ARH 325  GREEK AND ROMAN ART – ONLINE COURSE
DR. LIBBY BAILEY
SPRING SEMESTER, JAN. 8-MAY 2, 2018

PROFESSOR:
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GOALS:
To acquire knowledge of the artists, monuments and visual culture of the ancient civilizations of Greece and Rome.
To gain an understanding of the patterns of stylistic development in architecture, sculpture and painting during the Classical period.
To relate works of art to the historical and cultural environments of ancient Greece and Rome.
To acquire the ability to discuss, describe, analyze and compare major works of architecture, statuary, relief sculpture, painting, and mosaic from both periods.
To improve skills in researching and presenting original ideas in art history.
To synthesize the visual arts with aspects of culture, politics and literature, such as, democracy and citizenship in classical Greece, the worship of the Olympian gods, burial practices, wealth and the demand for art, and political propaganda.

COURSE WORK AND GRADE DISTRIBUTION:
Weekly Contributions, Responses, and Follow-ups – 60% (15 weeks = 4% per week)
Weekly Learning Log – 15%
Midterm project – 10%
Final project – 15%
Weekly Contributions, Responses and Follow-ups – 60%
The Discussion Board is the Heart of the Class, just as classroom discussion is the heart of a face-to-face seminar class. The assignments and instructions for each week are outlined in the Calendar below. Note that the first week, or Introduction, and the midterm and final project weeks are different. The eleventh week is also different because of the Good Friday holiday. The following basic weekly schedule begins the second week of the semester:

Weekly Participation Guidelines:
Weekly Contributions, Responses and Follow-ups – 60%

Monday- Assignments for the Week
The class-week starts on Monday with readings, videos and/or images of art. Always go to Syllabus, Forums for the Instructions. Each WEEK is open from the Saturday morning before the week starts on Monday to the Saturday morning after the week ends on Friday. You will not be able to change your posts to the Discussion Board once you have submitted them, but you have the opportunity to respond, and follow up on the discussion.

Due Tuesday, 12:00 noon - Contribution
By Tuesday at 12:00 noon, click on "Add a Post" to write a paragraph incorporating your answers to two of the questions with a 100 word Contribution. You can complete this part any time after the WEEK opens on Saturday and before noon on Tuesday. Employ an academic writing style with paragraphs, complete sentences and correct grammar. I will post comments on your contributions throughout the week. You should always read and carefully consider my comments and all your Coursemates’ Contributions before responding and following up.

Due Thursday, 12:00 noon – Two Responses
By Thursday at 12:00 noon you will choose two of your classmates' posts to which you'd like to respond. Click "Reply" to each and write 50 words about each. You should add to the ideas and observations presented in the contributions and move the conversation forward.

Due Friday, 12:00 noon – Follow-up
You will Follow-up by Friday at 12:00 noon to any Response in 50 words. Click Reply to any one previous Response. Your Contributions, Responses and Follow-ups should be your own thoughts and observations based on the assignments and instructions.

Friday – 11:55 p.m. - Weekly Learning Log – 15%
Your weekly Learning Log is due by 11:55 p.m. on Friday. Write 100 words about something that you learned about Greek or Roman Art during the week from the Assignments, Contributions, Responses, and/or Follow-ups. Your learning Log will be on Google Docs. For instructions on setting up your Learning Log, open the handout under Syllabus/ Syllabus. Your writing should be your own thoughts and observations.
Midterm project – 10%
One week constitutes the midterm project on Greek art. You have a 200-word Contribution with two images and a Response.

Final project – 15%
The last week and a half constitutes the final project on Roman Art. You have a 200-word Contribution with two images and a Response, Follow-up and Learning Log.

Grading
I will grade your Weekly Contributions, Responses and Follow-ups to the Discussion Board, and Learning Logs on the week-end following each class-week. This is a general guide to how I will grade your work:

A (90-100) All work is in on time. Writing is thoughtful, original and scholarly. Writing is in paragraphs with complete sentences and grammar is correct. Work is excellent.

B (80-89) All work is in on time. Writing is thoughtful, original and scholarly but needs improving. Writing is in paragraphs with complete sentences and grammar is correct. Work is good.

