

Term Information

Effective Term Spring 2020
Previous Value Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

A fully online version of History of Art 2001: Western Art 1: Ancient and Medieval Worlds. We currently offer a large lecture version of this GE course (VPA, Hist Study, Global), as well as an honors section, but we want to offer a fully online version of the course to attract more students looking for the flexibility that online courses offer. We also get a lot of transfer requests for students who want to take a version of HistArt 2001 at other institutions in the summer and transfer it to OSU (especially from the programs set up at Chinese universities in the summer) and we think that if we offer a fully online version ourselves, we will bring our rigorous and high-quality online offering of the course to a large group of students that might otherwise take the course elsewhere. In terms of specifics, there are not too many changes in the course structure; we are covering the same basic topics, using the same textbook, and using the same modes of assessing the students.

What is the rationale for the proposed change(s)?

Our rationale is that offering a fully online version of the course will allow students who need flexibility to take our course. This is particularly relevant for students looking to take the course in the summer who may not be in Columbus. We were also asked specifically by the administration and ODEE to develop an online version of HistArt 2001.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We don't foresee major programmatic implications. It is possible that the online offering could pull students from our in-person offering of the same course. We plan to monitor this regularly. We still hope that the online version of the course will attract students to the history of art major and minor in the same ways that the in-person course does. The course will use TA/Graders just like the in-person course does; these graduate teaching assistants will answer questions, lead online discussions, and grade response papers and exams.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History of Art
Fiscal Unit/Academic Org	History of Art - D0235
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2001
Course Title	Western Art I: Ancient and Medieval Worlds
Transcript Abbreviation	Western Art 1
Course Description	Examination of the history of Western Art from the third millennium BCE to the fifteenth century CE.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never

Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Recitation
Credit Available by Exam	Yes
Exam Type	Advanced Placement Program
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 201 or 210.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0703
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Visual and Performing Arts; Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Our goal is to impart not only a body of knowledge but also a set of critical tools, which you should be able to apply even to artworks and buildings not specifically covered in this course.

[Previous Value](#)

Content Topic List

- Art of Dynastic Egypt
 - Ancient Greek Art
 - Art of the Hellenistic World
 - Art of Ancient Rome
 - Late Antique and Early Christian Art
 - Art of Byzantium
 - Charlemagne and the Art of the Holy Roman Empire
 - Romanesque Art and Architecture
 - Gothic Art and Architecture
 - Art of Fourteenth-Century Italy
- No

Sought Concurrence

Attachments

- HistArt 2001 Syllabus - Spring 2019 - IN PERSON SYLLABUS EXAMPLE.pdf
(Syllabus. Owner: Stephens, Gabrielle Marie)
- HOA2001DL Checklist.pdf
(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)
- HistArt 2001DL Online - Syllabus.docx: revised 4.16.19
(Syllabus. Owner: Stephens, Gabrielle Marie)
- Assessment Tables.pdf
(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)
- GE assessment report form - HistArt 2001DL - AU 2018.docx: example
(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)
- Appendix - Course Structure and Instructor Interaction.docx
(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)
- 2001 DL - Assessment Plan.docx
(GEC Course Assessment Plan. Owner: Stephens, Gabrielle Marie)

Comments

- -a revised syllabus incorporating their questions about the GE language
-an assessment report from the fall 2018 offering so they can see an example
-an "appendix" addressing their questions about course structure and instructor/student interaction *(by Stephens, Gabrielle Marie on 04/16/2019 03:02 PM)*
- See 4-5-19 email feedback. *(by Vankeerbergen, Bernadette Chantal on 04/05/2019 12:53 PM)*

COURSE CHANGE REQUEST
2001 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/16/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stephens,Gabrielle Marie	03/15/2019 12:03 PM	Submitted for Approval
Approved	Florman,Lisa Carol	03/15/2019 12:45 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 03:38 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/05/2019 12:54 PM	ASCCAO Approval
Submitted	Stephens,Gabrielle Marie	04/16/2019 03:02 PM	Submitted for Approval
Approved	Florman,Lisa Carol	04/16/2019 03:52 PM	Unit Approval
Approved	Heysel,Garett Robert	04/16/2019 09:21 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/16/2019 09:21 PM	ASCCAO Approval



