

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (x) Professor SANDRA L. BURWELL Phone *2532
- (x) Writing Workshop? (If not at IUP, where? when? Barbara Walwood - here at IUP 2 or 3 yrs ago)
- (x) Proposal for one W-course (see instructions below)
- (x) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below) _____

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below) _____

SIGNATURES:

Professor(s) Sandra L. Burwell

Department Chairperson Anthony G. DeFuria

College Dean J. H. W.

Director of Liberal Studies _____

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Writing Summary: AH412 Classical Art (upper level art history course)

Most students will have taken the prerequisite suggested course AH206 Ancient to Medieval Art and will be juniors or seniors in college. Some students will request to take the course because it can be an elective, applied to a minor concentration in art history or because of interest. Students studying in the areas of religious studies, literature, ancient history, interior design, or classics often seek a seat in this class. This class should prepare students to function well in graduate level art history courses.

There are five basic types of writing which occur in this class:

(1) Notetaking

Even though students have two quite excellent textbooks assigned for their use in this course, it is still necessary to reinforce what they read via slides shown in class with lecture to accompany the visuals. Additionally, some material which is not covered in the texts is sometimes presented in class. Films and videotapes are also used to supplement learning, and students of necessity must make notes from the narration of these instructional aids in order to prepare for the two major exams. Good notes are an aid for them in clarifying the meaning of terms and art historical vocabulary. Students are encouraged to study together in groups before the exam, and they use their notebooks to aid them during these study sessions. This is informal writing and ungraded.

(2) Writing to enhance organization and summarization skills

Students are required to have a handout (1-2 pages typed) to share with their classmates when they do their two required in-class, selected topic presentations. This usually serves as an outline of the major points they are attempting to convey, and it generally summarizes their learning in reference to the topic. It may also contain necessary terms and definitions required for understanding their presentation. This forces students to tightly and logically organize these brief, 20-minute presentations in which they explore one narrowly focused theme in Greek and in Roman art. This also aids their fellow students in following their talk and seeing pertinent facts as stated and can be saved for review at a later time.

(3) Writing for evaluation of subject mastery

There are two major in-class written, bluebook examinations, a Greek art exam (mid-term) and a Roman art exam (final). Each test has three types of questions (see course syllabus)

Part I -- Paired art works which they must identify (state title, artist if known, style, date, medium) and then briefly compare and/or contrast using pertinent terms/vocabulary, analysis techniques.

Part II -- Define 25 words (terms, special vocabulary, tools, names, etc.) and explain why this word relates to our study of art and citing a specific example we studied via class lectures or textbook where appropriate.

Part III -- Is an essay question. This is a broad question designed to make students interpret and apply what they've learned and requiring them to give support (by way of mentioning particular works of art/artists) we've studied to defend their answers. Students have no prior knowledge of the

Writing Summary: AH412 Classical Art
(Continued)

specific slides, terms, or essay questions that will be on the test. Students are not expected to produce fully edited prose due to the time constraints and pressure of a test situation. Students are, however, expected to be able to relate the facts in slide identifications and to write concise definitions.

(4) Writing to integrate learning on student selected topics

The professor will provide students with a list of numerous suggested topics (one list for Greek/one list for Roman) from which they can make a personal selection to pursue in depth in an 8-10 page research paper pertaining to that topic. These are formal, edited, well thought out and carefully researched papers that provide the foundation for their in-class presentation (which can be shared in a more informal, verbal manner with their classmates).

This assignment is designed to help the student push more deeply into two topics of personal interest (guided by the professor) beyond what a mere survey course allows. It attempts to make the student an active learner and also a quasi-teacher (when the student shares his research with his/her peers). It allows students to evaluate and compare resources which are applicable to the topic and to weigh evidence and analyze interpretations.

(5) Writing to communicate information and create a learning tool.

This assignment is used at the beginning of the semester as a short exercise to get students involved and to aid them in the review of classical mythology which is critical to understanding the iconography of many works of Greek and Roman art. Each student chooses a god, goddess or hero from myth and researches the characteristics and qualities, as well as familiar stories featuring this individual and summarizes this information on a typed 8 1/2"x11" page. The professor reviews these and returns them to students with suggestions for revision, improvements, corrections and editing. The resubmitted report is then graded. The professor copies and collates all the students' one-page reports into a myth handbook which is given to everyone in the class to use as a learning tool and for review prior to the exam.

