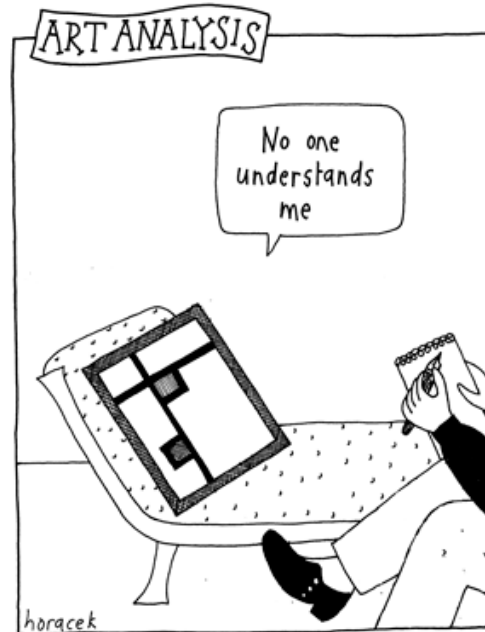


HUMS 2101 A. Fall 2022  
College of the Humanities  
Art from Antiquity to the Medieval World



Instructor: Amy Bruce

Course Schedule: Wed and Fri 13:05-14:25

Location: Mackenzie Building, Room: 3328, In person

Office hours: 14:30-15:30 or by appointment, Room: 310A Paterson Hall

Email: amy.bruce@cunet.carleton.ca

This course is a selective survey of primarily Western art and architecture from antiquity to the late medieval period, from Archaic sculpture to Gothic cathedrals. It presents artworks as representative of particular periods and places' aesthetic and cultural production. Students will be encouraged to consider varied contexts and pursue an understanding of how modes of visual expression create meaning. Students will develop skills required to critically engage with experiences of visibility, specifically through the formal and contextual analysis of historical artworks.

### Course Objectives

Upon completing this course, you should be able to:

- Explain major monuments of art and architecture from antiquity to the medieval period;
- Interpret artworks from antiquity to the medieval period through visual and contextual analysis; and
- Construct arguments using various methodologies and art history's key concepts

**Course Evaluations (descriptions follow)\***

Basis of Evaluation	Date	Percentage of grade
<b>Short assignment: architectural analysis</b>	Sept 30	<b>15%</b>
<b>Test 1</b>	Oct 7	<b>20%</b>
<b>Test 2</b>	Nov 18	<b>25%</b>
<b>Final Test</b>	December 10-22 (TBA)	<b>30%</b>
<b>Participation</b>		<b>10%</b>
		<b>100% total</b>

\*Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until the Dean has approved them.

**Learning Materials**

**Brightspace** is the university's online site that hosts course web pages. The course page for HUMS 2101 allows you to keep up with weekly topics and keep up to date on announcements, assignments, study resources, and any amendments to the syllabus. It is your responsibility to keep informed about class changes and announcements. Check the course's Brightspace page often.

If you are new to using Brightspace, you can find **assistance and training** here: <https://carleton.ca/brightspace/students/>

**Readings/viewings** There will be no printed textbook for this class. Instead, resources for each period covered are indicated in this syllabus and are available online on Brightspace.

<u>Date and Topics</u>	<u>Readings/Resources</u>
<p><b>Introduction: Methods, Materials, Scope, and Skills</b>                      Wednesday, Sept 7                      Friday, Sept 9</p>	<p><b>Weekly viewing/ reading resources</b></p> <p>How to use this introductory material: Smarthistory continues to expand its introductory material to provide instruction on key concepts, methods, and different contemporary approaches and concerns in art history. Not all the material below may make sense right away, but most will be helpful during the course, so get started now and get familiar with the resources as a reference for when you need them. Continue to work through this introductory material in the first weeks of the course and as required.</p> <p><b>Smarthistory</b>  <a href="https://smarthistory.org/why-look-at-art/">https://smarthistory.org/why-look-at-art/</a></p>

