



# FAH101H1S: Monuments of Art History

## Summer 2024 Course Syllabus

**Course details are subject to change!** Regularly check the [course site](#) and your email for updates.

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### What is this course about?

Monuments of Art History examines key works of art and architecture from antiquity to the present and from across the globe, with emphasis on the cultural roles art has played throughout history. This broad selection of artworks corresponds to subject areas taught by U of T's Art History faculty, offering a preview of many 200-400 level courses you can take through the Department of Art History.

We will pay special attention to developing foundational art historical skills, including the ability to observe, analyze, compare, and write about works of art and architecture. Tutorials will provide training in, and practice applying, the basic principles and vocabulary of art historical scholarship. Assignments are based on these skills and draw on course modules, tutorials, readings, and visits to local museums.

No previous knowledge of art or architecture is required.

**Distribution requirements:** Humanities    **Breadth requirements:** Creative and Cultural Representations (1)    **Exclusion:** FAH101H5

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### What skills will I gain from course?

**After successfully completing this course, you should be able to:**

- Identify select monuments of art and understand how they fit into their historical period and context.
- Describe, formally analyze, and formulate a thesis about selected artworks.
- Compare and contrast art objects by way of evidence-based arguments.
- Cultivate greater appreciation for geographically and historically diverse visual art forms through active looking and objective analysis.
- Discuss major themes that influence particular works and genres of art and which run across the history of art.

## Who teaches this course?

This course was developed by Samantha Chang and is currently led by Edward Bacal, a Sessional Lecturer who holds a PhD from U of T's Art History Department. However, you will primarily be in contact with one of our teaching assistants, who are responsible for leading tutorials and grading assignments.

### Course Instructor

Edward Bacal: [edward.bacal@mail.utoronto.ca](mailto:edward.bacal@mail.utoronto.ca)

Office hours by appointment. You can schedule a 15-minute meeting [here](#) or by email.

### Teaching Assistants

- Marina Dumont-Gauthier [marina.dumontgauthier@mail.utoronto.ca](mailto:marina.dumontgauthier@mail.utoronto.ca)
- Fahimeh Ghorbani [fahimeh.ghorbani@mail.utoronto.ca](mailto:fahimeh.ghorbani@mail.utoronto.ca)
- Dongwon (Esther) Kim [de.kim@mail.utoronto.ca](mailto:de.kim@mail.utoronto.ca)

Note: Teaching assistants do not have office hours

## What does this course consist of? Where and when does it take place?

This is an online-asynchronous course made up of twelve modular lessons plus six weekly tutorials.

### Modules

In place of lectures, this course features online modules (lessons made up of short videos, texts, and images) which explore art objects and develop art historical skills. Two modules will be posted on Quercus each Monday. You can work through them on your own time but should aim to complete them *before* that week's tutorial.

### Tutorials

Tutorials are a **mandatory** part of this course and occur each week. There, you will discuss course content, practice key art historical skills, and collaborate on activities with classmates. Attendance and completion of activities make up 15% of your final grade.

- Please enrol in a tutorial section on ACORN and attend only that section – students are not allowed to swap between tutorials (Note: neither the instructor nor TAs can alter your tutorial enrolments).

### Tutorial sections

**TUT0201:** Tuesday, 1-2 PM, OISE

**TUT0101:** Wednesday, 4-5 PM, WI

**TUT5201:** Wednesday, 6-7 PM, WI

**TUT0301:** Tuesday, 2-3 PM, WI

**TUT5101:** Wednesday, 5-6 PM, WI

**TUT5301:** Wednesday, 7-8 PM, WI

## What do I have to do for this course?

### Evaluation summary

**Assignment 1: Sketch with formal analysis:** Due Sunday July 21, 11:59PM, worth 20%

**Assignment 2: Compare and contrast analysis:** Due Sunday August 11, 11:59 PM. worth 30%

**Attendance and Participation:** worth 15%

**Final exam:** Date TBA (ca. August 15–30), worth 35%

- More information and instructions about assignments / the exam will become available during the course!

### Assignment 1: Sketch with formal analysis (20% due Sunday July 21, 11:59PM, 20%)

For this assignment, you will choose *one* item from a selection of works from local museums. You will first visit that work to create a sketch of it based on in-person observation. You will then write a 600–700 word analysis, discussing the artwork's visual qualities and artistic effects.

### Assignment 2: Compare and Contrast Analysis (30% due Sunday, August 11, 11:59 PM. 30%)

This assignment builds on your formal analysis by comparing your artwork from assignment 1 with one of the monuments from class. In analyzing the similarities and differences between two works, you will have to present a thesis statement, backed by visual evidence and scholarly references.

### Attendance and Participation (15% – 3% per tutorial)

Active participation in tutorials, including completion of short activities, is essential to your success in the course. As such, each tutorial\* contributes to 3% of your final mark.