C (70-79) All work is in on time. Writing is thoughtful and original. Scholarship and writing need improving. Writing is in paragraphs with complete sentences and grammar is mostly correct. Work is average.

D (60-69) All work is in on time. Writing is original. Depth of thought and scholarship and writing need improving. Grammar is not correct. Work is below average.

F (1-59) Work is late.

0 No work turned in.

0 Plagiarism. See the statement below.

Extra Credit: No extra credit is given in this course.
CHEATING AND PLAGIARIZING:
Cheating or Plagiarizing is copying another student's writing on the Discussion Board or using texts or images from a source without proper citation in mid-term and final projects. Cheating and Plagiarizing are serious offenses. If you cheat or plagiarize, you will receive a 0 on the assignment, we will have a discussion about it, and I will turn your name in to the Provost. The ultimate consequence for cheating or plagiarizing is an F in the course. If you write your own ideas in your own words, and cite sources on the projects, you will be fine.

STATEMENT ON DISABILITIES
Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations or the use of auxiliary aids in class must first identify herself to the Assistant Dean of Academic Services who serves as the Disability Student Coordinator. Documentation by a qualified physician must be provided and will be reviewed to ensure the documentation meets the college requirements. If reasonable accommodations are established, the student is expected to collaborate with each of her professors within the first week of class to determine how the accommodations will be implemented. Accommodations will not be retroactively administered for the semester. Please contact Christy Henry in the Academic Center.

CIVILITY IN THE ACADEMIC COMMUNITY. Students, faculty, and staff are expected to treat one another with respect in all interactions. In the Discussion Board, rude, disruptive and/or disrespectful comments as determined by a faculty member interfere with other students’ rights and with the instructor’s ability to teach. Therefore, any student writing inappropriate comments on the Discussion Board will receive a 0 for that contribution, response or follow-up. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.

PRIVACY IN THE CLASSROOM
In order to promote an internet environment in which ideas may be freely expressed, the Discussion Board and Learning Logs are private spaces. The unauthorized reproduction
of comments from these spaces is considered to be disruptive behavior, which may result in a student’s removal from class according to the instructor’s discretion. The distribution of any such reproductions of students or faculty without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

**CALENDAR**
This is a basic outline of the class. However, the course is entirely online. So, for all classwork always go to Syllabus/ Forums under ARH 325 Greek and Roman Art under My Courses when you log in to the portal. You will be able to open the updated instructions and explanations for each WEEK on the Saturday before the work-week starts. This will close on the Saturday after the work-week ends.

**WEEK 1**
Introduction – January 8-12

**Deadlines:**
January 9, 12:00 p.m. Noon – Contribute - 50 words
January 11, 11:55 p.m.– Contribute - 100 words
January 12, 11:55 p.m. – Contribute - 100 words

**Learning Objectives:**
The objectives for this week are to introduce ourselves to each other, learn basic vocabulary for ancient Greek architecture, understand the differences among the classical
architectural orders, discover the unusual aesthetics of the ancient Greeks' application of mathematics and geometry in temples, and the importance of contrapposto in Greek sculpture.

**Forum Discussion Instructions:**

**Instructions for Jan. 9 by 12:00 noon:** Post a casual picture of yourself and a short biography on the Discussion Board in Discussion/Forums. Do this by clicking on "Add a Post". Look at my post titled Dr. Bailey - Biography and Picture as an example. Give your post a subject title that includes your name and theme and then type your biography in the box and Add an Image. There is a limit on the size of your post, so it may be necessary to Compress your image before adding it. To do this, open the picture of yourself on your computer in Microsoft Office or whatever you use to edit pictures. Then Compress the image for webpages. Then add the image to your post. To place the image in your message box, click on the magnifying icon under the picture. Then drag the large image into the message box. Be aware that the Text box will time out so it's good to be prepared to write and add your image.

Look at your colleagues' pictures and read their biographies. Look over your Syllabus. It's a handout on the Syllabus page.

**Instructions for Jan. 11 by 11:55 p.m.:** Open this link: The Classical Orders, and watch the video about the Classical orders. Look up terms in your Dictionary of Greek and Roman Art. Write a paragraph incorporating your answers to two of the following questions on the Discussion Board:

1. What are triglyphs and metopes in the Doric order?
2. What are the design elements and expressive characteristics of the Doric column?
3. What does entasis contribute to the aesthetics of a column?
4. What are the design elements and expressive characteristics of the Ionic order?
5. What are the design elements and expressive characteristics of the Corinthian order?

