

ARH 212 **Medieval Art & Architecture** Spring 2017
CFAC 116, Tuesdays 6:45 to 9:15pm

Leslie Tate Boles, Instructor. Email: Leslie.Boles@Disney.com or Lboles@rollins.edu; Office Hours by appointment. All images and documents will be accessible on my blackboard. You can access class documents on blackboard as well. Many images are also available on Artstor. Announcements will be emailed to your Rollins address and posted on blackboard.

REQUIRED TEXT: Luttikhuizen, Henry and Dorothy Verkerk, *Snyder's Medieval Art*. Prentice Hall, Inc. 2005, 2nd Edition.

OPTIONAL TEXT: Barnett, Sylvan. *A Short Guide to Writing about Art*.

ON RESERVE: There are a number of texts on reserve that may help you in this course. Please see the list on My Courses or at the Olin Library.

COURSE DESCRIPTION: Covers architecture, sculpture, painting, and minor arts, c. 300-1300, including decline of classical art, emergence of early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas.

GENERAL EDUCATION REQUIREMENT: This course fulfills the A general education requirement.

EXPRESSIVE ARTS (A): Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide the student with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary with which to articulate aesthetic experience. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study. Upon completion of this requirement, students will be able to:

- ◆ **GOAL 1:** Identify and explain artistic techniques and styles in their cultural context through oral presentations, examinations, in class discussions and papers.
- ◆ **GOAL 2:** Demonstrate an understanding of the creative process, including the technique, processes, and concepts of artistic creation, whether from hands-on experience or from the study of history and theory through oral presentations, examinations, in class discussions and papers.

COURSE REQUIREMENTS:

EXAMINATIONS: There will be a **midterm** and a **final exam**. Each test will cover approximately one half (1/2) of the course materials. The final exam will include cumulative essays. **No makeup tests or exams will be provided without prior communication with the instructor.**

WRITING REQUIREMENTS: There will be one analysis paper and one research paper. Details on the assignments are included in this syllabus. I expect writing assignments to be turned in **before** class begins the day they are due. **I will not accept any late papers.**

CLASS PARTICIPATION will be 15% of your final grade. Class participation will take many guises: class discussions, presentations, and pop quizzes among other items. Class Participation is

an essential and required component of this professor's classroom dynamic. This requirement does not just entail the ability of the student to open his/her mouth and let any random musing clatter onto the tabletop. Students will be evaluated based on the quality, insightfulness and perceptiveness of their comments.

Exemplary attendance and no participation will equal a C.

Exemplary attendance and occasional thought provoking remarks or well-framed questions will constitute a B.

Exemplary attendance and excellent observations, analysis and comments will receive an A.

The teacher reserves the right to also bestow variations upon a grade, for instance A-, C+, etc.

ATTENDANCE POLICY: There will not be an attendance policy in this class. Since 15% of your grade is based on class discussion/participation, your grade will suffer if you rack up absences. If you are not present, you cannot receive credit for class participation.

PHILOSOPHY OF THE CLASSROOM: I accept no late work. You have made a commitment to bettering yourself by coming to college. Take responsibility for yourself and your work. Papers are due when they are due. If you know that you will have a conflict, then it is your responsibility to make alternative plans with me. Do not wait until the day the work is due to work out arrangements, you will be too late. Equally, the tests, exams, in-class debates, etc. will not be rescheduled.

In order to pass the course, all requirements must be fulfilled.

GRADE BREAKDOWN:

Midterm	20%
Final Exam	25%
Paper 1	10%
Paper 2	30%
Class Participation	15%

GRADING SCALE: The grading scale will be: A - 100-90, B - 89-80, C - 79-70, D - 69-60, F - 59 and below.

