


ART 382 Ancient Greek Art
 TR 12:30-1:45. NFAC 285
 Prof. Larry F. Ball. Office: FAC 193.
 (715) 346-2669 (= Art Department).
 Office Hours: On record:
 TR 9:30-12:15
 Or by appointment. In fact, I'm around
 a lot, as indicated in the schedule
 below, so feel free to drop by).

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My Office: NFAC (Noel Fine Arts Center) 193, off the northwest corner of the NFAC Courtyard

Here is my Weekly Schedule Spring 2019:

Time	Monday	Tuesday	Wednesday	Thursday
9:30-10:45	Art 183 Section 1	Office	Art 183 Section 1	Office
11:00 -12:15	Art 183 Section 2 *	Office	Art 183 Section 2 *	Office
12:30—1:45		Art 382 Section 1 GREEK		Art 382 Section 1 GREEK
2:00-3:15		Art 183 Section 3 *		Art 183 Section 3 *
* I'm always in my office for a little while after my last class each day, and sometimes a long while, but no guarantees about the latter.				

NOTE: if you can't drop by in person, e-mail is by far the best way to get in touch with me. You have abundant computer facilities available in NFAC and across campus. I come in every day, so I always get e-mail messages. If you e-mail a message, I will e-mail a response.

I AM NOT DIRECTLY AVAILABLE BY PHONE.

Please do not attempt to contact me at home. You hereby have my permission, in writing, to wait until the next day, so long as there is no hanky-panky about missing exams.

Feel free to come talk to me at any time about any aspect of this class. I will be on campus daily Monday through Friday, and most week-ends as well. If I am around, but not in my office, I will leave a card on my office door letting you know where to look for me. If I'm around, I'm available. If you have trouble running me down during the day just nab me before or after class and we can make an appointment.

Catalogue Description: Art 382: Survey of ancient Greek art, archaeology, and architecture; plus historical, social, cultural, and political conditions that influenced Greek art in the Bronze Age and the Archaic, Classical, and Hellenistic periods.

Rental Textbooks: John Griffiths Pedley, Greek Art & Archaeology
J.J.Pollitt, Art and Experience in Classical Greece

NB: This course fulfills part of the Gen Ed Communication in the Major requirement: all upper-level Art History courses now include a specific, formal writing component. Writing assignments are simply an integral component of all upper-level Art History classes.

The Usual Nitty Gritty: This syllabus constitutes **THE RULES FOR THIS COURSE**. Both you and I are bound by these rules. If I make a mistake, it is my fault and it is up to me to correct it. You won't be left holding the bag. Ever. You can count on this document. All exams and deadlines will happen as scheduled here. The course requirements will not be summarily changed; no extra exams or exercises will be inserted, no pop-quizzes, etc. On the other hand, read this syllabus carefully, because if you run afoul of anything printed here you will have no recourse: the class takes place according to these rules. Period.

Documented Learning Disabilities: I'm happy to accommodate students who have documented learning disabilities. If you need an accommodation you are certainly entitled to it. Everyone needs a fair shot at this class. Variations in testing format, etc. are all very easy to do. Come talk to me about your needs and I'll explain the procedure, or else go directly to the **Disability and Assistive Technology Center** in the LRC / ALB (Library) Room 609 (phone extension -3365). If you qualify, Disability Services will provide you with appropriate documentation that you will then bring to me for my signature. The whole process takes about two weeks. It is your responsibility to provide the documentation BEFORE exams start. Absolutely no accommodations can be made without it (that's the law: students with documented learning disabilities are entitled to accommodation, but they are also required to take care of the documentation in order to obtain it). Documentation submitted after an exam has been graded will not change the grade of the exam. I'm happy to help you with appropriate accommodation, but a learning disability does not absolve you of basic responsibility. Then again, don't be bashful about this issue. Don't do badly on an exam before you get the accommodation you deserve.

Course Requirements:

Part I:

Exam 1: Thursday 28 February
Take-home Essays due Thursday 7 March.

Part II:

Exam 2: Thursday 18 April
Take-home Essays due Thursday 25 April

Part III:

Final Exam: Thursday 16 May at 12:30, in our usual lecture hall.

Keep me in the loop—in advance--about scheduling complications with any of these dates.

The exams are not cumulative, including the final, all of equal weight. If you have never written a slide essay for me (e.g., in Art 182), come to my office, SOON, so I can explain what is required.