SYLLABUS: HISTORY OF ART 2001DL

INTRODUCTION TO WESTERN ART: ANCIENT/MEDIEVAL

Part 1: Course Overview

Instructor

Instructor: Professor Karl Whittington

Email address: whittington.78@osu.edu

Office Hours: Mondays 11:00-12:00 and by appointment

Teaching Assistant: INSERT

Email Address: [INSERT](#)

Office Hours: by appointment

Course Description

This course examines the history of Western Art (architecture, painting, sculpture, and material culture) from the third millennium BCE to the fourteenth century CE. Rather than a complete survey of that period, the course will concentrate on a select group of representative buildings, objects and images. We will examine not only the works themselves, but also the historical context in which they were produced. There will be a strong emphasis, too, on questions of analysis and interpretation. Our goal is to impart not only a body of knowledge but also a set of critical tools, which you should be able to apply even to artworks and buildings not specifically covered in this course.

Each week we will focus on a particular selection of works, which will be addressed in video lectures by the Professor and further explored through readings and online activities.

Course Materials

Required

- Fred S. Kleiner, *Gardner's Art Through the Ages: The Western Perspective* vol. I (15th Edition). ***(There are always many questions about whether an earlier edition of this textbook is acceptable for the course. It is recommended that you purchase the 15th edition, since it is the most up to date, and page numbers and figure numbers from that edition will be referenced on the syllabus. You may purchase an earlier edition, but if you do so, you'll have to track down the correct page numbers and images yourself).***
- Other readings will be posted as PDFs within the course modules

Course Structure

This fully online course will be delivered entirely through Ohio State University's learning management system, Carmen. You will use your OSU ID credentials to log into the site from [Carmen Home page \(https://carmen.osu.edu\)](https://carmen.osu.edu).

Within Carmen you will find and access all online lessons, course materials, and resources. Throughout the course, you will be asked to take online quizzes, turn in response assignments, and take a midterm and final exam.

Course Technology and Other Support Services

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- Carmen support:** <https://odee.osu.edu/resourcecenter/carmen>
- Phone:** 614-688-HELP (4357)
- Email:** 8help@osu.edu
- TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Academic Support Services

<http://artsandsciences.osu.edu/academics/current-students>

University Student Services

<http://ssc.osu.edu>

Part 2: Course Objectives

GE Learning Outcomes

History of Art 2001 fulfills General Education requirements in the following categories: Visual and Performing Arts, Historical Study, and Global Diversity.

Visual and Performing Arts

Goals: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Global Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Part 3: Course Outline/Schedule

Note: For each week of the course you will complete one unit. Exact due dates for the assignments will be posted in the calendar on Carmen as the course progresses, so check that page frequently to remind yourself when deadlines are coming up. But overall, the process looks like this:

Unit	Dates	Topics, Readings, Assignments, Deadlines
1	August 21-26	The Ancient Near East -reading from textbook -5 videos -response paper - review
2	August 27 - Sept 2	Ancient Egypt -reading from textbook and reading quiz -5 videos -response paper - review
3	September 3-9	Pre-Classical Greece -reading from textbook and reading quiz -5 videos - review
4	September 10 - 16	Classical Greece -reading from textbook and reading quiz -5 videos -response paper - review
5	September 17-23	Hellenistic World and the Rise of Rome -reading from textbook and reading quiz -5 videos -review
6	September 24-30	The Early Roman Empire -reading from textbook and reading quiz -5 videos -response paper - review

7	October 1 - 7	The High and Late Roman Empire -reading from textbook and reading quiz -5 videos -response paper - review
MIDTERM Exam: October 8, 9, or 10 (can be taken on any of these days on Carmen)		
8	October 15 - 21	Early Christian Art and Architecture -reading from textbook and reading quiz -5 videos -response paper - review
9	October 22 - 28	Byzantine Art and Architecture -reading from textbook and reading quiz -5 videos -response paper - review
10	October 29 – Nov 4	Early Medieval Art -reading from textbook and reading quiz -5 videos -response paper -review
11	November 5 - 11	Carolingian and Ottonian Art -reading from textbook and reading quiz -4 videos -activity -response paper -review