Look at my post under Dr. Bailey - The Classical Orders as an example. Then click on Add a Post, give your post a subject title and write about 100 words. You are required to use paragraph format, complete sentences, correct grammar, and appropriate vocabulary.

See your syllabus for policies regarding plagiarism, civility in the online classroom and privacy rights of faculty and students.

**Instructions for Jan. 12 by 11:55 p.m.:** Click on this link: Contrapposto. Watch the video and answer the following question:

What are the elements of contrapposto in Polykleitos’s Doryphorus as compared with the Archaic Kouros?
Click on Add a Post. This should be about 100 words. You are required to use paragraph format, compete sentences, correct grammar, and appropriate vocabulary. See your syllabus for policies regarding plagiarism, civility in the online classroom and privacy rights of faculty and students.

Email me if you have any problems: lbailey@wesleyancollege.edu

**Part I - Greek Art, The Parthenon, Athens, Greece, 447-432 BCE**

**Objectives for Part I:**
The objectives for Part I are to become familiar with the iconography of Greek art, to understand the techniques, styles and aesthetics of classical Greek art, to focus on the Parthenon as the foremost example of Greek architecture, and to synthesize ancient Greek art, architecture and history

**WEEK 2**
Secrets of the Parthenon, Nova, YouTube - January 16-19

**Deadlines:**
January 15 - Holiday
January 16 – Contribute - 100 words
January 18 – Respond - 50 words for each of two responses
January 19 – Follow-up - 50 words
January 19 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to study the subjects represented in the Parthenon sculptures to learn about the master sculptor Phideas and to relate the themes of the sculpture to the advent of democracy in Athens, Greece.

**Forum Discussion Instructions:**
Go to Discussion / Forums, read the Instructions and click on this link to watch this week's art video: Secrets of the Parthenon, and for your contribution, answer at least two of the following questions about the Parthenon.

To help you write about lines and other elements of art, click on this link and read about the Elements of Art.

1. Why did the restoration team have to take the Parthenon apart piece by piece before restoring it?
2. Where are some of the curves on the Parthenon and why did the Greeks build it with curves rather than straight lines?
3. What is the relationship between the Parthenon and democracy?
4. How did the Greeks measure and cut the columns to create entasis?
5. What is the early history of the Acropolis and the building of the Parthenon?
6. What is the relationship between the ideal proportions of architecture and the human body?
I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students. Follow up on any one response.

**Learning Log**
Write about what you learned this week in your Learning Log.

**WEEK 3**
Parthenon, A Gallery of Images and Parthenon Texts: Periclean Building Campaign – January 22-26

Deadlines:
January 23 – Contribute - 100 words
January 25 – Respond - 50 words for each of two responses
January 26 – Follow-up - 50 words
January 26 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to discover what the appearance of the original Athena Parthenos, to study the subject matter, or iconography, of the Parthenon and its major architects and sculptors, and to relate ancient writings to the Parthenon.

**Forum Discussion Instructions:**
Click on this link to study the images related to the Parthenon: Oneonta Parthenon Gallery and glance through the texts. For your contribution write a paragraph incorporating your answers to at least two of the following questions:

1. What did the original statue of Athena Parthenos look like?
2. What subjects are represented in the sculpture on the outside of the Parthenon?
3. Who does the ancient author Plutarch identify as the general overseer of the construction of the Parthenon and who were the architects?
4. According to Plutarch, why were Phides’s enemies jealous of him?
5. On what details of the Athena Parthenos did the ancient author Pausanias focus?
6. What aspects of democracy does Pericles identify in his Funeral Oration?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students. Follow up on any one response.

**Learning Log**
Write about what you learned in your Leaning Log.

**WEEK 4**
**Deadlines:**
January 30 – Contribute - 100 words  
February 1 – Respond - 50 words for each of two responses  
February 2 – Follow-up - 50 words  
February 2 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to understand the basic concepts of democracy as initiated by the Ancient Greeks and its relationship to the Parthenon, to study the Greek gods and goddesses and how they are represented on the Parthenon, and to grasp the importance of free-standing sculpture for citizens of Greece.