Exam Format: The 3 exams will include slide IDs and essays, but the format can vary from one exam to the next. The Slide IDs will work just like **Cartouches** in Art 182, including all four facts:

1. The Name of the artists (usually “Anon.”, but many more named artists than in Art 182)
2. The Title of the artwork as provided in the PPTX and study materials,
3. The phase within the overall evolution in Greek art (e.g., Geometric, Early Archaic, etc., like Art 282 as well, but with more phases more closely dated).
4. Date as provided in the PPTX and study materials. The precision of the dating varies, depending on how sensitively chronology matters within individual phases. The dates will be rounded as much as I can stand, but they’ll also have to be fairly precise, to make the necessary chronological distinctions we encounter when so very much is happening so very quickly. If a “c.” or “-s” is included in the cartouche, then you’ll need to include it on exams to get credit for it.

I will keep the number of fair-game slides to the lowest reasonable limit I can, but by the same token I will not be flexible on the ID info: I expect everyone to learn all of it; the ID info is the price of admission, absolutely necessary. If you don't know the facts, you literally don't know what you're talking about in the essay. In that case I won't care much what you have to say in the essay and you'll see that reflected in the grade.

Most exam essays will be like individual slides in Art 182, where first you lay out the overall and more detailed cultural context, and then you explicate the artwork within that context, illustrating and exemplifying it. The essays can be single slides, comparisons of two slides or more elaborate topics with multiple images (including diagrams, sites, plans, lists of terms, etc. printed on the exam sheet), depending on what is best for making sense of the kind of works in play for the exam.

Exercises involving technical terms are fair game too, although we generally won't have specific term-explication essays like Art 182. Instead, terms will be incorporated into other exercises,

including the expectation that terms be used properly in Slide Essays, but also other exercises where terms are incorporated, such as unlabeled diagrams where you have name the key parts, important sites like Delphi or Olympia where you name the key buildings and explain the site overall, etc. Greek art is a complex and nuanced topic, so we'll need to respond to it in nuanced ways.

Finally, many phases in Greek Art have very clearly defined specific "Types" (recipes for doing a given design type "correctly"). These types are fair game too, and exams might therefore include images you have not seen in class before, for you to analyze visually. These will not be ringers (pretending to be familiar when they aren't), but will be specifically indicated as unknowns.

Take a look at the grading criteria below. You can see they are demanding. The slide IDs are crucial: they are usually a quarter of the exam grade, which means that if you get them all right they raise your whole exam score one full grade above the essay score. Nearly everyone will need this. You can't afford to have the slide ID score bring the overall grade down. A word to the wise...

Pollitt Terms:

Greek culture was very sophisticated and philosophical in many subtle ways. Much of this kind of thinking applies to the arts, both in creating artworks and in appreciating a work as you view it. The Greek language had nuanced philosophical and aesthetic terms that went along with their conception of perceptions, feelings, and understandings of the world around them. I call these "Pollitt Terms" because your **textbook** by Jerome Pollitt discusses them well and uses them effectively. I also have a blurb specifically devoted to such matters, which I will post in the D2L in a timely manner. Pollitt Terms come into play for Exam 3. I may have a separate exercise, possibly a take-home essay in the last week of the semester, devoted to Pollitt Terms, or else I may make the final exam be the full two hours and include these matters as part of the exam. You'll be responsible for the Pollitt Terms in any case, and I'll let you know in advance how the material will be applied to the course.

There are two "Comm-in-the-major" take-home essays. Each is worth 1/8 of the course grade.

The first will be specifically associated with Exam 1. About a week before Exam 1 I will hand out a sheet with a few essay questions to choose from. These questions will have to do with key issues in play for the exam itself, so studying for the exam will also prepare you for this essay. Choose one of those questions for your essay, whichever you like, based on whatever criteria matter to you.

The essay project is open-book, open-notebook, covering the same material as the course itself. ***It is not a research paper.*** It works just like a bluebook essay: you do **NOT** need to find extra information, provide bibliography, footnotes, etc. It just gives you more time to do it thoughtfully than in an in-class exam and you can look up whatever you want from the course materials.

FORMAT (required): The essay will be no more than three pages long, ***typed, double-spaced, Times New Roman 12-point, with one-inch margins.***

The grading criteria will be the same for regular impromptu exam essays in a bluebook. Essay format and organization will be a key factor in play, and the take-home question sheet will lay out how you need to handle this.

The second essay will be more broadly focused, based on concepts and issues that we won't start

to develop much until after Exam 1, but covering later than Exam 2 as well. A key component of this essay will be the “Pollitt Terms” noted above. The length and format are the same as the first essay, but I’ll post D2L materials and the essay questions around the time of Spring Break, with the essay itself not due until 25 April, two weeks later than Exam 2.

Grading calculation: You can see how this all fits together. Each of the three exams is one quarter of the final grade, and then the two take-home essays together will be the fourth quarter, 1/8 each.