12	November 12 - 18	<p>Romanesque Art: Relics, Reliquaries and Pilgrimage</p> <ul style="list-style-type: none"> -reading from textbook and reading quiz -5 videos -response paper -review
13	November 19 - 25	<p>The Gothic Cathedral</p> <ul style="list-style-type: none"> -reading from textbook and reading quiz -5 videos -review -NO RESPONSE PAPER THIS WEEK (for Thanksgiving break)
14	Nov 26 – Dec 5	<p>Medieval Devotional Art</p> <ul style="list-style-type: none"> -reading from textbook -5 videos -review
		<p>Final Exam: December 10, 11, or 12 (can be taken on any of these days)</p>

Part 4: Course Requirements, Grading Policy and Faculty Response

Assignment or category	Percentage of Grade
Week Response Paper Assignments (10 total, each graded as a 0, 1, 2, or 3 for a possible total of 30/30, an overall response paper grade of 100%)	30%
Midterm Exam	30%
Final Exam	40%
Total	100%

Examinations

The midterm and final examinations will given at the following and times:

Midterm: October 8, 9, or 10 (can take on any of these days)

Final: December 10, 11, or 12 (can take on any of these days)

The exams may include some or all of the following:

- Identification and discussion of individual works of art and architecture
- Identification/explanation of terms, sites, and individual artists, patrons, etc.
- Essay questions – course themes or comparisons between artworks
- Multiple Choice Questions

The exams are taken on Carmen. They will not be accessible until the dates listed on the syllabus. The exams are NOT open book (due to the timed nature of the exams, you wouldn't have time to consult the textbook anyway). A large bank of questions will be created, and each exam will include a randomized selection of them, so no two exams will be identical. You will only have one opportunity to take the midterm and final. Thus, it is more like a regular timed exam than a take-home; the difference is just that you will be taking it at a computer.

Weekly Response Paper Assignments

The weekly response assignments should generally be between 400 and 500 words in length. Each of these response assignments for each unit will be graded with a 0, 1 or 2. There are 14 assignments, for a total of 28 possible points on your final grade. The system is similar to a check-plus, check, check-minus grading system.

- 3 (check plus) The assignment was completed thoughtfully, demonstrating detailed command of the material, and an investment of time and effort.
- 2 (check) The assignment was completed, but command of the material was incomplete or incorrect, and the assignment appeared to have been done superficially. There may have been significant errors in the writing or expression, or it may have been shorter than the assignment requested.
- 1 (check minus) The assignment was completed but was largely off-topic, or demonstrated little or no engagement with the course material.
- 0 (zero) The assignment was not completed

Late Assignments

Late assignments will not be accepted; all work for each module must be completed by the end of the week (Sunday evenings by 11:59 PM). Grades for these assignments will be posted on Fridays by noon.

Grading Scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67-69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Faculty Feedback and Response Time

(Remember that you can call **614-688-HELP** if you have a technical problem with Carmen)

Weekly Updates

Each week the professor will send an email with course updates and reminders for that week. These emails will be sent out on Mondays, so watch for them. The updates will also be posted on the course website on Carmen.

Grading and feedback

For your weekly response assignments, you can generally expect feedback within **5 days (by Friday of each week)**.

E-mail

The TA and Professor will reply to e-mails within **48 hours on school days**.

Part 5: Course Policies

Student Participation Requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week (during most weeks you will probably log in many times, since all of your course work, which is due weekly, is assigned and submitted online.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor or teaching associate *as soon as possible*.
- **Office hours:**
Most questions can be quickly and easily answered by email with the TA, but if you would like to meet with the professor during office hours (which are by appointment), please send an email. *Participation in this way is optional.*

Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need for your emails and response papers to be written as if you were composing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, just ask.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State

University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for Students with Disabilities

Accommodations and Accessibility Resources

<http://ada.osu.edu/resources/Links.htm>

Requesting Accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:6142923307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [**Carmen \(Desire2Learn\) accessibility**](#)
- Streaming audio and video

HA 2001: History of Western Art I: Ancient and Medieval Worlds
Spring Semester 2019
Monday and Wednesday 9:10-10:05, Campbell Hall 200
Recitations Thurs/Fri 9:10-10:05

Professor Karl Whittington

Office: 224 Pomerene Hall

Email: whittington.78@osu.edu

Office Hours : Mondays 11-12 and by appointment

Teaching Assistants:

Karin Flora (flora.69@osu.edu)

Clayton Kindred (kindred.27@osu.edu)

Caroline Koncz (koncz.8@osu.edu)

Course Description:

This course examines the history of Western Art (architecture, painting, sculpture, and other media) from the third millennium BCE to the fourteenth century CE. Rather than a complete survey of that period, the course will concentrate on a select group of representative buildings, objects and images. We will examine not only the works themselves, but also the historical context in which they were produced. There will be a strong emphasis, too, on questions of analysis and interpretation. Our goal is to impart not only a body of knowledge but also a set of critical tools, which you should be able to apply even to artworks and buildings not specifically covered in this course.