**Forum Discussion Instructions:**
From your forum open this link and read the page on [Athenian Radical Democracy](#).  
Then read [The Citizenship Law of Pericles](#).  
Then read [The Parthenon’s design](#).  
Then read [Significance of the Parthenon Frieze](#).  
Then read [The Nature of the Gods](#).  
Then read [Private Sculptural Commissions](#).

For your contribution write a paragraph incorporating your answers to two of the following questions:
1. What ideologies of Athenian Radical Democracy are still important in today’s democracies?  
2. What were the rights of women under the Citizenship Law of Pericles?  
3. Where did religious ceremonies take place at the Parthenon?  
4. What was unique about the Parthenon frieze and how does this relate to the new concept of democracy?  
5. What were the Olympian gods like?  
6. Why did the Greeks commission freestanding statues?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students. Follow up on any one response.

**Learning Log**
Write about what you learned in your learning log.

**WEEK 5**
**Diagram of the Parthenon Sculpture and The British Museum Collection Online–February 5-9**

**Deadlines:**
February 6– Contribute - 100 words  
February 8– Respond - 50 words for each of two responses  
February 9 – Follow-up - 50 words
February 9 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to become familiar with the Parthenon metopes depicting the Battle of the Lapiths and Centaurs, to discover the different styles of the sculptors who created the metopes, to analyze the sculptures in terms of the elements of art, anatomy, draperies and movement.

**Forum Discussion Instructions:**
Click on this link and study the [Diagram of the Parthenon Sculpture](#) to find where the metopes, friezes and pediments are located on the Parthenon.

Click on the following link about the [Parthenon metopes](#). Click on the different images of the relief metope sculptures depicting the Battle of the Lapiths and Centaurs. Many are fragmented. Study and write about what remains of them. For your contribution write a paragraph incorporating your answers to at least two of the following questions and refer to the specific metopes in your answers by the last one or two digits of the museum number:

1. What are the similarities and differences between the two metopes regarding the poses and gestures of the lapiths and centaurs?
2. What are the similarities and differences between the two metopes in the ways the artists used lines, shapes, volumes and surfaces to represent bones, muscles and flesh?
3. In each of the two metopes, who is winning, the Lapith or centaur, and how can you tell?
4. What gives the bodies a sense of twisting or turning in different directions?
5. How are draperies and/or armor used to unite the figures in the metopes?
6. Which of your metopes is of higher quality, that is, more lifelike, and of lower quality, that is, more abstract and rigid, and what makes them so?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students. Follow up on any one response.

**Learning Log**
Write about what you learned in your Learning Log.

**WEEK 6**

**Parthenon and Parthenoi: A Mythological Interpretation of the Parthenon Frieze and The British Museum Collection Online– February 12-16**

**Deadlines:**
February 13 – Contribution – 100 words
February 15 – Response – 50 words for each of two responses
February 16 – Follow up – 50 words
February 16 - Learning Log – 100 words
**Learning Objectives:**

The objectives for this week are to discover the different interpretations of the Parthenon frieze, and to observe how Phideas creates movement, space, anatomy, and classical drapery in the figures of the frieze.

**Forum Discussion Instructions:**

Open and Skim the article Joan B. Connelly, Parthenon and Parthenoi: A Mythological Interpretation of the Parthenon FriezeAmerican Journal of Archaeology, Vol. 100, No. 1 (Jan., 1996), pp. 53-80 under Syllabus/Articles.

Then open the link about the Parthenon Frieze. Click on the images of the low relief sculptures and look at the different types of figures and animals represented. Write a paragraph incorporating your answers to two of the following questions, referring to the fragments of the frieze by the last one or two digits of the museum number:

1. Does the Parthenon frieze seem to represent the traditional interpretation of the Panathenaic Procession or Connelley’s new interpretation of the story of Erectheus?
2. How is human sacrifice depicted on vase paintings, and is such a sacrifice represented on the Parthenon frieze?
3. What story was represented on the base of Phideas’s statue of Athena and how does it relate to the new mythological interpretation of the frieze?
4. How does Phideas create movement and spatial depth in the horsemen?
5. How does the drapery of the maidens reveal and conceal the shapes of their bodies underneath it?
6. How does Phideas create realism in the anatomy of the nude figures?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

**Learning Log:**

Write about what you learned in your learning log.

