

**Syllabus: Art 383 History of Ancient Roman Art MWF 9:00 AM, NFAC 285**



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Office: NFAC 193, off the  
northwest corner of the NFAC  
Courtyard.

Office Hours: On record:  
MWF 11:00-11:45 AM, or by  
appointment. In fact, I'm  
around a lot, as indicated in  
the schedule below, so feel  
free to drop by).

Here is my Weekly Schedule for Spring 2016 (highlighted in tan). All classes are in NFAC 285.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:30-ish</b>	Arrive	Arrive	Arrive	Arrive	Arrive
<b>9:00-9:50</b>	Art 383 Roman Art	Usually here and available	Art 383 Roman Art	Usually here and available	Art 383 Roman Art
<b>10-10:50</b>	Art 391: American Art II		Art 391: American Art II		Art 391: American Art II
<b>11:00-11:45</b>	Posted Office Hour		Posted Office Hour		Posted Office Hour
<b>Noon-12:50</b>	Art 283, Western Art Survey 2 <b>Section 1</b>		Art 283, Western Art Survey 2 <b>Section 1</b>		Art 283, Western Art Survey 2 <b>Section 1</b>
<b>1:00-1:50</b>	Art 283, Western Art Survey 2 <b>Section 2</b>		Art 283, Western Art Survey 2 <b>Section 2</b>		Art 283, Western Art Survey 2 <b>Section 2</b>
<b>2:00 ff</b>	MWF: Usually Available at 2:00 PM and for as long as I hang around after that.				

**NOTE: e-mail is by far the best way to get in touch with me, if you can't drop by in person.** You have abundant computer facilities available for you all over NFAC and across campus, and I come in every day, so I always get e-mail messages. The phone is much less reliable and **I do not return phone calls.** If you need to talk to me I am readily available: the ball is in your court.

**Catalogue Description:** Historical and cultural survey of Etruscan, Republican Roman and Imperial Roman art, architecture and archaeology.

The art of Ancient Rome covers a geographical area and chronological span approximately equivalent to all of the rest of western art history after Rome. This is a gigantic legacy of tremendous richness and complexity, which, naturally, we cannot cover completely in one semester. Instead, this class will be a selective survey of the art of ancient Rome, briefly treating some of the Greek and

Etruscan precursors of the Roman culture, surveying the republican period somewhat more broadly and then concentrating primarily on the Imperial period. This won't be wholly chronological, though, because the Roman culture is richly complicated, so we'll also break out several specific focused topics for individual treatment. Overall, we will concentrate on the Romans as a people, analyzing their society, religion, politics, etc., using these factors to explain their art. Some key topics, such as the city of Pompeii and public baths will be covered as focused units.

**Rental Textbook:** Ramage & Ramage, Roman Art

**Books you may find handy (all in the LRC):**

Sear, Roman Architecture NA 310 .S44 1983

MacDonald, The Architecture of the Roman Empire NA 310 .M2 v.1

Gazda, Roman Art in the Private Sphere N5766 .R66 1991

Henig, A Handbook of Roman Art N5760 .H36 1983

Ling, Roman Painting ND120 .L56 1991

Strong, Roman Art, N5760 .S68

Ward-Perkins, Roman Architecture NA 310 .W32 1977

John R. Clarke, Art in the lives of ordinary Romans: visual representation and non-elite viewers in Italy, 100 B.C.-A.D. 315 N72.S6 C58 2003

John R. Clarke, Houses of Roman Italy, 100 B.C.-A.D. 250 NA324 .C57 1991

John R. Clarke, Roman life: 100 B.C. to A.D. 200 DG78 .C577 2007

Kleiner, D. E. E., Roman sculpture NB115 .K57 1992

Kleiner, D.E.E., Susan Matheson, I, Claudia: women in Roman art & society N5763 .I253 2000

Kleiner, F.S., History of Roman art N5763 .I253 2000

NB: We would use this Fred Kleiner as the textbook for this class if the Text Rental system would allow it, but we have to keep using Ramage and Ramage.

There are also good books on Roman history, society and culture, including my favorite, Boak & Sinnegan, A History of Rome to A.D. 565.

**Best of All: Watch the BBC series “Rome” and “I, Claudius” (in that order), which will introduce you vividly to a lot of key players in this course. The Extra Features in the “Rome” series are fascinating, accurate and very informative.**

**As Ever, this syllabus constitutes THE RULES for this course.** Both you and I are bound by these rules. If I make a mistake somehow, it is my fault and it is up to me to correct it. Also, all exams will take place as scheduled here; the course requirements will not be summarily changed, etc. You can count on this document. On the other hand, read this syllabus carefully, because if you run afoul of anything printed in this syllabus, you have no recourse: the class takes place according to these rules.

Please feel free to come talk to me at any time about any aspect of this class. I am always around during the day and am more than happy to help you in any way that I can. If I'm not in my office, I'll post a card saying where to come look for me. Hey, I wouldn't indicate where to come look if I didn't want you to feel free to do so... If you have trouble finding me just nab me before or after class and we can make an appointment. There are only two complexities here: 1) Do not contact me at home: you hereby have my permission in writing to wait until the next day. 2) I don't return phone calls: it is

up to you to get through to me (and easy too). E-mail is a good medium, because your message waits until I get to it, and then I have it in writing and can respond easily (which I do, reliably).

