> <p><b>Watch:</b> Rome's History in four faces at the Met, <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/v/romes-history-in-four-faces-at-the-met?modal=1">https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/v/romes-history-in-four-faces-at-the-met?modal=1</a></p> <p><b>Optional</b> <b>Watch:</b> The Colosseum, Smart History <a href="https://smarthistory.org/the-colosseum-rome/">https://smarthistory.org/the-colosseum-rome/</a></p>	
<p><b>Mon 2 November: GROUP 1 DISCUSSION GROUP</b></p>	<p><b>UNIT 3: EUROPE/NEAR EAST  Religion in Europe 1:</b></p>	<p><b>Watch:</b> Dr. Ronnie Perelis and Dr. Steven Zucker, "Book of Morals of Philosophers," in <i>Smarthistory</i>, July 13, 2017 <a href="https://smarthistory.org/book-of-morals/">https://smarthistory.org/book-of-morals/</a>.</p>	



<p><b>Wed 4 November: GROUP 2 DISCUSSION GROUP</b></p>	<p><b>Religious conflicts</b></p>	<p><b>Watch:</b> "What is the Dome of the Rock?" Religion for Breakfast, Youtube, 2018  <a href="https://www.youtube.com/watch?v=FCXjQHFOF14">https://www.youtube.com/watch?v=FCXjQHFOF14</a></p>	
<p><b>Mon 9 November: LIVE LECTURE</b></p>	<p><b>UNIT 3: EUROPE/NEAR EAST</b></p> <p><b>Religion in Europe 2: Early Christian and Byzantine Art</b></p>	<p><b>Read:</b> Sarah Brooks, "Icons and Iconoclasm in Byzantium," Heilbrunn Timeline,  <a href="https://www.metmuseum.org/toah/hd/icon/hd_icon.htm">https://www.metmuseum.org/toah/hd/icon/hd_icon.htm</a></p> <p><b>Watch:</b> Dr. William Allen, "Hagia Sophia, Istanbul," in <i>Smarthistory</i>, August 8, 2015, <a href="https://smarthistory.org/hagia-sophia-istanbul/">https://smarthistory.org/hagia-sophia-istanbul/</a></p> <p><b>Watch:</b> "Making Manuscripts," <i>Getty Museum, Youtube</i>, June 17. 2014, <a href="https://www.youtube.com/watch?v=nuNfdHNTv9o">https://www.youtube.com/watch?v=nuNfdHNTv9o</a></p>	<p><b>Discussion post 4 due by Friday 5pm</b></p>
<p><b>Wed 11 November: LIVE LECTURE</b></p>	<p><b>UNIT 3: EUROPE/NEAR EAST</b></p> <p><b>Medieval Europe: Early Medieval, Romanesque, Gothic</b></p>	<p><b>Watch:</b> BBC One, "The Bayeux Tapestry, from BBC," in <i>Smarthistory</i>, December 21, 2015, <a href="https://smarthistory.org/the-bayeux-tapestry-from-bbc-ones-seven-ages-of-britain/">https://smarthistory.org/the-bayeux-tapestry-from-bbc-ones-seven-ages-of-britain/</a></p> <p><b>Read:</b> Anika Burgess, "The Strange and Grotesque Doodles in the Margins of Medieval Books," <i>Atlas Obscura</i>, May 9, 2017, <a href="https://www.atlasobscura.com/articles/medieval-marginalia-books-doodles">https://www.atlasobscura.com/articles/medieval-marginalia-books-doodles</a></p> <p><b>Optional video:</b> Potion Pictures, "The Animated Bayeux Tapestry," in <i>Smarthistory</i>, December 21, 2015,</p>	