Syllabus for Classical Art AH 412

(prerequisite of AH 205 Ancient to Medieval Art is strongly recommended)

Professor: Sandra Burwell

129 Spowls, x2532, Office Hours M/W/F only

(See schedule on my office door or call x2530)

AH412 Classical Art--Historical survey of the architecture, painting, sculpture, and minor arts of the classical period of Greece and Rome, including the Minoan, Mycenaean, and Etruscan cultures.

Required Textbooks--course covers Greek and Roman Art

- I. A Handbook of Greek Art by Gisela M.A. Richter, 9th edition, 1987, Da Capo Press. Chapters required during first 1/2 of the semester are chapters 1,2,3,5,9,10,11 and 12. Other chapters in the text are recommended reading but not required
- II. Roman Art: Romulus to Constantine by Nancy and Andrew Ramage, 1991, Prentice-Hall, Inc. All chapters are required reading for the second 1/2 of the semester.

Test Dates: Mid-term _____ Final _____

Midterm exam--will cover the material on Greek art

Final Exam--will cover material on Roman art

(the dates will be announced in class the first week of the semester)

Test Format: (we will use a 32-page blue book for the midterm and final exams. *Please bring one to class with you on the day of an exam.)

Part I. This portion of the test will consist of 5 paired slide sets (10 works of art). Each set is worth 10 points (total 50 pts). Students are asked to completely identify all images and then write a compare/contrast discussion of the paired art objects utilizing appropriate terminology, factual and historical information, and addressing differences or similarity in style of the two works.

Part II. This section of the test will consist of a list of terms/vocabulary/important names. Each term is worth 2 pts (total 50 pts). There will be 30 items on the list, so that 5 terms may be eliminated leaving 25 terms to define and cite specific examples from our study in class or via textbooks.

Part III. This last section of the test will be an essay question (selected from 2 or 3 possible options) requiring application of broad principles and critical thinking involving a comprehensive knowledge of the subject. This essay question is worth 25 points. Exam point total is 100 points.

Grading for the course:

20%	Greek exam (covers 1/2 semester--midterm)
20%	Roman exam (covers 1/2 semester--final)
20%	Greek topic (paper & presentation, first 1/2 of the semester)
20%	Roman topic (paper & presentation, second 1/2 of the semester)
10%	Mythology presentation/handout
10%	Class participation/contributions verbal and visual
100%	

Syllabus for Classical Art AH412
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Special Topics (presentation of 20 min. length and 8-10 page research paper) for Greek and Roman Art:

Short in-class presentations are designed as a means of sharing in-depth research on a student selected, teacher approved, specific topic pertinent to our art historical study with your classmates. (This topic might center on one masterpiece of art, a group of works, an individual's contributions in archaeology, the influence of literature or religion, conservation or technical aspects, etc.) You are required to prepare a (one-page minimum, two-page maximum) handout outlining the topic you are presenting in a careful and concise manner to assist your classmates. You must also provide the necessary visuals to present this topic (your teacher will assist you in obtaining necessary visuals). Sign up sheets for time slots for presentations will be distributed at the beginning of each unit well in advance. Additionally, each student is required to write a scholarly paper (8-10 page--body) presenting the material pertinent to this selected topic. This paper may be handed in to your teacher the day of your in-class presentation or during the following week, but no later than one week after the in-class presentation was given. Your paper must be typed, follow accepted format for citations and documentation, utilize at least five different sources, and be free of grammatical and spelling errors. Please be as professional as possible in your presentation. Xerox copies of photos may be appended to provide visuals. You will be expected to work closely with your teacher during your research, and an appointment for a two-way conference will be scheduled to review your progress on your topic at least 1 1/2 to 2 weeks prior to your presentation.

Conferences:

Monday/Wednesday classes will be normal classes. Fridays will be occasionally used as a conference day, so that your teacher may meet with you individually to assist you with your topic and confer on your research progress. Friday appointments will be announced and scheduled well in advance. If you are not scheduled to meet with Ms. Burwell on a particular Friday, it is expected you will use that time to do research in the library on your particular topic.

