UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL
Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X Business</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Marjorie Och</td>
<td>Date Prepared:</td>
<td>January 2013</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Special Studies in Art History</td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>ARTH 360</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3
Prerequisites: ARTH 114 or 115 or permission of instructor.
Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?) NO YES X

Date of first offering of this new course: FALL SEMESTER, Summer 2014
Proposed frequency of offering of the course: As needed
List the faculty who will likely teach the course: Dabb, Dreiss, Och, adjuncts
Are ANY new resources required? NO YES X Document in attached impact statement

This new course will be (check all that apply):
- Required in the major
- General Elective
- Elective in the major X
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
Concentration in lecture and discussion format on an individual artist, specific problem, limited time period, geographic area(s), or theme. Does not fulfill an area requirement but can count as elective credit in the major. May be offered for study abroad credit by UMW art history faculty.

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES NO X

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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</thead>
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CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Carole Garmon Date: 9-2013
CCC Chair Approval: Tim ODonnell Date: 9-19-13
UCC Chair Approval: Date: 

New Course Proposal Cover Sheet (July 2012)
Rationale Statement

Presently the Department of Art and Art History offers two 200-level Topics courses that are described thusly:

260 – TOPICS IN ART HISTORY (3)
Prerequisite: ARTH 114 or 115
Significant figures, styles, movements, and topics in Western art. Does not fulfill an area requirement but can count as elective credit in the major.

270 – TOPICS IN NON-WESTERN & NON EUROCENTRIC ART (3)
Prerequisite: ARTH 114 or 115
Major monuments of architecture, sculpture, and painting of non-Western and/or non-Eurocentric cultural contexts as specified by the topic title. Recent courses taught include African art, Asian art, Islamic, Latin American, and Pre-Columbian art.

ARTH 260 is typically used for students requesting credit for study abroad courses. The department requests that a 300-level course be offered for art history faculty who wish to try out a new lecture course at a more focused and intensive 300-level, as well as for art history faculty who wish to conduct a study abroad trip on behalf of UMW.

I am in the process of developing a study abroad trip with Dr. Liane Houghtalin, CPR, to northern Italy (specifically the Veneto region) and Croatia. No current art history course offers the flexibility nor the academic expectations of this 300-level course.

Impact Statement

At this time, no additional resources are required, nor do I anticipate expenses incurred other than the purchase of a few books by the library to expand our general holdings on Croatian art.

Syllabus

A syllabus is attached for ARTH 360A: Italy and Croatia: Exploring the Roman & Venetian Empires.
Italy and Croatia: Exploring the Roman & Venetian Empires

ARTH 360A: Special Topics
CLAS 351: Special Studies in Classical Civilization
Summer 2013

Professor M. Och
UMW, Department of Art and Art History
Du Pont 319
540-654-2035; moch@umw.edu

Professor L. Houghtalin
UMW, Department of Classics, Philosophy, and Religion
Trinkle 240
540-654-1345; lhoughta@umw.edu

We will be available for consultation and emergencies 24/7 while abroad.

Course Description: goals and objectives

This course examines the expansion and decline of two great civilizations, ancient Rome and early modern Venice. Rome first began expanding into northern Italy in the 3rd c. BCE; and within the 1st c. BCE, it viewed northern cities, including Verona and Padua (Roman Patavium), as fully Roman. Modern Croatia, containing ancient Roman sites such as Pula (or Pola) and Split (the retirement palace of the Emperor Diocletian), serves as an example of Rome’s expansion beyond the Italian peninsula. Roman settlers fleeing the advent of expanding tribes from northern Europe and central Asia later settled the islands of the Venetian Lagoon in the 5th and 6th centuries CE. By the 13th c. Venice was on its way to establishing a trade empire throughout the Mediterranean, Europe, and the Near East that rivaled the influence and prestige of ancient Rome. Some of the most significant Venetian ports were located along the Dalmatian coast of modern Croatia.

By the end of this course students will have gained an outline of the history of the Roman and Venetian empires; an understanding of their development and geography; and an appreciation of their cultural productions, especially art and architecture.

Classes and lectures will be held on-site at museums and places of archaeological and art historical importance. Some lectures will also be held at the hotels prior to site visits. This course is designed to serve majors in art history and Classics as well as students in general who are interested in ancient Rome and early modern Italy.

Student Learning Outcomes

This course satisfies an elective in either art history or Classics, or both for double majors; it is also designed to serve the general student body. The course may be used to satisfy either the Global Inquiry or the Experiential Learning core requirement.