Each week we will focus on a particular selection of works, usually just two key works per class, which will be addressed in class lectures by the professor and further explored in the Thursday/Friday recitation sections through, among other things, the discussion of primary textual sources and in-depth visual analysis.

GEC Objectives:

History of Art 2001 fulfills the Visual and Performing Arts requirement in the Arts and Humanities (Breadth) section of the General Education Curriculum and 3 hours of the Historical Study requirement. Students may opt to count it in either category but not both. The stated goals and rationales for the two categories are as follows:

Visual and Performing Arts:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; for interpretation and evaluation; for critical listening, reading, seeing, thinking, and writing; and for experiencing the arts and reflecting on that experience.

Learning Objectives:

1. *Students develop abilities to be enlightened observers or active participants in the visual, spatial, musical, theatrical, rhetorical, or written arts.*
2. *Students describe and interpret achievement in the arts and literature.*

3. *Students explain how works of art and literature express social and cultural issues.*

Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Outcomes are:

1. *Students acquire a perspective on history and an understanding of the factors that shape human activity*
2. *Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding*
3. *Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.*

Global Studies:

1. *Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*
2. *Students Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

History of Art 2001 addresses all of these objectives in multiple ways. It engages works of art through close analyses of their structure, function, subject matter, and meaning as well as the historical factors—political, social, and cultural alike—that contributed to their creation. The course is thus strongly interdisciplinary, since it both presents the social-historical context as integral to an understanding of artistic developments and draws parallels with similar phenomena in other areas of cultural achievement. Because the course concerns several quite distinct civilizations, it also provides many opportunities for cross-cultural comparison, not only among those civilizations covered, but also between them and our contemporary context. In addition, HA 2001 emphasizes general principles and strategies of visual analysis through which students can appreciate and begin to understand works of art from historical and cultural contexts other than those included in the course itself. Moreover, the course lectures, readings, and other assignments are designed to enhance the student's overall critical and analytic abilities, just as the paper and the essay format of the exams are intended to encourage students to work on the clarity and precision of their writing.

Recommended Texts:

--Fred S. Kleiner, *Gardner's Art Through the Ages: The Western Perspective* volume 1 (15th Edition is on sale at the university bookstore; earlier editions are acceptable but may not be as effective)

--All other readings for this course will be available through Carmen.

Images for Study:

The PowerPoint presentations from each lecture will be made available for online study through Carmen and will be posted shortly before each class.

Course Policies, Requirements and Grading:



Lectures: Because we want to build a good learning environment and a strong sense of community in the classroom, and because research shows that students learn the most if they take notes by hand, **I recommend that you take notes by hand rather than on a laptop. If you decide to use a laptop, please sit towards the back of the room so as not to disturb other students. CELL PHONES** must be turned off at all times; **TEXTING** is not permitted. Attendance at **ALL** lectures is expected – **you will not be able to pass the quizzes and exams based only on information from the textbook.**

Quizzes: There will be four short quizzes throughout the course; these will take just 10 minutes at the beginning of class. They will test students' knowledge of the monuments discussed in lecture and recitation since the previous quiz (usually 3-4 weeks of material). These will be multiple choice, and will include: identifying artworks we have discussed, defining key terms and dates, and answering critical questions about particular artworks.

Exams: There will be one midterm, held during our regular class time on **February 25**, and a final exam on the university-appointed day and time, **April 26 from 10:00-11:45**. These exams will be open-note essay exams. There will be two kinds of essay questions: in one, I will show you an artwork you have never seen before and ask you to analyze it, and in the other I will give you a theme to talk about and you will discuss it using examples of your choice from the course.

PLEASE NOTE: A make-up for the midterm, final, or quizzes will only be given for reasons of serious illness or bereavement, at the discretion of the instructor, and must be requested in advance, with documentation.