	<p><b>Start here:</b>  Looking at art <ul style="list-style-type: none"> <li>• Numerous entries</li> </ul> Approaches to art history <ul style="list-style-type: none"> <li>• Numerous entries</li> </ul> <b>About Smarthistory</b>  <a href="https://smarthistory.org/about/">https://smarthistory.org/about/</a></p>
<p><b>Egyptian Art and Culture</b>  Wednesday, Sept 14  Friday, Sept 16  Wednesday, Sept 21</p>	<p><b>Weekly viewing/ reading resources</b>  <b>Smarthistory</b>  <a href="https://smarthistory.org/ancient-egypt-an-introduction/">https://smarthistory.org/ancient-egypt-an-introduction/</a>  The ancient Mediterranean  <b>Ancient Egypt and Sudan</b>  A beginner's guide <ul style="list-style-type: none"> <li>• Ancient Egypt, an introduction</li> <li>• Ancient Egyptian art</li> <li>• Materials and techniques in ancient Egyptian art</li> <li>• Ancient Egyptian hieroglyphs overview</li> </ul> <b>Predynastic and Old Kingdom</b> <ul style="list-style-type: none"> <li>• Palette of King Narmer</li> <li>• The Great Pyramids of Giza</li> <li>• Pyramid of Khufu</li> <li>• Pyramid of Khafre and the Great Sphinx</li> <li>• Pyramid of Menkaure</li> <li>• King Menkaure (Mycerinus) and queen</li> <li>• <i>The Seated Scribe</i></li> </ul> <b>Middle Kingdom</b> <ul style="list-style-type: none"> <li>• Pectoral and necklace of Sithathryunet</li> <li>• Statue of an Offering Bearer, Tomb of Meketre</li> <li>• <i>Standing Hippopotamus</i></li> <li>• Ancient Thebes with its Necropolis</li> <li>• Stela of the sculptor Userwer</li> </ul> <b>New Kingdom</b> <ul style="list-style-type: none"> <li>• Temple of Amun-Re and the Hypostyle Hall, Karnak</li> <li>• Mortuary Temple of and Large Kneeling Statue of Hatshepsut</li> <li>• <i>House Altar depicting Akhenaten, Nefertiti, and Three of their Daughters</i></li> <li>• <i>Thutmose, Model Bust of Queen Nefertiti</i></li> <li>• Tutankhamun's tomb (innermost coffin and death mask)</li> <li>• <i>Hunefer's Judgement in the Presence of Osiris</i></li> </ul> </p>