**WEEK 7**

The Parthenon Pediments - The British Museum Collection Online – February 19-23

**Deadlines:**

February 20 – Contribution – 100 words
February 22 – Response – 50 words for each of two responses
February 23 – Follow-up – 50 words
February 23 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to observe how classical drapery reveals and conceals the bodies of the figures and to discover anatomy, weight, unity, and movement as aspects of classical figurative sculpture.

**Forum Discussion Instructions:**

Open the link to the [Parthenon Pediment](#). Open the images of the pediment sculpture and write a paragraph incorporating your answers to **two** of the following questions:

1. How does the “wet drapery” reveal and conceal the anatomy of the figures underneath it?
2. What parts of the anatomy of the male figures are emphasized?
3. How does the drapery create movement and connection between the reclining and seated female figures?
4. Where on the bodies do you feel a sense of weight or gravity?
5. How does Phideas create a smooth transition from one body part to another in one figure?
6. In what way does one body twist and turn in different directions?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

**Learning Log**

Write about what you learned in your learning log.

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**WEEK 8**

**Mid-term project – February 26-Mar. 7**

**Deadlines:**

Feb. 28 – Contribute – 200 words
Mar. 2 – Respond – 100 words

**Learning Objectives:**

The objectives for this week are to expand our knowledge of classical Greek art and architecture by finding more examples and by searching in online resources.

**Forum Discussion Instructions:**

**Instructions for Feb. 28:** Post two images of ancient Greek architectural sculpture, free-standing sculpture, vase painting, or architecture from the topics and art works listed below. You may use images from the **7th, 6th, 5th, 4th and 3rd centuries BCE (699-250 BCE)**. Find them on Google Images, or ArtStor under Syllabus/Resources. Also search in CAMIO under Syllabus/Resources. I have given the names of the museums that house the sculptures and vases, so google the museum websites. When you have found your images, save them to your computer. Click on Add images, browse, and post them. You do **not** have to drag them to the text box.
In the text box, state the **artist, title, date or century and medium** of each work or art or architecture. Write about **200** words analyzing, comparing and contrasting and interpreting the works of art or architecture. Synthesize by relating your art works to a theme we have discussed, such as democracy, mythological and historic wars, the gods and goddesses, heroes, the role of women, beauty or the saying, "a sound mind in a sound body."

You may look up information in the databases under **Syllabus/Resources** or online books from the college catalogue, **Lucy**. You may also google and search **Kahn Academy**, which we are using in this course. This is **not** a research project so keep your research to the very basic information that you need to understand the works of art.

If you are writing about sculpture consider contrapposto, proportions, pose, movement, space, technique, anatomy and drapery. If you are writing about architecture, consider the order, proportions, details, function, and purpose of the structure. If you are writing about vase paintings, consider the lines, shapes, colors, and figure styles and how these relate to the subjects.

Your contribution must be in your own words, but you should cite the sources for images, information and ideas. Add a bibliography in MLA, APA or Chicago format of the the sources you employed for images and information. You can find these formats on this link: **Owl Purdue Resources**.

**Use correct grammar and spelling.**

I will write comments and ask questions about your contributions.

**Instructions for March 3: Respond to one** contribution of another student. Write **100** words. Click on **Reply**.

**No** Follow Up or Learning Log this week.

**Topics:**

Even though I have narrowed the field, you have many choices. My suggestion is that you narrow your topic to a type of art, such as Architectural Sculpture. Then copy and paste the titles below with the museums in the search box for Google images. Let's say you choose the Battle of Gods and Giants from the Altar of Pergamum. That has many parts to it, so you may choose two parts of that one monument to discuss, or you may choose one part to compare with something else, such as one part of the Frieze of the Treasury of the Siphnians, also with the Battle of the Gods and Giants. Let's say you want to compare and contrast two female free-standing figures. In that case, you might choose the Nike by Paeonius with the Nike of Samothrace. In the case of architecture, choose two architectural constructions to compare and contrast. You might choose two different types of buildings, such as a temple and a theatre and discuss how "form follows function." All of these are great works of art. It will be impossible to go wrong.