		<a href="https://smarthistory.org/the-animated-bayeux-tapestry/">https://smarthistory.org/the- animated-bayeux-tapestry/</a> .	
<b>Mon 16 November: GROUP 1 DISCUSSION GROUP</b>	<b>UNIT 4: THE AMERICAS Ancient Mesoamerica 1: Olmecs and Maya</b>	<b>Listen:</b> Neil MacGregor, "Olmec Stone Mask," <i>A History of the World in 100 Objects</i> , BBC Radio Podcast, <a href="https://player.fm/series/a-history-of-the-world-in-100-objects/olmec-stone-mask">https://player.fm/series/a-history-of-the-world-in-100-objects/olmec-stone-mask</a>	<b>Class Prep:</b> Select a work included in one of the two assigned readings from the Met on Mayan Sculpture and Olmec Sculpture, and look further into it. Read its description on the Met website, and google it to see if you can find any more information on it. Take some notes and be prepared to present what you have found to your classmates in discussion group.
<b>Wed 18 November: GROUP 2 DISCUSSION GROUP</b>		<b>Read:</b> James Doyle, "Olmec Art," <i>Heilbrunn Timeline of Art history, The Met</i> , February 2017 <a href="https://www.metmuseum.org/toah/hd/olmc/hd_olmc.htm">https://www.metmuseum.org/toah/hd/olmc/hd_olmc.htm</a>	
<b>Mon 23 November: LIVE LECTURE</b>	<b>UNIT 4: THE AMERICAS Ancient Mesoamerica 2: Mixtecs Aztecs</b>	<b>Read:</b> Dr. Lauren Kilroy-Ewbank, "Introduction to the Aztecs (Mexico)," in <i>Smarthistory</i> , March 19, 2018, <a href="https://smarthistory.org/introduction-mexica/">https://smarthistory.org/introduction-mexica/</a>	<b>Writing assignment 2: Thesis statement</b> 1 paragraph introduction with thesis statement due Monday November 30 at 5pm. If you would like to submit more than a thesis/intro paragraph, like an outline or even a rough draft, I would certainly encourage it, so that you can get more feedback from me in this draft stage.
<b>Wed 25 November: NO CLASS</b>	<b>THANKSGIVING BREAK</b>		
<b>Mon 30 November: LIVE LECTURE</b>	<b>UNIT 4: THE AMERICAS</b>	<b>Listen:</b> Neil MacGregor, "Inca Gold Llama," <i>A History of the World in 100 Objects</i> , BBC Radio Podcast,	<b>Discussion post 5 due by Friday 5pm</b>

	<b>Ancient Peru: The Nasca and the Inca</b>	<a href="https://player.fm/series/a-history-of-the-world-in-100-objects/inca-gold-llama">https://player.fm/series/a-history-of-the-world-in-100-objects/inca-gold-llama</a>  <b>Read:</b> Daniel Cossins, "We thought the Incas couldn't write. These knots change everything," <i>NewScientist</i> , 26 November, 2018, <a href="https://www.newscientist.com/article/mg23931972-600-we-thought-the-incas-couldnt-write-these-knots-change-everything/#ixzz6VVYkNnvk">https://www.newscientist.com/article/mg23931972-600-we-thought-the-incas-couldnt-write-these-knots-change-everything/#ixzz6VVYkNnvk</a>	
<b>Wed 2 December: LIVE LECTURE</b>	<b>UNIT 4: THE AMERICAS Native American/First nations</b>	<b>Read:</b> Dr. Lauren Kilroy-Ewbank, "Mesa Verde," in <i>Smarthistory</i> , August 9, 2015, <a href="https://smarthistory.org/mesa-verde-cliff-dwellings/">https://smarthistory.org/mesa-verde-cliff-dwellings/</a>  <b>Read:</b> Dr. Katherine T. Brown, "Fort Ancient Culture: Great Serpent Mound," in <i>Smarthistory</i> , August 9, 2015, <a href="https://smarthistory.org/fort-ancient-culture-great-serpent-mound/">https://smarthistory.org/fort-ancient-culture-great-serpent-mound/</a>	
<b>Mon 7 December: GROUP 1 DISCUSSION GROUP</b>	<b>FLEXIBLE CLASS: TERM REVIEW/ QUESTIONS ABOUT THE FINAL</b>		<b>WORK ON FINAL PROJECT</b>
<b>Wed 9 December: GROUP 2 DISCUSSION GROUP</b>			
<b>Mon 14 December</b>	<b>WORK ON FINAL</b>		<b>WORK ON FINAL PROJECT</b>

Wed 16 December	WORK ON FINAL		FINAL DUE WEDNESDAY DECEMBER 16 BY 5PM.
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### **Attendance and Participation**

If you miss a discussion group because of illness, religious holidays, internet connectivity issues, or another legitimate conflict, you must let me know **ahead of time**, in order to be excused. After missing a discussion section, it is your responsibility to gather notes from a classmate and catch up on any missed in-class exercises which must be emailed to me **before the next class**. **Discussion sections, unlike the lectures, will NOT be recorded.**

### **Class Materials**

There is no textbook for this class. All weekly lectures and assignments will be posted as links on the syllabus, or as PDF documents on Blackboard. Readings and videos are short and should not take more than 30 minutes to complete each week. Students should come to discussion group having completed all readings or watched all videos for that week.

If you want to supplement class material with readings, I recommend Kleiner's *Gardner's Art Through the Ages* (any recent edition is fine), or *Art Beyond the West The Arts of the Islamic World, India and Southeast Asia, China, Japan and Korea, the Pacific, Africa, and the Americas* by Michael Kampen O'Riley.

### **Blackboard**

PowerPoint lectures, assignment details, and other supporting documents and links will be posted on blackboard. I will also be sending emails via blackboard, so please make sure that your emails linked to blackboard work. Please check your Baruch College and/or preferred emails regularly.