Attendance and Participation: Your TA will assign you a grade (0-15 points) for your attendance and participation in the discussions in your recitation section. The rubric is as follows:

PARTICIPATION 	Check Plus (participates often)	Check (participates some)	Check Minus (rarely participates)
RECITATION ABSENCES 			
0 or 1	15/15	14/15	13/15
2-3	13/15	12/15	11/15
4+	10/15	8/15	7/15

Course Grading:

Midterm:	20%
Final:	25%
4 Short Response Papers (5 points each)	20%
4 Quizzes on Images and Terms (5 points each):	20%
Section Participation and Attendance	15%

Grading Rubric for Response Papers:

- 5 The assignment was completed thoughtfully, demonstrating command of the material, and an investment of time and effort. Writing is clear, effective, and free of errors. (A)
- 4 The assignment was completed thoughtfully, demonstrating some command of the material, and an investment of time and effort. There were a number of small errors in writing, or some carelessness with details/analysis. (B)
- 3 The assignment was completed cursorily. It was on topic, but did not demonstrate significant time and effort, and/or the writing was ineffective and full of errors. (C)
- 2 The assignment was off-topic, far too short, or the writing was full of errors to the extent that it was difficult to follow. (D)
- 1 The assignment was turned in, but was off topic and completely unacceptable in its current form. (E)
- 0 The assignment was not turned in.

Students with disabilities: “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.”

Academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc>.”

If you experience difficulty in this course for any reason, please do not hesitate to consult with the instructor or your TA. In addition to the resources of the department, a wide range of university services is available to support you in your efforts to meet the course requirements.

COURSE SCHEDULE

WEEK ONE	COURSE INTRODUCTION AND PREHISTORIC ART
January 7	Course Introduction: What is Art History?
January 9	Prehistoric Art: the Caves at Chauvet and Venus of Willendorf Reading: John Berger on the Chauvet Cave Reading: Gardner, Chapter 1 (Art in the Stone Age)
Section	Introductions and Global Prehistory
WEEK TWO	ANCIENT NEAR-EASTERN ART
January 14	Sumer: The Head of Inanna and the Standard of Ur Reading: Explore the Penn Museum of Archaeology's website about Ur: http://www.penn.museum/sites/iraq/?page_id=24 Reading: Gardner, Chapter 2 (Ancient Mesopotamia and Persia)
January 16	Babylon and Akkad: The Law Code of Hammurabi and the Stele of Naram Sin
Section	The Assyrian Lion Hunt Reliefs Reading: Thomason, "The Materiality of Assyrian Sacred Kingship"
WEEK THREE	EGYPT I
January 21	MLK DAY: NO CLASS
January 23	The Pyramids at Saqqara and Giza Reading: Gardner, Chapter 3 (Egypt) Due: Response Paper # 1 (400 - 500 Words): Architectural Tour of Campus (upload to Carmen dropbox)
Section	The Statue of Khafre from Giza: What is a "Portrait"? Reading: Gardner, Chapter 3 (Egypt)
WEEK FOUR	EGYPT II
January 28	Hatshepsut: Mortuary Temple and Statuary Reading: Gardner, Chapter 3 (Egypt)

January 30 Akhenaton and Amarna: Statue and Relief of Akhenaton
Reading: *Hymn to Aten*
QUIZ # 1 IN CLASS

Section Archaic Greece: the Dipylon Krater and Kouros Statues

WEEK FIVE ANCIENT GREECE

February 4 The Acropolis in Athens: The Parthenon and its Reliefs
Reading: Gardner, Chapter 5 (Ancient Greece)

February 6 Greek Sculpture: The Doryphoros and the Aphrodite of Knidos
Reading: Gardner, Chapter 5 (Ancient Greece)

Section The Alexander Mosaic

WEEK SIX THE ROMAN EMPIRE

February 11 Augustus: The Augustus of Prima Porta and the Ara Pacis
Reading: Gardner, Chapter 7 (The Roman Empire)

February 13 Roman Architecture: The Pantheon and the Colosseum
Reading: Gardner, Chapter 7 (The Roman Empire)
Due: Response Paper 2 (400 - 500 words): Description of a Roman Emperor Portrait (upload to Carmen dropbox)

Section Portraits of Roman Emperors: Hadrian, Caracalla, Philip

WEEK SEVEN THE LATE ROMAN EMPIRE

February 18 Pompeii: The Roman House and Roman Wall Painting
Reading: Gardner, Chapter 7 (The Roman Empire)