	<p><b>Ptolemaic</b></p> <ul style="list-style-type: none"> <li>• Decoding the Rosetta Stone</li> </ul>
<p><b>Ancient Greece</b>  Wednesday, Sept 23  Friday, Sept 28  Wed Sept 30 <b>Short assignment is due</b></p>	<p><b>Weekly viewing / reading resources</b>  <b>Smarthistory</b>  <a href="https://smarthistory.org/ancient-greece-an-introduction/">https://smarthistory.org/ancient-greece-an-introduction/</a>  <b>Ancient Greece</b>  A beginner's guide</p> <ul style="list-style-type: none"> <li>• Ancient Greece, an introduction</li> <li>• Introduction to ancient Greek art</li> <li>• Introduction to ancient Greek Architecture</li> <li>• Greek architectural orders</li> <li>• Greek sanctuaries as artistic hubs</li> </ul> <p><b>Pottery</b></p> <ul style="list-style-type: none"> <li>• Greek Vase-Painting, an introduction</li> <li>• Making Greek vases</li> <li>• <i>Dipylon Amphora</i></li> <li>• Terracotta Krater</li> <li>• Commemorating the Dead in Greek Geometric Art</li> </ul> <p><b>Daedalic and Archaic</b></p> <ul style="list-style-type: none"> <li>• Tiny timeline: Archaic Greece in a global context</li> <li>• Kouroi and Korai, an introduction</li> <li>• <i>Lady of Auxerre</i></li> <li>• <i>Marble Statue of a kouros (New York Kouros)</i></li> <li>• <i>Anavysos Kouros</i></li> <li>• <i>Peplos Kore</i></li> <li>• Ancient Greek Temples at Paestum, Italy</li> </ul> <p><b>Early Classical</b></p> <ul style="list-style-type: none"> <li>• Pediments from the Temple of Aphaia, Aegina</li> <li>• <i>Kritios Boy</i></li> <li>• Contrapposto explained</li> <li>• <i>Charioteer of Delphi</i></li> <li>• <i>Artemision Zeus or Poseidon</i></li> <li>• <i>Riace Warriors</i></li> </ul> <p><b>Classical</b></p> <ul style="list-style-type: none"> <li>• Polykleitos, Doryphoros (Spear Bearer)</li> <li>• The Athenian Agora and the experiment in democracy</li> <li>• The Parthenon, Athens</li> <li>• Parthenon sculptures</li> <li>• The many lives of the Parthenon</li> <li>• Who owns the Parthenon sculptures?</li> <li>• Egyptian blue on the Parthenon sculptures</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Plaque of the Ergastines</i></li> </ul> <p><b>Late Classical</b></p> <p>Lysippus</p> <ul style="list-style-type: none"> <li>• How an ancient Greek bronze ended up in the Vatican</li> <li>• <i>Apoxyomenos (Scraper)</i></li> <li>• Capitoline Venus (copy of the Aphrodite of Knidos by Praxiteles)</li> </ul> <p><b>Hellenistic</b></p> <ul style="list-style-type: none"> <li>• <i>Nike (Winged Victory) of Samothrace</i></li> <li>• Apollonius, <i>Boxer at Rest (or The Seated Boxer)</i></li> <li>• <i>Spinario (Boy with Thorn)</i></li> <li>• Athanadoros, Hagesandros, and Polydoros of Rhodes, <i>Laöcoon and his Sons</i></li> </ul> <p><b>Review</b></p>
Wednesday, Oct 5	<b>test 1: Egypt and Greece</b>
Friday, Oct 7	<b>CUAG Field Trip</b>
<p><b>Ancient Rome</b></p> <p>Wednesday, Oct 12</p> <p>Friday, Oct 14</p> <p>Wednesday, Oct 19</p>	<p><b>Weekly viewing/ reading resources</b></p> <p><b>Smarthistory</b></p> <p><a href="https://smarthistory.org/introduction-to-ancient-rome/">https://smarthistory.org/introduction-to-ancient-rome/</a></p> <p>The Ancient Mediterranean</p> <p><b>Ancient Rome</b></p> <p>A beginner's guide</p> <ul style="list-style-type: none"> <li>• Introduction to ancient Rome</li> <li>• Introduction to ancient Roman art</li> <li>• Ancient Rome (virtual reality tour)</li> <li>• Rome's history in four faces at the Met</li> </ul> <p>Beginner guides to Roman architecture</p> <ul style="list-style-type: none"> <li>• An introduction to ancient Roman architecture</li> <li>• Roman domestic architecture: domus</li> <li>• Roman domestic architecture: insula</li> <li>• Forum Romanum (The Roman Forum)</li> </ul> <p>Pompeii</p> <ul style="list-style-type: none"> <li>• Pompeii, an introduction</li> </ul> <p><b>Wall painting</b></p> <ul style="list-style-type: none"> <li>• Roman wall painting styles</li> <li>• Painted Garden, Villa of Livia</li> <li>• Still Life with Peaches</li> </ul> <p><b>Republic</b></p> <ul style="list-style-type: none"> <li>• <i>Capitoline Brutus</i></li> <li>• Veristic Male Portrait</li> <li>• Head of a Roman Patrician</li> </ul> <p><b>Early Empire</b></p> <ul style="list-style-type: none"> <li>• <i>Augustus of Prima Porta</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Ara Pacis Augustae</li> <li>• The Colosseum</li> <li>• The Arch of Titus</li> <li>• <i>The Spoils of Jerusalem</i>, Arch of Titus</li> <li>• Shekel of the Second Jewish Revolt</li> <li>• Portrait Bust of a Flavian Woman</li> </ul> <p><b>Middle Empire</b></p> <ul style="list-style-type: none"> <li>• The Pantheon</li> <li>• Equestrian Statue of Marcus Aurelius</li> <li>• The Triumphal Arch of Septimius Severus</li> </ul>
<p><b>Late Empire and Early Christian</b> Friday, Oct 21</p>	<p><b>Weekly viewing/ reading resources</b></p> <p><b>Smarthistory</b> <a href="https://smarthistory.org/basilica-of-maxentius-and-constantine/">https://smarthistory.org/basilica-of-maxentius-and-constantine/</a></p> <p>The Ancient Mediterranean</p> <p><b>Ancient Rome</b></p> <p><b>Late Empire</b></p> <ul style="list-style-type: none"> <li>• Basilica of Maxentius and Constantine</li> <li>• The Colossus of Constantine</li> <li>• Arch of Constantine, Rome</li> </ul> <p><a href="https://smarthistory.org/introduction-to-the-middle-ages/">https://smarthistory.org/introduction-to-the-middle-ages/</a></p> <p>Medieval Europe and Byzantium</p> <p><b>A beginner's guide</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Middle Ages</li> <li>• A new pictorial language: The image in Early Medieval art</li> </ul> <p><b>Christianity and art</b></p> <ul style="list-style-type: none"> <li>• Christianity, an introduction</li> <li>• The lives of Christ and the Virgin in Byzantine Art</li> <li>• Who's who? How to recognize saints</li> <li>• Architecture and liturgy</li> </ul> <p><b>Early Christian</b></p> <ul style="list-style-type: none"> <li>• Early Christianity, an introduction</li> <li>• Early Christian Art</li> <li>• Catacomb of Priscilla, Rome</li> <li>• Early Christian art and architecture after Constantine</li> <li>• The Good Shepherd in Early Christianity</li> <li>• Basilica of Santa Sabina, Rome</li> <li>• The Mausoleum of Galla Placidia</li> </ul>
<p><b>October 26 &amp; 28</b></p>	<p><b>Fall Break</b></p>
<p><b>Early Byzantine Art</b></p>	<p><b>Weekly viewing/ reading resources</b></p>