Semester Overview:

Week 1 through 4: Lecture/discussion survey of Greek art (selection of topic, schedule appointment with teacher, and set dates/times for presentation)

Week 5 through 7: Students will give 20-minute special topics presentations and turn in research paper on Greek art

Week 8 through 11: same as week 1 through 4 except Roman art

Week 12 through 14: same as week 5 through 7 except Roman art

This course will approach the study of Greek and Roman art from a contextualistic point of view and will emphasize minor arts as well as sculpture, painting and architecture

AH Classical Art
Sandra L. Burwell, Assoc. Professor

Report on Mythological Character

From the list provided by your teacher, select a name and place your initials by your chosen deity/hero. This mythological character will be the topic for your one-page report which counts 10% of your grade in AH412.

The purpose of this assignment is the creation of a handbook of mythology (the whole classes' reports will be copied and collated into a study tool for each of you). Your task is to research your topic to become familiar with the qualities, characteristics, and well known escapades of your deity/hero since these are featured frequently as subjects in classical art (seen in vase painting, sculpture, etc.)

Consult dictionaries, encyclopedias, or guides to Greek/Roman (Classical) mythology to research your choice. These will be found in the reference area of the library--particularly the art reference section. Consult several sources before you begin writing your report which will summarize your topic.

This report must be fit onto a single page of 8 1/2"x11" paper (you can single or double space as you prefer). You may use both sides of the paper. Please submit your report to the professor for review one week prior to its due date. This will be returned to you promptly, so that you may revise it if necessary before the final due date. Only the final draft will be graded. You may, if you like, include one or two small drawn or copied illustrations.

Criteria for evaluation of this assignment:

- ___ Content is appropriate, information is organized well and clearly presented, report fulfills purpose of assignment
- ___ Your report is neatly presented (typed please), free of mechanical errors, and written in edited Standard English.
- ___ Your coverage of the topic is insightful, capturing the special attributes and qualities of your selected deity/hero and shows evidence of being well researched.
- ___ Your report was reviewed by the professor before the final draft was turned in on specified due date and meets required one page limit.

- 4 checked = A
- 3 checked = B
- 2 checked = C
- 1 checked = D
- none checked = F

- √+ indicates excellent work
- √ indicates satisfactory work
- √- indicates somewhat below average but acceptable work

GREEK ART EXAM
 AH 412 - S.L. Burwell

Part I: Slides (paired for compare/contrast answers)

Completely identify each slide in the set. Use (R) to refer to right screen image and (L) to refer to left screen image in your identification and compare/contrast discussion. Use correct terminology and relate the slides to each other. What do they have in common and how are they different? Be sure to include style and dates as part of your identification information. You will have six minutes per set, and there are five sets--each set worth 10 pts. for a total of 50 pts.

Part II: Terms (2 pts. each: Do 25 terms and eliminate 5 terms)

Define the term, citing a specific example we studied, if possible, and why is this important in studying Greek art? (If you wish to draw a sketch to help explain the term, that is okay.)

- | | | | |
|---------------------|-----------------|------------------|------------|
| mausoleum | hubris (hybris) | Hippodamus | stylobate |
| strigil | caryatid | Pergamon | lekythos |
| Chryselephantine | volute | Athena Parthenos | prothesis |
| aegis | centaur | gorgon | Odysseus |
| peripteral | Agora | Lysippos | Aristotle |
| Panathenaic amphora | stoa | genre | temnos |
| granulation | Francois vase | sgraffitto | Lord Elgin |
| pharos | | | |

Part III: Essay A, B or C. Choose one.

- A. It is often said that for the Greeks "man is the measure of all things." Discuss this statement and relate it to Greek art, attitudes, reasons for creating art, values and changing styles which evolved between the 8th and 2nd centuries B.C.
- B. Trace the development of the image of men/women in Archaic period sculptures. What are the roots, influences, materials, purposes, characteristics, subjects and so on which pertain to this style of Greek art? What dates embrace the development of the Archaic style?
- C. How did the career, education, philosophy, talents and accomplishments of Alexander of Macedonia usher in the period called Hellenistic? What are the qualities and characteristics of the art of this age? One text describes Hellenistic art as possessing "activity and drama, genre and sentimentality, eclecticism and extensive knowledge." Is this an apt description?

Essay: Total 25 pts.