If you have any questions please email: **lbailey@wesleyancollege.edu**

(List of Topics)

**Spring Break - Mar. 5-9**
Part II  Etruscan and Roman Art  800 BCE – 400 CE

Objectives for Part II:
To understand the basic iconography and styles of Etruscan and Roman art.
To become familiar with works of Etruscan and Roman art.
To learn to analyze, compare, contrast, and interpret Etruscan and Roman art.
To synthesize Etruscan and Roman art, history, culture and literature

WEEK 9
Etruscan Art - Khan Academy – March 12-16

Deadlines:
March 13 – Contribute - 100 words
March 15 – Respond - 50 words for each of two responses
March 16 – Follow-up - 50 words
March 16 – Learning Log – 100 words

Learning Objectives:
The objectives for this week are to discover types, styles, materials and meanings of art works found in Etruscan tombs, to determine the design and style of an Etruscan temple, to analyze the artistic elements and interpret the meaning of Etruscan figurative sculpture.

Forum Discussion Instructions:
Open the link to and read the article, The Etruscans An Introduction.
Next open the link to and read the article Bucchero.
Next open the link to and read the article Temple of Minerva and Sculpture of Apollo (Veii).
Next open the link to and view the video, Sarcophagus of the Spouses (Rome).
Next open the link to and read the article Sarcophagus of the Spouses (Rome).
Next open the link to and read the article Sarcophagus of the Spouses (Louvre).
In writing your contribution, consider the following questions and address at least two of them.

1. What types of art works have been found in Etruscan tombs, and how do they relate to death and life?
2. What are the materials and style of one object or painting found in a tomb?
3. What are the distinctive aspects and uses of buccero?
4. What architectural shapes, forms and spaces are represented in the plan of the Temple of Minerva?

5. What shapes, lines, surface textures and colors form the Apollo of Veii?

6. What are the meaning and purpose of the Sarcophagus of the Spouses (Rome and the Louvre, Paris) and how is this reflected in the poses and faces of the figures?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

**Learning Log:**

Write about what you learned in your Learning Log.

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**WEEK 10**  
**Etruscan Art – Tarquinia and Cerveteri – March 19-23**

**Deadlines:**
March 20 – Contribute - 100 words  
March 22 – Respond - 50 words to each of two responses  
March 23 – Follow-up - 50 words  
March 23 – Learning Log – 100 words

**Learning Objectives:**
The objectives for this week are to analyze the realism, weight, movement and style of Etruscan sculpture and to observe the subjects and styles of Etruscan painting.

**Forum Discussion Instructions:**

Open the link and read the article about the **Chimera of Arezzo**.

Open the link and read the article about **Mars of Todi**.

Open the link and read the article about **L’Arringatore**.

In writing your contribution consider the following questions and address at least one of them:

1. To what extent are the anatomical details of the Etruscan chimera realistic and expressive?

2. How are movement, weight and gesture represented in the Mars of Todi to express the god of war?

3. How does L’Arringatore reflect the influence of Roman culture in subject and style?
4. How is the L’Arringatore different from the Apollo of Veii, previously studied, in subject and style?

**Further Instructions:**

Open the link to and watch the following video on the [Etruscan Necropolis - Tarquinia](#).

Next open the link to and watch the video on the [Etruscan Necropolis - Cerveteri](#).

Next, open the link to and read the articles in [Tarquinia and Cerveteri](#).

Next, open the link to the [Tarquinia Gallery](#) and [Cerveteri Gallery](#). Go to the upper right bar and click on Gallery. When the window pops up click on the arrows on the right side to advance the slide show. Answer at least one of the following questions:

5. What types of people and creatures are represented in Etruscan wall paintings?

6. What are some of the stylistic characteristics of Etruscan wall painting?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

**Learning Log:**

Write about what you learned in your learning log.

**WEEK 11**

**Ancient Rome – Khan Academy – March 26-29**

**Deadlines:**

March 27 – Contribute - 100 words

March 28 – Respond - 50 words for each of two responses

March 29 – Follow-up - 50 words

March 29 – Learning Log – 100 words

March 30 - Holiday

**Learning Objectives:**

The objectives for this week are to analyze the layouts and designs of the architecture of ancient Rome, to visualize how Rome looked at the height of its glory, and to note the similarities between Roman and Greek architecture.