- \* You can miss **one** tutorial without losing marks; i.e. you have to attend 5 of the 6 tutorials to receive full marks. If you cannot make it to a tutorial, you can receive partial marks by completing that week's activity [online](#), within 48 hours of your tutorial meeting.
- Please check [Quercus](#) to confirm your tutorial attendance is entered – you will not be able to dispute attendance grades after 2 weeks of each tutorial – however, please allow 48 hours for these grades to be entered.

### Final Exam (35% date TBA)

This course has a two-hour **in-person** final exam that will occur during the exam period (April 15–30). It will likely consist of short, medium, and long essay questions that will ask you to reflect on content and ideas from the course. You will be allowed to bring in one page of hand-written notes to consult.

### Late Penalties

- Late assignments will be penalized **1 mark per day**, beginning 12:00 AM the next day.
- Assignments submitted **14+ days late** will be marked on a pass-fail basis, whereby the maximum grade an assignment can receive is 50%.

- Extensions will be allowed only in the case of extenuating circumstances (competing coursework does not count), and at the instructor's discretion. Extensions cannot be requested within 48 hours of the deadline and cannot be granted retroactively.
- Late submissions are liable to be returned later and to receive less feedback.

## Course Policies, Logistics, and Values

The teaching team is here to support you in doing your best work, in ways that are fair and equitable. That means ensuring everyone has the opportunity to successfully complete this course, regardless of differing learning styles and needs. Likewise, the university has resources to assist students of all abilities, including support with academic skills, personal accommodations, and health and wellness.

As undergraduates, you are expected to take responsibility for your performance in this course, which means respecting course policies and accepting the consequences of not doing so. In the name of professionalism and ethics, the teaching team cannot bend the rules or give preferential treatment to individuals (just a friendly reminder that no one is entitled to an easy grade or free pass). However, we are here to help you and encourage you to address difficulties you may experience in the course. We also understand unexpected crises can impact your course performance, and encourage you to address these issues *as soon as possible* with both the teaching team and your college registrar (we cannot grant extensions or accommodations retroactively).

## Communication

You are welcome to discuss course matters with the teaching team by email. You may also speak with the instructor during office hours (by appointment over zoom) and speak to your TA during tutorials. To ensure your email makes it to us, please use your mail.utoronto.ca address and include "FAH101" in the subject line. Allow up to 48 hours for a reply.

You can also post questions on the class [FAQ discussion board](#), which is a good place to share information and discuss the course.

The teaching team cannot respond to assignment queries within 24 hours of the deadline, or requests to review your assignment before you submit it. If you intend to contest a grade, please wait at least a full day before contacting me and include a short description – in your own words – of your concern.

Please keep emails concise and professional (you don't need to apologize for contacting instructors, that's part of our job!). For example, avoid sending messages that are AI-generated or try to use excessive flattery or persuasion for personal advantage.

You are expected to regularly check your email and course announcements for important updates about the course. Please also consult the syllabus and course site if you have questions (the teaching team is not obliged to reply to emails about anything that is already clearly stated in course documents).

## Accessibility Statement and Academic Accommodations

All students are welcome in this course. I encourage you to address difficulties you may experience in the course and to take advantage of resources that may help you meet your learning needs. If you experience difficulties that affect your learning in the course and have a disability or believe you may have a disability, I encourage you to register with Accessibility Services [HERE](#), which you can also contact at (416) 978-8060 or visit [HERE](#).

- Academic accommodations do not exempt you from meeting course and program standards.
- If you are experiencing serious personal or medical crises that are preventing you from completing course requirements, please contact your registrar as soon as possible – it is crucial to address such issues *before* assignment deadlines. We cannot provide retroactive accommodations after classes end.

## Helpful Resources:

- The [Academic Success Centre](#) provides services such as academic mentoring and appointments with learning strategists.
- The [Health and Wellness Centre](#) provides medical and/or psychological support.
- [Good2Talk](#) is a free, confidential and anonymous helpline for post-secondary students in Ontario, 24/7/365. Call 1-866-925-5454.
- [U of T Telus Health Student Support \(formerly U of T My SSP\)](#) provides mental health support for all U of T students. Free, confidential, immediate support. Available 24/7 in multiple languages. Download the Telus Health Student Support (THSS) app or call 1-844-451-9700.
- The [Information Commons Help Desk](#) can assist you with technical issues related to UTORid, email, internet access, wireless connectivity, etc.

## Equity, Diversity, and Inclusion

In our course, we work in the context of a university committed to principles and programs for equity, diversity, and inclusion (EDI). Please refer to the University's [Statement on Equity, Diversity, and Excellence \(2006\)](#). If you have any concerns about EDI in our course, please get in touch with me (Edward), and we will address the concerns together.

## Professionalism, competence, and personal responsibility

As undergraduates, you are expected to take responsibility for your performance in this course. This means respecting the course policies Teaching Team

and to treat the teaching team in a manner that is collegial and respectful. While this course is decidedly not meant to prepare you for employment or post-graduate education,

I cannot respond to assessment queries within 24 hours of the deadline, or requests to review your assignment before you submit it. If you intend to contest a grade, please wait at least 48 hours before contacting me, and include a short description of your concern.