February 20 The Basilicas of Santa Sabina and Old St Peter's
Reading Gardner, Chapter 8 (Late Antiquity)
QUIZ # 2 IN CLASS

Section The Arch of Constantine
Reading: Elizabeth Marlowe, "Framing the Sun"

WEEK EIGHT

BYZANTIUM

February 25

MIDTERM ESSAY EXAM IN CLASS (OPEN-NOTE)

February 27

Early Christian Mosaics: The Basilicas of San Vitale and Sant'Apollinare in Ravenna

Section

Hagia Sophia in Istanbul
Reading: Gardner, Chapter 9 (Byzantium)
Reading: Procopius on Hagia Sophia (6th Century)

WEEK NINE

BYZANTIUM AND ISLAM

March 4

The Byzantine Icon: The Icons of Mary and Christ from Sinai
Reading: Gardner, Chapter 9 (Byzantium)
Reading: Primary Sources on Iconoclasm

March 6

Jerusalem: Dome of the Rock and Church of the Holy Sepulcher
Reading: Gardner, Chapter 10 (The Islamic World)
Due: Response Paper 3 (400-500 words) Walker article on "Classicizing Imagery and Islamicizing Script in a Byzantine Bowl" (upload to Carmen dropbox)

Section

Early Mosque Architecture: The Great Mosque at Kairouan
Reading: Gardner, Chapter 10 (The Islamic World)

SPRING BREAK: MARCH 11-15

WEEK TEN

EARLY MEDIEVAL ART

March 18

Early Medieval England: The Sutton Hoo Ship Burial and the Lindisfarne Gospels
Reading: Gardner, Chapter 11 (Early Medieval Europe)

March 20

Ottonian Kingship: The Lothar Cross and the Gospels of Otto III
Reading: Gardner, Chapter 11 (Early Medieval Europe)

Section

Norman Kingship: The Coronation Mantle of Roger II of Sicily
Reading: Clare Vernon, "Dressing for Succession in Norman Italy: The Mantle of King Roger II"

WEEK ELEVEN

ROMANESQUE ART AND PILGRIMAGE

March 25

The Romanesque Pilgrimage Church: S. Sernin and Conques
Reading: Gardner, Chapter 12 (Romanesque Europe)

QUIZ # 3 IN CLASS

March 27

Reliquaries: The Vatican Casket and St Foy at Conques

Reading: Gardner, Chapter 12 (Romanesque Europe)

Reading: Excerpts from the *Liber Miraculorum of St Foy*

Section

Art and Apocalypse in Spain: "Beatus" Apocalypse Manuscripts

WEEK TWELVE

THE GOTHIC CATHEDRAL

April 1

Abbot Suger and S. Denis – the Abbey Church and Eleanor Vase
Reading: Gardner, Chapter 13 (Gothic Europe)

Reading: Excerpts from Abbot Suger

April 3

Gothic: Amiens Cathedral's Architecture and Sculpture

Reading: Gardner, Chapter 13 (Gothic Europe)

Assignment at Home: Watch PBS video: Building the Great Cathedrals (<https://vimeo.com/23970658>)

Section

The 21st Century Restorations at Chartres Cathedral

Reading: News Articles on Chartres Cathedral Restoration

WEEK THIRTEEN

COMPARING ISLAMIC AND CHRISTIAN MEDIEVAL OBJECTS

April 8

Glass and Light: The Prodigal Son Window at Bourges Cathedral and a Mosque Lamp from Cairo

April 10

Medieval Maps: The Hereford Cathedral Map and Al-Idrisi's Map

Section

Medieval Nature and Naturalism: Villard's Lion and Matthew's Elephant

WEEK FOURTEEN LATE-GOTHIC ART: BEAUTY AND VIOLENCE

April 15 Louis IX: the Sainte-Chapelle and the Moralized Bible
Reading: Gardner, Chapter 13 (Gothic Europe)
**Due: Response Paper 4 (400-500 words): Miles article on
“The Virgin’s One Bare Breast” (upload to Carmen dropbox)**

April 17 Gothic Sculpture and Violence: The Röttgen Pieta and the Man of Sorrows Reliquary
Reading: Gardner, Chapter 13 (Gothic Europe)

Section Final Exam Review, Evaluations

WEEK FIFTEEN A LATE-MEDIEVAL MANUSCRIPT

April 22 Gothic Painting and Devotion: The Rothschild Canticles
Reading: Gardner, Chapter 13 (Gothic Europe)
QUIZ # 4

FINAL ESSAY EXAM (OPEN-NOTE): April 26 from 10:00-11:45 in Campbell 200

Appendix: Explanation of the course structure

In response to the questions raised by the curriculum review panel, this document offers more insight into the structure, weekly content, and instructor interaction in HistArt 2001 DL.