**Forum Discussion Instructions:**

Open the link and watch the video, [Visualizing Imperial Rome](#).
Open the link and read the article, *Introduction to Ancient Roman Art.*

Open the link and read the article, *Roman Architecture (domus).*

Open the link and read the article, *Roman Domestic Architecture (Insula).*

Open the link and read the article, *Roman Domestic Architecture (Villa).*

Open the link and watch the video, *Digging through Time.*

Open the link and read the article, *Forum Romanum (The Roman Forum).*

Open the link and watch the videos and read the article, *Imperial Fora.*

For your contribution write a paragraph incorporating your answers to at least two of the following questions:

1. What is the educational value of studying both the ruins and imaginary reconstructions of ancient Rome?
2. What are the function, media and layout of a Roman *insula* and villa?
3. What was the influence of classical Greek art on Roman art?
4. What are the layout, function, and decoration of a Roman *domus,* or house?
5. What types of buildings were constructed in the Roman Forum?
6. What is the chronology of the imperial fora and its major monuments?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

**Learning Log:**

Write about what you learned in your learning log.

**WEEK 12**

Roman Painting – Khan Academy – April 2-6

**Deadlines:**

April 3 – Contribute - 100 words  
April 5 – Respond - 50 words for each of two responses  
April 6 – Follow-up - 50 words  
April 6 – Learning Log – 100 words
**Learning Objectives:**

The objectives for this week are to learn about the four Pompeian painting styles, to analyze the elements of art in Roman wall painting, and to relate subject matter to Roman life and culture.

**Forum Discussion Instructions:**

Open the link and read the article [Roman Wall Painting Styles](#).

Open the link and watch the video, [Painted Garden Villa of Livia](#).

Open the link and read the article, [Pompeii House of the Vetii](#).

Open the link and watch the video, [Dionysiac Frieze Villa of Mysteries Pompeii](#).

For your contribution write a paragraph incorporating your answers to at least two of the following questions:

1. What are the four Pompeian styles of painting and their characteristics?
2. What are the colors, shadows, landscape motifs, animals and atmospheric effects in the Painted Garden of the Villa of Livia?
3. What are the subjects, colors, and styles of the paintings in the House of the Vetii?
4. How do line, light, shadow and color describe the draperies of the figures in the Dionysiac frieze in the Villa of the Mysteries?
5. What is a mystery cult and how do the figures in the Villa of the Mysteries enact a ritual dedicated to Dionysus?
6. How do the poses and volumes of the figures of the Dionysiac frieze contribute to the illusion of space?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

follow up on any one response.

**Learning Log**

Write about what you learned in your learning log.  

**WEEK 13**

**Rome - Early Empire – April 9-13**

**Deadlines:**

April 10 – Contribute - 100 words

April 12 – Respond - 50 words for each of two responses
Learning Objectives:

The objectives for this week are to discover how Roman emperors, ideals and events are represented in art. To study the design and construction of the Roman Colosseum.

Forum Discussion Instructions:

Open the link and watch the video about Augustus of Primaporta.

Open the link and watch the video about the Ara Pacis.

Open the link and read the article about the Gemma Augustea.

Open the link and watch the video of the Colosseum (Flavian Amphitheatre).

Open the link and watch the video of the Relief from the Arch of Titus, showing The Spoils of Jerusalem being brought into Rome.

Open the link and read the article about the Column of Trajan.

For your contribution write a paragraph incorporating your answers to at least two of the following questions:

1. How does the sculpture of the Augustus Primaporta represent the ideal authority and divinity of Emperor Augustus?

2. How does the Ara Pacis represent the fertility and abundance of the Golden Age of Augustus?

3. How is the Gemma Augustea classical in figure and drapery style?

4. What are the special developments in Roman architecture visible in the Colosseum?

5. What is the difference in meaning for Jews and Romans of the menorah and other Jewish symbols on the Arch of Titus?

6. What Roman accomplishments in engineering and warfare are represented on the Column of Trajan?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.