<p>Wednesday, Nov 2 Friday, Nov 4</p>	<p><b>Smarthistory</b>  <a href="https://smarthistory.org/a-beginners-guide-to-byzantine-art/">https://smarthistory.org/a-beginners-guide-to-byzantine-art/</a>  Medieval Europe and Byzantine  <b>Byzantine</b>  <b>A beginner's guide</b></p> <ul style="list-style-type: none"> <li>• Byzantine Art, an introduction</li> <li>• About the chronological periods of the Byzantine Empire</li> <li>• Icons, an introduction</li> <li>• Ancient and Byzantine Mosaic materials</li> </ul> <p><b>Early Byzantine</b>  Architecture</p> <ul style="list-style-type: none"> <li>• Early Byzantine architecture after Constantine</li> <li>• Innovative architecture in the age of Justinian</li> <li>• Hagia Sophia, Istanbul</li> </ul> <p>Ravenna, Italy</p> <ul style="list-style-type: none"> <li>• Sant'Apollinare in Classe, Ravenna</li> <li>• San Vitale and the <i>Justinian Mosaic</i></li> <li>• Empress Theodora, rhetoric, and Byzantine primary sources</li> </ul> <p>Ivory Panel with Archangel  Virgin (Theotokos) and Child between Saints Theodore and George  Cross-cultural artistic interaction in the Early Byzantine period</p> <p><b>Middle Byzantine</b>  <i>Theotokos mosaic</i>, Hagia Sophia, Istanbul</p>
<p><b>Art of the Islamic World; Jewish architecture in Spain</b>  Wednesday, Nov 9 Friday, Nov 11</p>	<p><b>Weekly viewing/ reading resources</b>  <b>Smarthistory</b>  <a href="https://smarthistory.org/introduction-to-islam/">https://smarthistory.org/introduction-to-islam/</a>  Arts of the Islamic World 640 to now  <b>A beginner's guide</b></p> <ul style="list-style-type: none"> <li>• Introduction to Islam</li> <li>• About chronological periods</li> <li>• Arts of the Islamic World</li> <li>• The Qur'an</li> <li>• Gold in the Qur'an</li> <li>• Illumination of the Qur'an</li> <li>• The Five Pillars of Islam</li> <li>• Islamic pilgrimages and sacred spaces</li> <li>• Hajj</li> <li>• The Kaaba</li> <li>• The complex geometry of Islamic design</li> <li>• Introduction to Mosque Architecture</li> </ul>