ACADEMIC HONOR CODE REAFFIRMATION: <http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College,

pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

CREDIT HOUR STATEMENT: Policy AC 2000: adopted 4/7/16

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc.]:

DISABILITY SERVICES: Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

TITLE IX STATEMENT (UPDATED 7/12/16): Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus

confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

COURSE AND INSTRUCTOR EVALUATION: At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments. For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

CELL PHONES & LAPTOPS: Please turn off all cell phones during class. If your phone rings during class, you will lose half a letter grade off your final grade. If the phone rings during an exam, you will fail the exam and lose a half a letter grade off your final grade. No texting in class. If you choose to use a laptop to take notes, please stick to taking notes. If I find that you are doing work for another class or "playing" on the computer (email, internet, games, etc), you will lose a letter grade off of your final grade for each infraction. It is distracting, rude and annoying to your fellow students and to the professor.

The syllabus and course outline are subject to change at the discretion of the instructor. Changes will be announced in class.

TENTATIVE COURSE SCHEDULE

1/24: Introduction to class/What characterizes the Medieval Period?/Late Antiquity. Reading: Snyder, pp. 3-48

1/31: Continue Late Antiquity. Reading: Snyder, pp. 3-48. **Paper 1 topic due.**

2/7, 2/14: The Byzantine Empire. Reading: Snyder, pp. 55-87, 91-92, 96-103, 105-111.
2/14: Paper 1 due before class begins.

2/21, 2/28: Early Middle Ages in the West. Reading: Snyder, pp. 135-213. **Paper 2 topic due 2/28.**

3/7: Midterm

3/14: Spring Break

3/21, 3/28: The Romanesque Reading: Snyder, pp. 253-311

4/4, 4/11: The Late Middle Ages. Reading: Snyder, pp. 322-384

4/18, 4/25: The Late Middle Ages Reading: Snyder, pp. 385-414

5/2: The Late Middle Ages. Reading: Snyder, pp. 415-461. Review for Final. **Paper 2 due before class begins**

5/9: Exam

Please note that the above schedule is subject to change. We may find that some works will require more time for discussion. If this circumstance occurs, corrections will be made orally in class. If the schedule undergoes a major shuffling, I will provide you with a new schedule.

If you are absent when a scheduling change occurs, it is your responsibility to find out the dates for the new material. Ignorance due to absence is unacceptable.

Papers:

For **BOTH PAPERS** consider the following:

1. No late papers will be accepted.
2. All papers must be typed, double spaced, 12 point, and proofed for grammar, spelling, and coherence, properly cited and include a bibliography.
3. Please put a word count at the end of each paper.
4. **ALL** the images discussed in the papers must be provided with the papers. **The papers will fail without images.**
5. Do not use first person in your papers as they are formal works.
6. **No papers** will be accepted via email, you must turn in a paper copy of your papers.
7. I expect proper bibliography and citation information to be included in the paper. If you plagiarize your paper you will be turned over to the academic honor system, no exceptions. If you have questions about this, please let me know. You may use the internet for sources, but they should not be your only sources. You should still use journals, monographs, etc., for sources. If you choose to use the internet be sure to cite it properly. And please be sure to use sources from the internet that are scholarly; do not use Wikipedia or other sites that are not scholarly in their intent.
8. If you have any questions, please do not hesitate to talk to me. For guidance you can turn to the writing center as well. I will be glad to sit down and discuss the paper with you as well.
9. I have taken the time to put together a lengthy document called "Writing a Successful Paper" and it can be found on Foxlink on My Courses. This document can answer many of the questions I have had over the years and explain so many of the mistakes I have marked year after year on papers. I encourage you to take a look and use the guide when writing your papers.
10. Staple the paper together in the upper left corner and do not forget to put your name on the paper.
11. Please use the MLA style for writing your paper (see <http://owl.english.purdue.edu/owl/resource/557/01/> if you need guidance). I will be glad to sit down and discuss the paper with you.
12. Do not use Wikipedia as a source.
13. If you have any questions, please talk to me. For guidance, you can come to me with a draft to discuss, but please plan ahead as I cannot be available at all times and certainly not the night before the paper is due.

PAPER ONE: FORMAL ANALYSIS PAPER

PAPER 1: This 1000 word paper will be an in-depth analysis of a work of art.

You may choose any work of art from the time period we are studying (Medieval). But, you cannot choose any work of art we will discuss or have discussed in class, so check your monument list before making your choice.