This course may be used to satisfy EITHER the Global Inquiry OR the Experiential Learning general
education requirement. As such, by the end of the course, students will be able to express an understanding of forces that foster global connections among places, persons, groups, and systems of knowledge; to compare and contrast multiple perspectives or theories on global processes and systems; and to reflect upon how global relations impact their own lives and the lives of others. They will also be able to apply what was learned in the coursework to new scenarios outside standard university courses; to identify their personal values and learning goals and direct themselves by creating personalized learning experiences that may include alternative means of learning; to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth; to recognize their knowledge and lack of knowledge; and to connect their undergraduate experiences and their post-graduation lives.

**Required Reading**

The following readings are available on reserve in Simpson Library and on Canvas. We strongly recommend that you read these before we depart for Europe, and review the readings at appropriate points during our travels. We cannot guarantee wifi availability abroad, so you may wish to download or photocopy the readings.

In any event, if you have not taken Art History 114 and 115, you should read, as essential and required pre-course reading, the sections on Roman, Byzantine, and Renaissance art and architecture in Janson’s *History of Art* or Gardner’s *Art through the Ages*.


Primary Sources

Throughout the course, we will examine many works that focus on Hebrew, Christian, and Classical (Greco-Roman) narratives. We will refer to many primary sources, including the Bible, Ovid’s *Metamorphoses*, and other texts. You will need to be familiar with the narratives and the texts. Excerpts from the primary sources mentioned specifically in your reading assignments (Livy, Catullus, Sulpicia, and Pliny the Younger) will be available on Canvas.

Reference Materials


S. Hornblower and A. Spawforth, eds., *The Oxford Classical Dictionary* 4th ed., 2012. This single volume should act as the starting point for any question on the ancient world. It briefly covers classical antiquities, literature, history, biography, etc. Each entry contains selected bibliography.


Jane Turner, ed., *Dictionary of Art* (1996). This is an excellent starting point for brief biographies of artists, descriptions of art movements, and bibliography; when referring to this source, cite the particular author(s) of any article(s) used.

Handouts

In addition, several handouts will be posted on Canvas. You will be expected to consult and use these materials for additional information. We recommend that you download onto a portable reading device or photocopy any handouts with maps or site plans so that you can consult them while on site.

Assignments and Grading

Your final grade will be determined by two oral reports, class participation, and a final exam—four grades in all. The two (on-site) reports will be assigned, one Roman, one Venetian; one architecture, one non-architecture; one in the Veneto and one in Croatia.

- First report: 20%
- Second report: 25%
- Final Exam: 30%
- Class participation: 25%

Class Meetings and Participation

This is a time and travel intensive course and the class will meet daily for five to ten hours while traveling and on site.

New Course Proposal Cover Sheet (July 2012)
You are responsible for ALL material presented or discussed in class.

If you are not present at a site or during a lecture, report, or discussion, then you are not participating. Being present at all site visits, presentations, and discussion is REQUIRED for this course. For full credit for the class participation portion of your grade, you must not only actively engage in class activities, but you must also demonstrate initiative in visiting additional sites of cultural interest in your “free” time.

Keep in mind that the nature of the course is both fast-paced and physically demanding, so take precautions with your health accordingly. It is easy to overdo things or to succumb to pitfalls with unfamiliar food and water, etc., while traveling. Becoming ill while traveling does happen, but it is to be avoided as far as possible by staying hydrated with bottled water, by getting enough sleep each night, and by making sure you have with you a supply of whatever over-the-counter and prescription medicines you ordinarily take. If you do get sick and need to miss a day’s events, the instructors will try to make sure that you are as comfortable as possible. You will be responsible for getting notes on what was covered that day. Be aware that class participation cannot be made up.

**Plus/minus grade scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 or above</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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**Honor System Policy and Self-conduct in General**

It is expected that every member of this class will respect and uphold the Honor Code of the University of Mary Washington.

The self-conduct of every member of this course, even Please be aware that while we are abroad, we will be doing a great deal of walking. Venice is a particularly challenging city for anyone: pedestrian walkways are narrow, uneven, bordered by canals, and accessed by bridges with steps. There are few elevators in museums and historical sites. Croatia is not part of the EU’s attempt to make all sites available to those with physical disabilities. beyond the tenets of the Honor Code, is exceptionally important because each one of us will be representing the University and the United States of America while abroad.

**Disability Services**
The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with one of the instructors as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. We will hold any information you share with me in strictest confidence unless you give us permission to do otherwise.