	<ul style="list-style-type: none"> <li>• Common Types of Mosque Architecture</li> </ul> <p><b>Early period</b></p> <ul style="list-style-type: none"> <li>• Arts of the Islamic World: the early period</li> <li>• Mosaics in the early Islamic world</li> </ul> <p>Umayyad</p> <ul style="list-style-type: none"> <li>• The Umayyads, an introduction</li> <li>• The Dome of the Rock (Qubbat al-Sakhra)</li> <li>• The Great Mosque of Damascus</li> </ul> <p>The Islamic West</p> <ul style="list-style-type: none"> <li>• The vibrant cultures of the Islamic west, an introduction</li> <li>• The Great Mosque of Córdoba</li> <li>• The Great Mosque of Kairouan</li> <li>• Kairouan (from UNESCO)</li> </ul> <p><b>Medieval period</b></p> <ul style="list-style-type: none"> <li>• Arts of the Islamic World: the Medieval Period</li> <li>• Folio from a Qur'an</li> </ul> <p>Ilkhanid</p> <ul style="list-style-type: none"> <li>• Mihrab from Isfahan (Iran)</li> </ul> <p><b>Later period</b></p> <ul style="list-style-type: none"> <li>• Hagia Sophia as a mosque</li> </ul> <p><a href="https://smarthistory.org/jewish-history-to-the-middle-ages/">https://smarthistory.org/jewish-history-to-the-middle-ages/</a></p> <p><b>Judaism and Art</b></p> <ul style="list-style-type: none"> <li>• Jewish history to the Middle Ages</li> <li>• Writing a history of Jewish architecture</li> <li>• Medieval synagogues in Toledo, Spain</li> </ul> <p><b>Review</b></p>
Wednesday, Nov 16	<p><b>test 2: Ancient Rome, Early Christian, Byzantine, Islamic, Jewish Architecture in Spain</b></p>
<p><b>Buddhism, the Stupa, and Borobudur</b> Friday, Nov 18</p>	<p><b>Smarthistory</b> <a href="https://smarthistory.org/hinduism-and-buddhism-an-introduction/">https://smarthistory.org/hinduism-and-buddhism-an-introduction/</a></p> <p>Art of Asia</p> <p><b>Hinduism, Buddhism, Jainism, and Sikhism, a beginner's guide</b></p> <ul style="list-style-type: none"> <li>• Hinduism and Buddhism, an introduction</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Introduction to Buddhism</li> <li>• The historical Buddha</li> <li>• The Buddha and Buddhist sacred texts</li> <li>• Introduction to the stupa</li> <li>• Buddhist monasteries</li> <li>• Beliefs made visible: Buddhist art in South Asia</li> </ul>



	<p><b>South Asia</b></p> <ul style="list-style-type: none"> <li>Challenges, opportunities, and approaches for studying South Asian art.</li> </ul> <p><b>500 BCE -600 CE.</b> Indo-Gangetic plain</p> <ul style="list-style-type: none"> <li>Bodh Gaya: the Site of the Buddha's Enlightenment</li> <li>A Buddha from Mathura</li> <li>Head of the Buddha, Gandhara</li> </ul> <p><b>Southeast Asia</b> Indonesia</p> <ul style="list-style-type: none"> <li>Borobudur</li> </ul>
<p><b>Early Medieval and Carolingian</b> Wednesday, Nov 23 Friday, Nov 25</p>	<p><b>Weekly viewing/ reading resources</b></p> <p><b>Smarthistory</b> <a href="https://smarthistory.org/medieval-manuscripts/">https://smarthistory.org/medieval-manuscripts/</a> Medieval Europe and Byzantium</p> <p><b>Books in Medieval Europe</b> A beginner's guide</p> <ul style="list-style-type: none"> <li>Medieval manuscripts</li> <li>Manuscripts: Major Works of Art</li> <li>Making manuscripts</li> </ul> <p>Making the Medieval Book</p> <ul style="list-style-type: none"> <li>Biblical illumination</li> </ul> <p>(pursue the other fascinating entries per interest) <a href="https://smarthistory.org/anglo-saxon-england/">https://smarthistory.org/anglo-saxon-england/</a></p> <p><b>Early medieval</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxon England</li> <li>Sutton Hoo Ship Burial (x 2)</li> <li>The Sutton Hoo purse lid</li> <li>Decoding Anglo-Saxon art</li> <li>Brooch from Chessel Down</li> <li>The Lindisfarne Gospels</li> <li>Codex Amiatinus</li> <li>The Book of Kells</li> <li>Symbolism in the Book of Kells</li> </ul> <p><a href="https://smarthistory.org/carolingian-art-an-introduction/">https://smarthistory.org/carolingian-art-an-introduction/</a></p> <p><b>Carolingian</b></p> <ul style="list-style-type: none"> <li>Carolingian art, An introduction</li> <li>Charlemagne (parts 1 and 2)</li> <li>Matthew in the Coronation Gospels and Ebbo Gospels</li> <li>Saint Matthew from the Ebbo Gospels</li> <li>Lindau Gospels cover</li> </ul>
<p><b>Romanesque</b></p>	<p><b>Weekly viewing/ reading resources</b></p>