## Our Learning Environment

Our learning environment (including Quercus) is a shared space, which means we should be mindful and respectful of our colleagues. As we explore the histories and objects of different spaces and places, be sensitive to our various cultural and linguistic backgrounds, as well as different political and religious beliefs. I encourage students to challenge and be challenged by ideas – *exposure to other views and opinions is part of the learning experience* – but not without respecting such differences. If disagreements arise, try to offer constructive feedback and avoid prescriptive language. We will work together to create an environment of constructive dialogue, inclusiveness, and mutual respect. We are all in this together.

## Academic Integrity

[Academic integrity](#) is essential to the pursuit of learning and scholarship and ensuring that a degree from U of T is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to the following:

### In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

### In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

## Using Artificial Intelligence Tools

Do not use generative artificial intelligence tools and apps to complete and/or support the completion of assignments in this course. The teaching team is interested in reading your observations, analyses, and insights. Your sketches demonstrate your careful looking and are not assessed on artistic skills. Using generative AI in this course will be considered an academic offence relating to the use of unauthorized aids. Thank you for helping us promote and maintain a productive learning community.

## Textual Similarity Detection Tool

Assessments are submitted electronically through Quercus. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source

documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code*. Students are expected to seek additional information about what constitutes appropriate academic behaviour or appropriate research and citation methods from their instructors or other institutional resources.

## Academic Resources

### Art History Writing Lab

The Art History writing lab, led by Dr. Colin Murray, offers workshops and one-on-one tutoring sessions to help students develop ideas, write, and edit art history papers. For more information, visit the [Art History Writing Lab webpage](#). Dr. Murray is very helpful and insightful!

### University Writing Centres

The fourteen writing centres at U of T provide individual consultations with trained writing instructors and group teaching in workshops and courses. There's no charge for this instruction—it's part of your academic program. The mandate of writing centres is to help you develop writing skills as you progress through your studies. All the undergraduate colleges have writing centres for their students. Visit the [Writing at the University of Toronto website](#) for more information. [The English Language Learning](#) program also provides various offerings.

More than sixty advice files on all aspects of academic writing are available on the "[Advice on Academic Writing](#)" page. Visit the "[Using Sources](#)" page for advice on how not to plagiarize, documentation format, and methods of integrating sources.

### Chicago Manual of Style

Footnotes and bibliography entries for this course follow the [Chicago Manual of Style \(CMoS\)](#). A [Quick Guide](#) is available publicly online.

### Library Resources

The [Ask Chat with a Librarian](#) virtual chat service remains open. Library staff can help you with library-related questions and research right away. Our very own Christine Clemens is currently steward of the Art History library (filling in for Margaret English, whom you may encounter in the future). The [Art History Research Guide](#) also provides advice, useful tools, and links to the best resources for art history research.



## **Oxford Art Online**

[Oxford Art Online](#) offers access to the most authoritative, inclusive, and easily searchable online art resources available today. Users can simultaneously search Oxford's acclaimed art reference works, which are listed individually below: the Benezit Dictionary of Artists, the Encyclopedia of Aesthetics, The Oxford Companion to Western Art, and The Concise Oxford Dictionary of Art Terms, as well as many specially commissioned articles and bibliographies available exclusively online.

## **Online Museums and Exhibitions**

Over 2,000 museums and galleries offer virtual tours and online collections via [Google's Art & Culture](#) pages. Have fun exploring!



## Course Schedule

### 1: July 2

- Hello! And Meet the Teaching Team
- Skills: Taking Notes in Art History
- Monument: The Ajanta Caves

#### Key dates

July 1: Civic holiday (university closed)

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### 2: July 8

- Skills: Describing Art Objects and Analyzing Formal Elements
- Monument: The Great Mosque of Damascus
- Monuments: Qingming Festival and The Great Wave off Kanagawa

#### Key dates

- July 8: Last day to enrol in S courses
  - July 9: First day to select a Credit/No-Credit (CR/NCR) option for S courses
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### 3: July 22

- Skills: Identifying and Evaluating Research Sources
- Monuments: The Ghent Altarpiece and Altar de los Reyes
- Monuments: Series of Eight Figures and Abaporú

#### Key dates

- July 21: Assignment 1: Sketch with formal analysis due

### 4: July 29

- Skills: Comparing and Contrasting Art Objects
  - Monuments: Tā Moko and Māori Portraits
  - Monuments: Painted Buffalo Robe and Ethiopia
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### 5: July 29

- Monuments: Birthday and Creation of Birds
- Monuments: Rebellious Silence and Paradise Camp

#### Key dates

July 29: Last day to drop course

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### 6: July 29

- Skills: Exploring Art History Methodologies for Further Studies
- Monuments: End of Empire and Mama Ray
- Monument: Art on view in Toronto

#### Key dates

- August 5: Civic holiday (university closed)
- August 12: Last day of classes
- August 13: Deadline to request Late Withdrawal (LWD) at College Registrar's Office  
Last day to add or remove a CR/NCR option in S and Y courses
- August 30: Last day to submit a petition in S and Y courses  
Last day for instructors to accept late term work without needing to submit a petition to the Faculty.