A SAMPLE WEEK/UNIT OF THE COURSE:

Readings: The typical reading for a week/unit is one chapter of the textbook, Gardner's Art through the Ages (these chapters range in length from 15-50 pages); some weeks include a further reading, either through a website (such as the "Digital Karnak" page created by UCLA) or through an additional scholarly article. This is then followed by a short reading quiz, which is must be passed with 80% or higher before a student can move on to the rest of the week's content.

Videos: Each unit/week contains 4-5 "lecture videos." These are videos created by the instructors, Profs. Karl Whittington and Mark Fullerton, which are narrated powerpoints. Following best practices suggested by ODEE, these are kept to under 20 minutes each; most are around 15 minutes in length. These form the primary content for the course, along with the textbook readings. They are usually focused on particular monuments or artworks, and give historical background, interpretation, and discussion of the artworks.

Activities and Assignments: Each unit/week has a response paper (or at least 12 of the 14 weeks do). These are responding to additional content that the students are given in that unit, which come in several types: **online scholarly resources** (such as the British Library's website where students can turn the pages of the Lindisfarne Gospels and examine the entire book, or a website reconstructing and presenting a Bronze Age archaeological find), **primary sources** (such as the "Hymn to Aten" that describes changes in Egyptian religion, or the "Liber Miraculorum" that describes miracles stories attributed to a medieval reliquary), and **scholarly articles** (such as an article that students read about the re-use of ancient Roman building materials by medieval Christians) are the three primary kinds of subject matter for these response papers.

Review: Each section ends with a short review page, which lays out the questions, terms, and artworks that students should have mastered by end of that unit. This is helpful for students as they study for the exams.

INSTRUCTOR INTERACTION:

Instructor interaction comes in many forms in the course. The students receive (at least) weekly emails from the instructor, checking in about assignments and content. There are also introductory videos in each unit, which show a video of the instructor talking to camera about the goals of the upcoming unit (rather than the narrated videos that follow in which the instructor is not visible). Instructors also offer feedback on students' response papers through Carmen, making suggests for improvement, responding to students' ideas and claims, etc. Finally, instructors hold online office hours once per week. These are not detailed on the syllabus because each instructor use several different platforms for them, but the are announced at the start of each term, and instructors of the course make it clear that they are eager to engage with students further.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History of Art 2001DL

Instructor: Karl Whittington

Summary: Introduction to Western Art

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen is used for all assignments and exams.
6.2 Course tools promote learner engagement and active learning.	X			
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU license.
6.4 The course technologies are current.	X			All applications are web based and patched on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Utilities are 1 st party and covered by OSU's accessibility policies.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 3/8/19
- Reviewed by: Ian Anderson

Notes: Overall a very complete syllabus. I would suggest utilizing the carmen message boards to facilitate student interaction. Additionally, I would stipulate what program you are going to use for the online office hours (Skype, Carmen Connect, etc.)

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Assessment Plan for History of Art 2001 DL (100% online)
Spring 2019

Summary

History of Art 2001 DL is a 100% online offering of the regular HistArt 2001 course that is taught regularly by the history of art faculty. Our plan is to apply the strategies that we use to assess the regular course for the online version as well, supplementing it to make sure that our online delivery methods are successful.

The “GE” Assessment Component

We plan to use the same GE assessment form that we use for History of Art 2001. This was developed by our department to assess our GE offerings regularly, and involves tracking student performance on a series of assignments related to the GE Expected Learning Outcomes (ELOs). A copy of our regular GE assessment form is included at the end of this document.