<p>Wednesday, Nov 30 Friday, Dec 2</p>	<p><b>Smarthistory</b>  <a href="https://smarthistory.org/a-beginners-guide-to-romanesque-art/">https://smarthistory.org/a-beginners-guide-to-romanesque-art/</a>  Medieval Europe and Byzantium  <b>Romanesque</b>  A beginner's guide <ul style="list-style-type: none"> <li>• Romanesque art, an introduction</li> <li>• Romanesque architecture, an introduction</li> <li>• Medieval churches: sources and forms</li> <li>• Pilgrimage routes and the cult of the relic</li> </ul> <b>France</b> <ul style="list-style-type: none"> <li>• Saint-Pierre, Moissac</li> <li>• <i>Last Judgment</i>, Tympanum, Cathedral of St. Lazare, Autun</li> <li>• Church and Reliquary of Sainte-Foy, France</li> <li>• Pentecost and Mission to the Apostles Tympanum, Basilica Ste-Madeleine, Vézelay</li> <li>• Basilica of Saint-Sernin</li> <li>• Fontenay Abbey</li> <li>• Virgin and Child in Majesty</li> </ul> <b>England</b> <ul style="list-style-type: none"> <li>• The Art of Conquest in England and Normandy</li> </ul> The Bayeux Tapestry (all)  <b>Spain</b> <ul style="list-style-type: none"> <li>• Historiated capitals, Church of Sant Miquel, Camarasa</li> <li>• "Throne of Wisdom" Sculptures</li> <li>• <i>Camel</i> from San Baudelio de Berlango</li> <li>• Plaque with the Journey to Emmaus and Noli Me Tangere</li> </ul> </p>
<p><b>Gothic</b> Wednesday, Dec 7 Friday, Dec 9</p>	<p><b>Weekly viewing/ reading resources</b>  <b>Smarthistory</b>  <a href="https://smarthistory.org/gothic-architecture-an-introduction/">https://smarthistory.org/gothic-architecture-an-introduction/</a>  Medieval Europe and Byzantium  <b>Gothic</b>  A Beginner's guide <ul style="list-style-type: none"> <li>• Gothic architecture: an introduction</li> </ul> <b>France</b>  Architecture <ul style="list-style-type: none"> <li>• Birth of the Gothic: Abbot Suger and the ambulatory at St. Denis</li> <li>• Chartres Cathedral</li> <li>• Cathedral of Notre-Dame, Paris</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• Reims Cathedral</li> <li>• Reims Cathedral and World War I</li> <li>• Amiens Cathedral</li> <li>• Sainte-Chapelle, Paris</li> </ul> <p>The Virgin of Jeanne d'Evreux</p> <p><b>Italy, Germany, and the Czech Republic</b></p> <p>The Crucifixion, c. 1200</p> <p>Hiding the divine in a medieval Madonna: Shrine of the Virgin</p> <p><a href="https://smarthistory.org/the-golden-haggadah/">https://smarthistory.org/the-golden-haggadah/</a></p> <p><b>Judaism and art</b></p> <ul style="list-style-type: none"> <li>• The Golden Haggadah</li> </ul> <p><b>Khanacademy</b></p> <p><a href="https://www.khanacademy.org/humanities/medieval-world/gothic-art/beginners-guide-gothic-art/a/how-stained-glass-is-made">https://www.khanacademy.org/humanities/medieval-world/gothic-art/beginners-guide-gothic-art/a/how-stained-glass-is-made</a></p> <p>How stained glass is made</p> <p><b>Review</b></p>
<p><b>December 10-22 (TBA)</b></p> <p><b>Final Test: Buddhism, the Stupa, and Borobudur, Early Medieval and Carolingian, Romanesque, Gothic</b></p>	

### Notes on using Smarthistory

We will use this online multimedia textbook extensively. To benefit from the audio-visual formats on this site, you must develop study approaches that differ from those you employ with written text. Listen carefully and take notes – distilling the information and taking notes on the videos will help you retain the material rather than passively accept it.

**Note you are not required to access every item on Smarthistory. Instead, follow the syllabus for the assigned sources.** We will also not always cover everything listed on the syllabus, allowing for some lecture flexibility. Unless otherwise notified, you will only be tested on the works we have covered in class and appear on the review slides.