Important materials, including pdfs of the lecture power-points, exam slides, lists of fair-game material etc., will be posted in the D2L site for this course. I'll also send important announcements to the whole class via e-mail, so please check your UWSP e-mail in-box regularly. Caveat: While I try to provide full coverage in our D2L site, some in-class exercises work best with paper hand-outs that you can draw and write on. If you don't come to class, these won't work well for you.

### **Course Requirements and the Semester at a Glance:**

Lecture attendance and readings as assigned, all semester long

Mid-term Exam: Friday 10 March. 50 minutes.

Take-Home Essay Exercise Due, 10:00 AM Friday March 17.

Spring Break: March 18-26

Final Exam: Monday 15 May. 12:30-2:30 PM (No alternatives on this one: be there).

Please note: these are all requirements, not options: if you don't attempt one of them you will not have met the requirements for the course and will fail the class, no matter how well you did on the others. Lecture attendance is one of the requirements. I don't police students on attendance, so that does give you some wiggle-room, but we'll be doing important visual exercises in class, which you'll miss if you're just listening in D2L. The exams will be based on the lectures in any case, including actually doing some of those visual exercises on the exam, so if you cut the lectures you are running a risk.

The exams will have a greater variety of exercises than in the exams in survey classes. These can include technical term definitions, slide ID's, brief or lengthy slide essays or comparisons, or various combinations of those things, or other exercises or essays based on the material that is fair game for that exam. The final exam is worth twice the mid-term and will be correspondingly longer.

I will feel free to raise a student's final grade based on good participation in discussion activities in class. I will not lower a grade due to good-faith attempts to participate in discussion. Questions and impromptu discussion of the lecture material are fair game at all times. **On the other hand, disruptive behavior during lectures, including conversing with your neighbor, is not tolerable. I reserve the right to dock the grade or fail a student who disrupts the class.**

If you have a valid excuse for missing the mid-term, come chat. At the very least – for last-second emergencies – leave a message (e-mail or answering machine) BEFORE THE EXAM. If you're sick, leave the message and stay home and take care of yourself (i.e., don't come to my office sick!). I will be happy to reschedule a make-up exam when you're better. If you have a valid excuse that I have agreed to before the exam, you can usually count on a calendar week for the make-up, but I'll work that out with you specifically.

I am happy to work with people who have conflicts with the mid-term, such as other official activities (band concerts, varsity athletics, Reserve duty, class field trips, etc.). I must be informed well in advance and will make arrangements with you according to your needs. Usually faculty (etc.) who organize these activities provide you with an official excuse note. Bring that to me, so I know you have a reason to reschedule the exam. Obviously this too must happen well before the event.

### THEN AGAIN:

*The very WORST thing you can do in this class is simply not show up for an exam and expect to talk your way out of it afterwards. I regularly fail students who do this. And DO NOT schedule appointments or travel plans during an exam. Period! That's grounds for failing the class, and it lets me rid myself of an idiot. So don't be that idiot, okay?*

**Grading Criteria** (keep these in mind: I always use them):

A: Superior Work. Demonstrated detailed command of subject matter in all aspects, including historical, social & cultural interpretation. Creatively and lucidly expressed, using all technical terms knowledgeably and spelling everything right. Obviously cares about the material.

B: Good Work. Demonstrated a good command of the subject matter, covering the most important aspects of the topic in detail, including appropriate explanation of the needs of patrons and society. Clearly expressed. Correct grammar and spelling. NB: the difference between A & B is a matter of degree.

C: Competent Work. A reasonable job. Learned most of the facts and can reproduce some appropriate interpretation of them. Didn't leave out anything important. NB: Everything you say in a given essay can be correct and you can still earn a C if you leave out very much. **Reasonable spelling and term usage**. (NB: not using key terms appropriately in your essay or not bothering to learn to spell key names and terms jumps you down to a D).

D: Less than Competent Work. Didn't learn all basic facts, couldn't make convincing arguments with the facts that were learned, etc. Didn't use crucial terms in essays. Indifferent spelling.

F: Failure. A diligent junior high school student could do better. Cheating earns an F (0%) and extreme loathing from your professor. Just don't.

I'm happy to accommodate students who have documented learning disabilities. Variations in testing format, etc. are all very easy to do. Come talk to me about your needs and I'll explain the procedure (or go directly to the Disability Services Office (LRC 609 /-3365). If you qualify, the DSO will provide you with appropriate documentation that you will then bring to me for my signature. The whole process can take up to two weeks. **It is your responsibility to provide the documentation BEFORE exams start**. No accommodation will be made without it (this is state law; if you have documentation you are entitled to appropriate accommodation, but without documentation I cannot legally treat you any differently from any other student). Documentation submitted after an exam has been graded will not change the grade of the exam. I'm happy to help you out if you need it, but a learning disability does not absolve you of basic responsibility. But don't be bashful about this issue either. If you need accommodation you are entitled to it. Everyone needs a fair shot at this class. Don't do badly on an exam before you get the help you deserve.