### **Grading Rubric**

Points in each assignment and in your final grade are equivalent to letter grades according to the following scale:

A (90-100%): Excellent work

- Work presents an original, cohesive and compelling argument, with a strong, clear thesis.
- The author acknowledges obvious objections to arguments.
- None or few typographical or grammatic errors.
- If applicable, work is well-researched and properly cited with careful attention to crediting sources which are not the author's own.

**B (80-89%): Good work**

- Thesis is discernible but could be clearer and argument is cohesive, but not as compelling or original.
- The author fails to address some obvious objections to arguments.
- Some typographical or grammatical errors.
- If applicable, work shows research but sources may be weak (e.g. cursory web searches), citations may be incomplete.

**C (70-79%): Average work**

- Thesis is weak, and unclear, argument is not original and is unconvincing.
- The author does not address any obvious objections to arguments.
- Many typographical or grammatical errors
- If applicable, work is poorly researched, sources are not credited, citations are missing.

**D (60-69%): Careless work**

- No discernable thesis and argument is barely present.
- Many typographical or grammatical errors.
- If applicable, no research done to support argument.

**F (0-59%): Failure**

- Plagiarism or other academic misconduct
- Failure to submit assignment
- Zero effort demonstrated to meet academic standards.
- So many typographical or grammatical errors that it is unreadable.

**Late Assignments and Extensions**

Late assignments will receive a 5% grade deduction for every day it is late, unless you are in touch with me via email at least 24 hours before the due date to request an extension. I will only provide extensions for a legitimate reason e.g. illness, family emergency.

If you are having trouble with a writing assignment, please make an appointment to speak to me or to make an appointment the [Baruch College Writing Center](#) **at least 48 hours before** the assignment is due. If we have a meeting via videocall/phone, you will automatically get a two-day extension. If you meet with the Writing Center, please provide evidence of the meeting (an email from them confirming you have met with them will suffice.)

**Student Resources**

If you are having trouble with your essay, you should either make an appointment to see me, or make an appointment with the [Baruch College Writing Center](#). The Writing center offers in-person meetings, online chat sessions or email feedback on a written assignment. The website also provides many helpful resources for writing, research and citation.

Here are a few particularly helpful ones:

- [Help formulating visual analysis.](#)
- [Language to introduce citations](#)
- Baruch College [MLA style Guide](#), also see [Purdue style guide](#)

### **Zoom Classroom Etiquette.**

Zoom classes are difficult and can be very tedious and tiring! For this reason, I will keep our biweekly Zoom discussions to under an hour. I ask that for the duration of these 45 minutes, you bring your full attention and participation, put away your phones and silence notifications on your computer so that we can make these discussions as exciting and engaging as possible.

### **Plagiarism & Academic Integrity**

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Plagiarism is the act of presenting another person’s ideas, research, or writing as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
2. Presenting another person’s ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.
5. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Baruch College’s policy on academic honesty can be accessed [here](#). At this link, you can also find definitions of different types of academic dishonesty, due process, students’ rights and the penalties for academic dishonesty.

Any material you hand in is assumed to be your original work. While it will be a goal of your written assignments to acknowledge ideas and sources with your own words and thoughts, when you make reference to other texts and writers you must ALWAYS make a full and correct citation using quotation marks if appropriate and a footnote or endnote.

If you do not understand how to do this, or have questions/concerns, please make an appointment to see me. I will be more than happy to go over citation practices in full.

***ALL INSTANCES OF CHEATING AND PLAGIARISM WILL RESULT IN AN AUTOMATIC ZERO (F). REPEATED INSTANCES OF CHEATING OR PLAGIARISM WILL RESULT IN DEPARTMENTAL CONSEQUENCES.***

### **Student Accommodation**

Please contact me if you require accommodation because of any special needs. With the help of the Student Disability Services, I will be happy to accommodate you following the assigned guidelines. If you are registered with The AccessAbility Center/Student Disability Services (AAC/SDS) office and need special accommodations to take an exam, please bring me the Exam Accommodation Form (found on the Disability Office website) with the student section filled out two weeks before the exam date, so that I can coordinate your exam with the office of Student Disability.

### **New York Museums and Exhibitions**

As of August, some New York Museums are open again. While I would encourage you to visit the museums to see some of the objects we discuss, this is NOT mandatory. If you feel comfortable going to a museum and plan to do so, let me know and I can give you some tips, and tell you where to find some of the object we have been studying. Before going, you should determine whether museums are open during COVID, and always check hours of the museum because they all have different closed days. Many New York museums are free with a CUNY ID. Many museums have “suggested” admission prices. Please don’t feel compelled to pay those prices. It is your right as a CUNY student to gain admission at a very reduced rate.