## **Evaluation**

**Full instructions will be posted on Brightspace**

### **Short assignment: architectural analysis**

This assignment asks you to do an architectural analysis of a building on campus. It is not a research assignment. 3-5 pages

Objectives: learning to look at architecture; development of analysis of form, function, disposition of space and mass, aesthetics, context, and meanings of architecture; development of language for and written presentation of architectural analysis

### **Test 1. Egyptian and Greek**

This will be an in-class short answer test (approx. 45 min.). The questions will be based on 3-4 slide images of works studied in class. The artworks will be identified. You are to integrate visual analysis with an understanding of the significance of each piece within their historical contexts based on lecture and course resources and to compare and contrast works meaningfully.

Objectives: visual recognition of works of art and architecture studied; understanding and articulation of their significance and significant contexts; appropriate application of formal (visual) analysis and its relation to meaning and significance; mastery of critical concepts

### **Test 2. Ancient Rome, Early Christian, Byzantine, Islamic, and Jewish architecture in Spain**

This will be an in-class short answer test (approx. 60-75 minutes). The questions will be based on 3-4 slide images of works studied in class. The artworks will be identified. You are to integrate visual analysis with an understanding of the significance of each piece within their historical contexts based on lecture and course resources and to compare and contrast works meaningfully.

Objectives: visual recognition of works of art and architecture studied; understanding and articulation of their significance and significant contexts; appropriate application of formal (visual) analysis and its relation to meaning and significance; mastery of critical concepts

### **Final test. Buddhism, the Stupa, Borobudur, Early Medieval, Carolingian, Romanesque and Gothic.**

This will be a final in-person long answer test given during the formal examination period (approx. 90 minutes). The questions will be based on 4-5 slide images of works studied in class. The artworks will be identified. You are to integrate visual analysis with

an understanding of the significance of each piece within their historical contexts based on lecture and course resources and to compare and contrast works meaningfully.

Objectives: visual recognition of works of art and architecture studied; understanding and articulation of their significance and significant contexts; appropriate application of formal (visual) analysis and its relation to meaning and significance; mastery of critical concepts

### **Participation**

The participation grade will be based on short class exercises dispersed throughout the term. Each time you are present and participate in the activity with serious intent, you will be awarded 1 point to a total of 10 points.

### **Bonus assignment**

Attend Carleton University exhibits on September 30 and submit the associated activity for 2 bonus points.

### **Carleton University Resources**

**Carleton University Library.** Get to know the many resources available to you in the library. For resources appropriate to art history, check the subject guide:

<https://library.carleton.ca/research/subject-guides/art-history-detailed-guide>

Visit the **Centre for Student Academic Support** either online or on the fourth floor of MacOdrum Library to see the many support services available to you, including assistance with academic writing and research, online and in-person tutorials and workshops, and tutoring services. Log on at the beginning of term to find out what is available, because the night before a test or assignment due date will be too late for them to help. <https://carleton.ca/csas/>

### **College of Humanities Regulations**

**Late assignment policy.** Late assignments will be penalized 5% per day for 5 University working days, after which no assignments will be accepted without documentation of a medical or other emergency and consultation with the instructor or Registrar's Office. No assignments will be accepted after the Senate deadline for term work.

**Make-Up Exams:** A student will be allowed to write a make-up only in the case of a medical or other confirmed emergency, with appropriate documentation, in consultation with the instructor or the Registrar's Office for a final exam. Notice of a missed examination must be reported immediately (no later than 3 days after a missed test) and documentation provided as soon as possible. In the case of a missed final examination, if the Registrar's office grants a deferral of final grade, you will be given a date for a deferred examination normally scheduled

during the Winter term Reading Week. Note that vacation plans are not a valid reason for granting a makeup exam.

## **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

## **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>

- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>





# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### Academic Integrity Process

## Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

### Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **Grading System at Carleton University**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

## **Course Sharing Websites and Copyright**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## **Student Rights and Responsibilities at Carleton**

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

## Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,

2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)  
[Registrar's Office "Defer an Exam" page](#)

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Student Mental Health

It is not uncommon for students to experience a range of mental health challenges that significantly impact their academic success and overall well-being. Carleton has begun to address this problem by developing a [Mental Health Framework](#).

In addition, to help ease the stress and aid students' transition to university life, a new compassionate [First-Year Grading Policy](#) has come into effect, which will automatically convert all F grades in a student's first two terms to NR ("No Record") and allow students to convert any passing letter grade (up to 2.0 credits) to CR ("Credit"). Courses that receive an NR designation will not be included on a student transcript, and CR courses will not be factored into a student's CGPA.

A number of mental health resources are available to students, and can be found at the [Mental Health and Well-Being website](#).

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)