ROMAN ART EXAM
AH 412 CLASSICAL ART
S. Burwell

Part I: Slides (paired for compare/contrast treatment)

Completely identify each slide in the pair. Use (R) to refer to the right screen image and (L) to refer to the left screen image in your identification and discussion. Use correct terminology and relate the slides as you discuss them. What do they have in common, and how do they differ? Be sure to include date, style, title, etc. You will have six minutes per set. There are five sets of slides, each set worth 10 points for a total of 50 points.

Part II: Terms (2 pts. each. Do 25 terms and eliminate the rest)

- | | | | |
|---------------------|---------------------|------------|-----------------|
| fibula | terra cotta | impluvium | tetrarchs |
| patera | circus (hippodrome) | castra | Hadrian's Wall |
| Romulus & Remus | tufa | triclinium | lares/penates |
| adlocutio | Herculaneum | coffers | cardo/decumanus |
| "damnatio memoriae" | maenad | oculus | palaestrae |
| aqueduct | emblema | chimera | insulae |
| Constantine | forum | Virgil | atrium |
| villa maritima | encaustic | | |

Part III: Essay (choose only one for 25 pts.)

- A. The Romans for all their military might and power, armies and conquests, had a deep seated love for nature, the landscape, and things organic. Discuss why this is a frequent subject in their art, provide as many specific examples as possible (drawing from a variety of art forms/media) and discuss how this interest seems at odds with some of the other pastimes and entertainments the Romans pursued!
- B. Discuss these two famous statements from Virgil in relation to Roman Imperial Art: "Remember Romans, these shall be your arts: to govern nations, to impose the custom of peace, to spare the humbled and war down the proud," and "it is the duty of Rome to bring peace, prosperity and justice to all the peoples who live around the Mediterranean Sea." How are these statements made visible via Roman art, engineering, crafts, etc.?

CLASSICAL ART

Gods and Goddesses (Gk/Roman)

Zeus/Jupiter
Hera/Juno
Athena/Minerva
Hermes/Mercury
Ares/Mars
Hades/Pluto
Aphrodite/Venus
Apollo/Apollo
Artemis/Diana
Poseidon/Neptune
Hephaestus/Vulcan
Dionysus/Bacchus
Hestia/Vesta
Demeter/Ceres

Other Names...

Herakles/Hercules
Eros/Cupid
Satyrs and Maenads
(associated with Dionysus)
Daedalus
Odysseus/Ulysses
Cerberus
Theseus
Perseus
Medusa (a gorgon)
Daphne
Pan
Polyphemus (cyclops)
Mt. Olympus
Prometheus (1st man)
Pandora (1st woman)
Centaur

9 muses (associated with Apollo)

1. Euterpe - flute (music)
2. Calliope - epic poetry
3. Urania - astronomy
4. Terpsichore - dance
5. Erato - love poetry
6. Thalia - comedy
7. Clio - history
8. Melpomene - tragedy
9. Polyhymnia - mimicry

3 fates/the moerae
(daughters of the night)

1. lachesis - assigns personal destiny
2. clotho - spins the thread of life
3. atropos - cuts the thread (life) with her shears

*the word museum comes from this root (muse)

*Student aid for recognition
of important terms - possible definitions
which might appear on exam*

Terms list:

AH 412 - Burwell

know styles in sculpture
know architectural terms and styles (3 orders)
know pottery names and shapes and styles

prothesis
centaur
sphinx
controposto
Medusa
Dedalic figures
Kore
Kouros
polis/acropolis
 agora
temenos
sgraffito
caryatid
chiton/himation/peplos
 aegis
cella/naos
peripteral
terra cotta
fluting
Chryselephantine Statue
 Arete
 Marathon
 Nike
propylaea
chiasmus
hubris or hybris
Hellenistic
stoa
bouleterion
Panhellenic
Tanagra figurines
Apollo
Hephaestus

The Iliad and } = Homer
The Odyssey }
Phidias
Polycleitus
Diadoumenos
Doryphoros (the canon)
Delphi
Achilles
Heracles
 Olympia
 Niobe
Discobolos-Myron
 Severe style
Jacques Carrey
Thomas Bruce = Lord Elgin
Pericles
Pandora
Amazon
Hermes
Aphrodite
Skopas
Praxitiles
Kephisodotos (father of
 Praxitiles)
Lysippos
Apoxyomenos
Zeus
Poseidon
Athena
Aristotle/Alexander
 (356-323 BC)
 Phillip II
Macedonia
Pergamon
 Laocoon