Follow up on any one response.

Learning Log

Write about what you learned in your learning log.
WEEK 14
Rome - Middle and Late Empire April 16-20

Deadlines:
March 17 – Contribute - 100 words
March 19 – Respond - 50 words for each of two responses
March 20 – Follow-up - 50 words
March 20 – Learning Log – 100 words

Learning Objectives:

The objectives for this week are to analyze the design, structure, space and purpose of the Pantheon, to study the differences in styles of middle and late Roman sculpture, and to interpret the representations of Emperors of Marcus Aurelius and Constantine.

Forum Discussion Instructions:

Open the link and read the article about The Pantheon.
Open the link and watch the video about The Pantheon.
Open the link and watch the video about the Medea Sarcophagus.
Open the link and watch the video about the Equestrian Sculpture of Marcus Aurelius.
Open the link and watch the video about the Arch of Constantine.

For your contribution write a paragraph incorporating your answers to at least two of the following questions:

1. What are the major theories about who built the Pantheon and for what purpose?
2. What are the geometric shapes that define the interior space of the Pantheon?
3. How do the classical drapery, poses and facial expressions of the figures of Jason and Medea tell a story in the Medea sarcophagus?
4. How are dynamism and power captured in Marcus Aurelius and his Equestrian Monument?
5. What images and subjects are represented on the Arch of Constantine?
6. What is the difference between the style of the frieze carved during the time of Constantine, and that of the earlier relief sculptures on the Arch of Constantine, and what are the reasons for the change of style?

I will write comments and ask questions about your contributions. You may use these to respond to two contributions of other students.
Follow up on any one response.

**Learning Log:**

Write about what you learned in your learning log.

**WEEK 15+**

**Learning Objectives:**

Final Project – April 23- May 2

**Deadlines:**

April 27 - Contribution - 200 words

May 1 - Respond - 100 words for one response

May 2 – Last day of class - Follow up- 50 words

May 2 - Learning Log - 100 words

**Learning Objectives:**

The objectives for this week are to expand our knowledge of Etruscan and Roman art and architecture by finding more examples and by searching in online resources.

**Forum Discussion Instructions:**

**Instructions for Apr. 27:** Post two images of ancient Etruscan or Roman relief sculpture, free-standing sculpture, painting, or architecture from the topics and art works listed below. You may use images from 800 BCE to 400 CE. Find them on Google Images, or ArtStor under Syllabus/Resources. Also search in CAMIO under Syllabus/Resources. I have given the names of the museums that house the art works so google the museum websites. When you have found your images, save them to your computer. Click on Add images, browse, and post them. You do not have to drag them to the text box.

In the text box, state the artist, title, date or century and medium of each work of art or architecture. Write about 200 words analyzing, comparing and contrasting and interpreting the works of art or architecture. Synthesize by relating your art works to a theme we have discussed, such as death and burial, religious beliefs, everyday life, imperial politics, and war and victory. You may look up information in the databases under Syllabus/Resources or online books from the college catalogue, Lucy. You may also google and search Kahn Academy, which we are using in this course. This is not a research project so keep your research to the very basic information that you need to understand the works of art.

If you are writing about sculpture consider contrapposto, proportions, pose, movement, space, technique, anatomy and drapery. If you are writing about architecture, consider the order, proportions, details, function, space, and purpose of the structure. If you are writing about paintings, consider the lines, shapes, colors, and painting styles and how these relate to the subjects.
Your contribution must be in your own words, but you should cite the sources for images, information and ideas. Add a bibliography in MLA, APA or Chicago format of the the sources you employed for images and information. You can find these formats on this link: Owl Purdue Resources.

Use correct grammar and spelling.
I will write comments and ask questions about your contributions.

Instructions for May 1: Respond to one contribution of another student. Write 100 words. Click on Reply.

Instructions for May 2: Follow up on one response in 50 words.

Topics:
Even though I have narrowed the field, you have many choices. My suggestion is that you narrow your topic to a type of art, such as Architecture. Then copy and paste the titles below with the museums in the search box for Google images.

If you have any questions please email: lbailey@wesleyancollege.edu

(List of Topics)

Learning Log:
Write about what you learned in your Learning Log.

End of the course.