Other Assessment Procedures

We plan to convene an annual meeting, in the first week of Autumn semester, of all faculty and TAs who work on the online version of the course. This would normally include Professors Karl Whittington and Mark Fullerton, who designed the course and regularly teach it, as well as any teaching assistants who have worked on the course in the previous 12 months. At this meeting, we’ll compare our experience, GE assessment reports, SEIs, and course and assignment grades in order to see what is working with the course and what might need to be changed. This could include changing the kinds of assignments we are offering, modes/strategies of engaging students in the course, and the kinds of ways that we are testing students on the exams. After this meeting, the faculty members in charge of the course would discuss and implement changes/edits to the online master-shell for the course. We hope that this annual meeting will be a good way to make sure that we are responding to the needs of students and making any necessary changes to the course.

GE ASSESSMENT REPORT FORM
History of Art

Course:

Term:

Instructor:

Number of Enrolled Students:

GE: Visual and Performing Arts

ELO1: Students analyze, appreciate, and interpret significant works of art.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO2: Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

GE: Historical Study

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

GE: GLOBAL STUDIES

ELO1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total


ELO2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

UPA

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students analyze, appreciate, and interpret significant works of art.</p>	<p>One of the course response papers where students do visual analysis.</p>	<p>Scored from 0 - 3</p> <p>Expect 75% to score "3"</p> <p>Expect 90% to score "2" or "3"</p>	<p>described in assessment report attached</p>
<p><u>ELO 2</u></p> <p>Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.</p>	<p>Response paper on the architectural walking tour podcast of the OSU campus.</p>	<p>same as </p>	


***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

HIST

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students construct an integrated perspective on history and the factors that shape human activity.	Response paper responding to a scholarly article on historical context	Expect 75% to score 3/3 Expect 90% to score 2 or 3 <hr style="width: 50%; margin-left: 0;"/> 3	described in assessment report attached
<u>ELO 2</u> Students describe and analyze the origins and nature of contemporary issues.	Exam answer-essay on Christian/Islamic interaction in medieval culture	Expect 75% to score A/B Expect 90% to score A/B/C	
<u>ELO 3</u> Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.	Midterm essay question comparing two works of art and their interpretation	Same 	

For Global Studies, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>Response paper on a primary text from Ancient Egypt</p>	<p>See previous page</p>	
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>Response paper on the destruction of artworks in the ancient & contemporary worlds</p>	<p>See previous page</p>	

***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

GE ASSESSMENT REPORT FORM
History of Art

Course: Hist Art 2001DL
Term: AU 2018
Instructor: Whittington
Number of Enrolled Students: 145

GE: Visual and Performing Arts

ELO1: Students analyze, appreciate, and interpret significant works of art.

Specific Question/Assignment:

Response paper in which students describe and analyze a sculpted portrait of a roman emperor

Excellent	Good	Fair	Poor	Total
120	19	0	6	145

ELO2: Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Specific Question/Assignment: *Response paper in which students took an audio tour of the architectural styles of the OSU campus and wrote a description/analysis of a particular building.*

Excellent	Good	Fair	Poor	Total
122	12	1	10	145

GE: Historical Study

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

Specific Question/Assignment: *Response paper on spolia and appropriation in ancient and medieval art; students were responding to a scholarly article on the subject that talks about how and why cultural monuments often incorporate physical materials from other monuments and cultures.*

Excellent	Good	Fair	Poor	Total
81	52	5	7	145

ELO2: Students describe and analyze the origins and nature of contemporary issues.
 Specific Question/Assignment: *Final exam question about a medieval object that combines Christian and Islamic imagery in a single work, asking students to think about the firm/fixed lines that we tend to draw between cultural spheres and the degree to which such lines are illusory.*

Excellent	Good	Fair	Poor	Total
82	41	12	10	145

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment: *Midterm essay question comparing representations of the emperor Augustus and the Egyptian pharaoh Khafre, and discussing the political and cultural function of each statue*

Excellent	Good	Fair	Poor	Total
73	40	17	15	145

GE: GLOBAL STUDIES

ELO1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Specific Question/Assignment: *Response paper on the primary source, Hymn to Aten, an Egyptian poem that deals with philosophy and religion in the Egyptian new kingdom.*

Excellent	Good	Fair	Poor	Total
95	30	12	8	145

ELO2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Specific Question/Assignment: *Response paper comparing iconoclasm (the intentional destruction of works of art) in the Byzantine period and in the contemporary world.*

Excellent	Good	Fair	Poor	Total
102	16	1	26	145