Some things to consider when doing an in depth discussion of a work of art: color, line, shape, space, balance, symmetry, proportion, light, depth, texture, focal point, scale, rhythm, iconography, subject matter, patron, intended setting, etc. Consider how the work fits into the career of the artist/architect. Was the work commissioned? If so, by whom and why? Why was it created? What was its intended use? What does the iconography refer to? Is the iconography blatant or hidden? How is it indicative of the culture that created it? What is the artist's intent? Is he/she successful? If so, why? If not, why?

Please follow these steps when creating your paper:

- Thesis statement (in this case, “I am going to write a formal analysis of X.”) and image are due **VIA EMAIL** before class begins on **January 31**. For each day it is late you will lose one letter grade on the final paper.
- Check that your topic is actually attached to your email if you choose to send it as an attachment rather than in the body of the email. **If the topic is not attached to the email it is not an excuse for being late. You are responsible no matter what for getting it to me on time, so be sure. You may want to send it to yourself to check. You can always turn in a paper copy if you are worried about electronic failures.**
- Paper with image is due **February 14** before class begins. No late papers accepted. No email copies of papers will be accepted.
- **Although I do not want you to do ANY research, if you do, I expect a proper bibliography and citations to be included in the paper.** Please use the MLA style for writing your paper (see <http://owl.english.purdue.edu/owl/resource/557/01/> if you need guidance). I will be glad to sit down and discuss the paper with you.
- **If you plagiarize your paper, it will fail and you will fail the class.** If you have questions about this, please let me know.

PAPER TWO: RESEARCH PAPER

Choose any work of art from the time period we are studying (this is a huge time period so you have a plethora of works to choose from, so enjoy the search.) But, you cannot choose any work of art we will discuss or have discussed in class, so check your monument list before making your choice.

Once you have chosen your work of art, the first part of your paper should be an in depth description of the painting. This should be followed by an in depth study of the iconography in the work of art. And finally, discuss how this particular example is a true medieval work of art.

The paper should be 2500 words, fully documented with citations and bibliography, accompanied by copies of the works of art you are discussing, double- spaced and typed. **Papers without images will fail.** Be sure to watch for spelling, grammar, coherency, etc.

Some things to consider when doing an in depth discussion of a work of art: color, line, shape, space, balance, symmetry, proportion, light, depth, texture, focal point, scale, rhythm, iconography, subject matter, patron, intended setting, etc. Consider how the work fits into the career of the artist/architect. Was the work commissioned? If so, by whom and why? Why was it created? What was its intended use?

When considering the iconography, describe the iconography in detail. What does the iconography refer to? Is it blatant or hidden? How is it indicative of the culture that created it? What is the artist’s intent in using this specific iconography? Is he/she successful? If so, why? If not, why? Would the audience understand the iconography? How?

I suggest you go to the writing center at least one time during this process. Papers that have been through the writing center process always turn out to be better papers. The writing center is located in the Thomas P. Johnson Center in Mills Building.

Please follow these steps when creating your paper:

- Thesis statement and image(s) are due **VIA EMAIL** before class begins on **February 28**. For

each day it is late you will lose one letter grade on the final paper.

- Check that your topic is actually attached to your email if you choose to send it as an attachment rather than in the body of the email. **If the topic is not attached to the email it is not an excuse for being late. You are responsible no matter what for getting it to me on time, so be sure. You may want to send it to yourself to check. You can always turn in a paper copy if you are worried about electronic failures.**
- Paper is due **May 2** before class begins. No late papers accepted. No email copies of papers will be accepted.
- **Must use at least one academic book and two academic journals for source material.**
- **I expect a proper bibliography and citations to be included in the paper.** Please use the MLA style for writing your paper (see <http://owl.english.purdue.edu/owl/resource/557/01/> if you need guidance). I will be glad to sit down and discuss the paper with you.
- **If you plagiarize your paper, it will fail and you will fail the class.** If you have questions about this, please let me know.
- **If you have another idea for a paper, please contact me with it and we'll discuss it. I am always open to suggestions and want you to enjoy your research project.**