I will post important documents and other key resources in the D2L on-line environment for this class for those who plan to treat this course as a hybrid format. I post PDFs of the classroom powerpoints and recordings of the lectures. Well-motivated and well-disciplined students off campus can recapitulate the lectures from the audio and powerpoint. I will also post PDFs with the fair-game slides (with cartouche info) and terms for each exam.

I periodically send out important material via e-mail, including alerts that important things have been posted in D2L. **These go to your UWSP e-mail address, so please check that e-mail account about once a week**, even if you are in the habit of using social media or another, off-campus address, etc. Any document created for this course can also be had by e-mail too.

Attendance is not required in this class, but *I strongly recommend attending if you can*, so you can see where I’m pointing on the screen and can participate in the classroom discussions. The discussions are a good way to reinforce your memory of the artworks, and the exams will be based specifically on the material we cover during the lectures and discussions. These discussions can help you formulate opinions too, but only if you’re there. You can NEVER be graded down for participating seriously in these discussions (there’s no such thing as a stupid question) and I reserve the right to raise your final grade if you participate well.

Then again, I always reserve the right to expel or fail a disruptive student. Computers, any other electronic gadgets and ESPECIALLY Cell Phones are absolutely banned from this class. They must be completely shut off and put away out of sight. Exceptions can be arranged for students with documented learning disabilities or for specific emergency situations: come arrange that with me in advance. **Yakking with your neighbor counts as disruptive. Just don’t.**

I am reasonably flexible if you have school **activities** (band concerts, varsity sports, field trips for other courses, etc.) **that conflict with exams or papers in this course.** Professors, conductors, coaches, et al. who arrange such events usually provide a note in advance: please obtain a copy and let me see it. This applies to exams and paper deadlines only; I do not need to see excuses for regular lectures you may miss, either for outside activities or if you are sick (**and don’t come to my office sick!**). In all cases you are responsible for all classroom material and announcements that you miss.

On the other hand, if you ARE going to miss an exam I need to know about it in advance, and I

need to agree in advance to the validity of the excuse. If you know there's a conflict, come chat early enough that it's easy to make alternative arrangements. In cases of last-minute emergency, leave me an answering machine message or e-mail note, **BEFORE** the exam (remember that Audix and e-mail record the arrival time of a message, so I'll know if you made the deadline). It is much better to catch me in person, though, because leaving a message or a note does not guarantee that I will regard your excuse as valid. If you are sick, though, just call: stay in bed and take care of yourself, and then come in when you're better and we'll get matters straightened out. Make-up exams must be scheduled within one calendar week of the regular exam. They can be later in demonstrably exceptional cases, but ABSOLUTELY no make-up exams will take place later than a subsequent scheduled exam. At that point you have failed the course.

Crucial things NEVER to do:

- 1) **Simply not show up for an exam, or miss a paper deadline, and then expect to talk your way out of it afterwards. I regularly fail students who try to do this.**
- 2) **Schedule appointments, travel plans or paid employment that conflicts with an exam! Just don't. "The tickets have already been paid for." is your problem, not mine.**

General Grading Criteria (used for all essays):

A: Superior Work. Demonstrated complete and detailed command of the subject matter, including historical, social & cultural interpretation & their relationship to artistic style, subject matter, etc. Creatively and lucidly expressed. Obviously cares about the material. Used all key terms appropriately, defined them as needed and spelled everything right. **Cultural context, especially, Pollitt Terms will be an important component of getting an A in this class, especially by the second essay and the final.** "A" is a stellar performance: I don't give many "A"s.

B: Good Work. Demonstrated a solid command of the subject matter, clearly expressed. Cultural context properly exploited to explain style, imagery and message, **using appropriate technical terms** and explaining the most important of them. No major errors, misunderstandings or omissions. Correct grammar and spelling. A lot of students will write good essays and get a grade of B for them. "Good" is a broad category.

C: Competent Work. A reasonable job. Learned most of the facts and can reproduce some appropriate interpretation of them. Few, minor spelling errors (on difficult terms). NB: Everything you say in a given essay can be correct and you can still earn a C if you leave out very much, or don't systematically explain the stylistic features in cultural (etc.) terms. Grade-school spelling errors drag your grade down. A lot of essay grades will be "C". "Competent" is a broad category too.

D: Less than Competent Work. Didn't learn all basic facts, couldn't make convincing arguments with the facts that were learned, etc. Indifferent spelling. Necessary technical terms misused or left out, etc. The most common reason people get D's is by writing a competent essay on artistic features alone, leaving out cultural context. Anyone can *describe* what's in front of them; the requirement here is to *explain*. If you take it easy, a D is about the best you can hope for in here.

F: Failure. Not College Level Work. Cheating earns an F too (0%).