Catalog Description: Prerequisite: acceptance to the University Honors Program, or consent of instructor. This course explores the ideologies behind gender construction in Ancient Greek and Roman art, paying particular attention to the genderized gaze. The ultimate goal is to unravel the encoded messages of the visual world of Ancient Greece and Rome. (Offered as needed.) 3 credits.

Restrictions: Acceptance into the University Honors Program, or consent of instructor.

Essential Facility: Two slide projectors, appropriate collection of slides, projection screen, classroom appropriate for viewing slides.

Course Goals, Objectives and Learning Outcomes:
1. A thorough understanding of the development of Greek Art
2. A thorough understanding of the development of Roman Art
3. An introduction to the contemporary theories of Gender Construction
4. A solid understanding of Greco-Roman society and the encoded social constructs found in art and mythology
5. An introduction to the historical, political and mythological realities of Ancient societies.

Content:
1. Greek Art: Archaic, Classical and Hellenistic Sculpture and Vase Paintings
2. Roman Art: Republican and Imperial Sculpture, Frescos and Mosaics.
3. Methodologies of ancient art history.
Current Required Texts:
2. A number of articles will be assigned every week and posted on blackboard

Instructional Strategies:
The course will consist of slide lectures and class discussions, weekly handouts, local tours, and analysis of works of art and architecture in their cultural, political, and religious context.

Participatory Requirement:
Students will participate in visits to three area museums, collections, architectural sites, or other appropriate institution or site relevant to the material and ideas studied in the course.

Information and Technical Competence:
Students will be required to produce all papers using a word processor and to conduct university-level research using both internet and traditional library resources.

Methods of Evaluation:
Students will be evaluated on the basis of class attendance, two exams, and three papers based on museum visits or appropriate art-related experience.

Annotated Bibliography 10%
1st draft of Research Paper 20%
Final Research paper 30%
Final Presentations 20%
Reading Reports 15%
In-class participation 5%

Course Grading Standards:
*A range:* Excellent. "A" is given only for transcendent work. "A" work is truly exceptional, work that achieves a very high degree of originality and insight as well as showing intellectual sophistication and complete mastery of the course material. "A" projects are also technically perfect and written with elegance and style. Lower "A" range work demonstrates that the student is capable of independent, creative, and critical thought, can synthesize their knowledge well, and can produce a finely wrought product. Also, this level of work contains significant insights and ideas deriving from the student's own research and understanding of the course materials. In addition to the "B" qualities listed below, an "A-" project or exam is also very well written.

*B range:* Very good. "B" work indicates the student has mastered the material of the course, and demonstrates sound knowledge of all the facts and information given concerning the object or issue in question. "B" projects will show the student thinking
clearly and with rigor about issues and ideas. The student also has the ability to articulate his or her knowledge in the form of a clearly written essay. Upper and lower ends of this range will indicate, for the former, a higher degree of performance, or, for the latter, a corresponding loss of clarity, insight, sophistication, and/or writing ability.

C range: Adequate. "C" work demonstrates the student's basic understanding of the material, with some mistakes or gaps in knowledge of relatively minor import. There may be flaws in written ability or expression (e.g. lack of coherence and organization, spelling and word choice issues, and inability to clearly express ideas or opinions) which detract from the student's ability to demonstrate his or her knowledge.

D range: Poor. "D" work displays some comprehension of the basic course material, but shows major gaps and flaws in the amount and quality of the student's knowledge. "D" papers and exams have serious flaws in factual information or in written expression.

F: Failure. Failing work shows no knowledge, or that the student cannot pull together the few things he or she does know into any synthetic understanding of the material of the class. "F" work will have serious flaws in writing, grammar, spelling, and structure.

Chapman University Academic Integrity Policy:
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

Students with Disabilities: In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Upon recommendation of the Center for Academic Success, adaptations of teaching methods, class materials, including text and reading materials or testing may be made as needed to provide for equitable participation.
Bibliography (optional)

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