If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), please contact them well in advance of the start of the course/trip. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

Please be aware that while we are abroad, we will be doing a great deal of walking. Venice is a particularly challenging city for anyone: pedestrian walkways are narrow, uneven, bordered by canals, and accessed by bridges with steps. There are few elevators in museums and historical sites. Croatia is not part of the EU’s attempt to make all sites available to those with physical disabilities.

Schedule

**Week One: Venice and the Veneto**

**Day 1: Arrive in Venice, orientation to city, lagoon**
Monuments: Torcello
Themes: Foundation myths, historical frameworks
Readings:

**Day 2: The political and sacred centers of Venice**
Monuments: Palazzo Ducale, San Marco, Piazza San Marco, Tetrarchs, Horses, Arsenal
Themes: Growth and development of cities; *spolia*
Readings:

**Day 3: Padua and Jewish Ghetto (Venice)**

New Course Proposal Cover Sheet (July 2012)
Monuments: (in Padua) Amphitheater, Archaeological Museum, Arena Chapel; (in Venice) Ghetto Themes: Growth and development of cities; *spolia*; reuse of buildings; populations within the city that are outside of the political center

Readings on Padua:
Livy, opening to Book I
*PECS* entry on Patavium (Padua)

Readings on the Jewish Ghetto

**Day 4: Various scuole and the Accademia Galleries**
Monuments: Scuola Grande di San Rocco, Scuola di San Giorgio degli Schiavoni, Scuola Grande dei Carmini, Scuola della Cariatà (at the Accademia), Accademia Galleries
Themes: Growth and influence of Venice; *scuole* within Venetian society; the city from Republic to French and Austrian control

Readings:

**Day 5: Daytrip (bus/train) to Verona, Vicenza, and (Palladian) villas; Villas and villeggiatura**
Monuments: (in Verona) amphitheater, Roman theater, Roman gates, Duomo, Castelvecchio; (in Vicenza) Basilica, Villa Valmarana, Villa Rotunda
Themes: Classical traditions

Readings:
Catullus, selected poems
Sulpicia, selected poems
Pliny the Younger, selected letters
*PECS* entries on Verona and Vicetia (Vicenza)

**Day 6: Venice, Trieste, Pula**
Morning: Train from Venice to Trieste
Monuments: (in Trieste) Cathedral, cenotaph of Winckelmann, Castello, Arco di Riccardo
Afternoon: Bus from Trieste to Pula

New Course Proposal Cover Sheet (July 2012)
Themes: Expansion of empires
Readings:
*PECS* entry on Tergestum (Trieste)

**Week Two: Croatia**

*Day 7: Pula*
Monuments: amphitheater, Twin Gates, Hercules’ Gate, archaeological museum, Roman theater, Arch of the Sergii, Sta. Maria Formosa, Roman mosaic, Temple of Augustus and Forum, Cathedral, Kastel
Themes: Growth and development of Pula; Roman religion
Readings:
*PECS* entry on Pola (Pula)

*Day 8: Pula, Zadar*
Morning: Bus from Pula to Zadar
Monuments in Zadar: Franciscan Church and Monastery, Cathedral of St. Anastasia, Roman forum, archaeological museum
Themes: Growth and development of Zadar; trade routes
Readings:
*PECS* entry on Iader (Zader)

*Day 9: Zadar, Trogir, Split*
Morning: Bus from Zadar to Burnum and then to Trogir
Day in Burnum and Trogir
Late afternoon: Bus from Trogir to Split
Monuments in Burnum and Trogir: remains of Roman military camp at Burnum and predominantly Venetian sights at Trogir
Themes: Roman army; growth and development of Trogir
Readings:
*PECS* entry on Burnum

*Day 10: Split*
Monuments: Palace of Diocletian
Themes: Tetrarchy, Diocletian, palaces
Readings:

*Day 11: Salona, Split*
Morning: Bus to Solin
Monuments: (in Solin) remains of amphitheater, Roman theater, Roman baths, Early Christian basilicas
Themes: end of Rome, advent of Christianity
Readings:
*PECS* entry on Salona (Solin)

*Day 12: Split, Bosnia Herzegovina, Dubrovnik*
Day: Bus to Dubrovnik through Bosnia Herzegovina.
Review for final exam.

*Day 13: Dubrovnik*
Monuments: Old Town Dubrovnik, Dominican Church, Franciscan Church, Cathedral of the Assumption of the Virgin Mary
Themes: Italian Croatia
Late Afternoon: FINAL EXAM

*Day 14: Dubrovnik to DC*