



# AHPG886

## Methodology in Ancient Art History

S2 External 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Linda Evans

[linda.evans@mq.edu.au](mailto:linda.evans@mq.edu.au)

Contact via [linda.evans@mq.edu.au](mailto:linda.evans@mq.edu.au)

W6A, 521

Friday, 11-1 pm

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAncHist or MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies) or MMusStud or PGDipMusStud

Corequisites

Co-badged status

Unit description

This online unit will provide an introduction to the theoretical background for studying the art and architecture of the ancient Eastern Mediterranean region and will explore both the practical skills required and resources available for researching ancient objects. The topics covered include the nature of art, the development of art history, the practice of connoisseurship, the process of engaging with ancient art, the role of museums and conservation, and the effect of ancient art on modern design. The study program focuses particularly on the visual record of the ancient Egyptians, Copts, early Christians, Greeks, Romans, and Byzantine cultures.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the methods by which ancient art has been studied since antiquity

Critically evaluate methodological and ethical issues associated with the study of ancient

art

Compare different iconographic traditions

Conduct independent research and synthesise acquired knowledge

Communicate effectively with teaching staff and peers

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Research project plan</u></a>	10%	Friday, Week 3
<a href="#"><u>Source review</u></a>	20%	Friday, Week 6
<a href="#"><u>Research essay</u></a>	40%	Friday, Week 13
<a href="#"><u>Online discussion</u></a>	30%	Weekly

### Research project plan

Due: **Friday, Week 3**

Weighting: **10%**

#### Research project

To hone your research skills, you will carry out a research project during this unit in which you will explore a relevant issue in ancient art history. Suggested topics are as follows:

- The concept of “authenticity”
- The art of forgery
- Antiquities trade / art market: Overview and critique
- The pros and cons of unprovenanced antiquities
- The Parthenon marbles: political, ethical and practical considerations
- Art conservation: Ethics and practice (past and present)
- Career and critique of John Beazley
- Reception of ancient Egyptian art: Egyptomania
- Reception of Greek art by the Romans
- What is “early Christian art”?
- What is “Coptic art”?
- Problems in the study of “Byzantine art”

You may also propose a topic to investigate (however this will need to be approved by the convenor first).

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After you have chosen a research topic, you will need to prepare a 300-word research project plan. Your plan should include the following details:

- The research question to be addressed and why it is important/relevant.
- Your research objectives – what outcomes do you expect to achieve through your research project?
- How will you go about addressing this question? What methods (practical and/or theoretical) will you use?
- A short summary of the potential issues that will be covered during your research.

Grading criteria

Engagement with the research topic; clarity of expression

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Conduct independent research and synthesise acquired knowledge

## Source review

Due: **Friday, Week 6**

Weighting: **20%**

You will present a brief review (c. 1,500 words total) of five sources (books, chapters, or articles) that you have consulted while conducting your research project.

For each work:

- provide full citation details (these are not included in the word count)
- briefly describe the main points or argument presented by the author
- has the author presented a convincing case?
- indicate the relevance of the work to your research project – for example, has the work changed or challenged your thinking regarding your research topic, led you to other relevant literature, alerted you to new approaches or methodologies, provided case studies or relevant data, etc.

Grading criteria

Coherency of each review; clarity of expression; evidence of thought

On successful completion you will be able to:

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## Research essay

Due: **Friday, Week 13**

Weighting: **40%**

In the last week of the session, you will submit a 3,000-word essay that addresses your research question (as outlined in your research plan). You may present your findings in whatever format you wish (for example, you may divide your paper into labelled sections or write a traditional essay). Illustrations and appendices are welcome.

Note: Footnotes, appendices, figure captions, and the bibliography are not included in the word count

Grading criteria

Level of analysis; clarity of argument; clarity of expression; consultation and use of relevant sources; knowledge of the subject

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Conduct independent research and synthesise acquired knowledge

## Online discussion

Due: **Weekly**

Weighting: **30%**

You are expected to post at least one response to the Learning Forum each week. Please do the Required Reading first and then post your response(s) to the discussion question(s), which will be available on the iLearn website each week (see also the Unit Schedule in this guide).

Note: you will have until the end of the following week to post your response (i.e., you will have until the end of Week 2 to post an answer to the Week 1 discussion questions, and so on). Your responses to the Learning Forum will be monitored. 30% of your final grade will reflect both the quality and quantity of your responses on the forum, so it is essential that you take part.

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Compare different iconographic traditions
- Communicate effectively with teaching staff and peers

## Delivery and Resources

### Required Readings

#### Textbook:

Sparkes, B.A., *The Red and the Black: Studies in Greek Pottery* (London, 1996). The book is available from the Co-Op bookshop.

A list of the *Required Readings* will be provided on the unit website each week. Some of the Required Readings will be from the textbook, while most will be available to download directly from the unit website (additionally, some papers may also be available under Unit Readings on the Library website). Note that *Recommended Readings* will not be available on the website but must be obtained in person from the Macquarie Library or elsewhere.

### Unit expectations

AHPG886 requires a high standard of application and scholarship. This means that you will be expected to do a substantial amount of reading each week and also produce a number of assignments for which you will need to carry out independent research.

### Assignment submission

The deadline for written assignments will always be midnight Friday in the week they are due. Written work must be submitted via the Turnitin links on the AHPG886 iLearn website.

### Late penalties

Late submission of assignments will **lose 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

Each weekly forum post is worth up to a maximum of 3%. Late postings (e.g., a posting for Week 1 that is made after the Friday of Week 2, etc) will receive a **1% late penalty**.

### Word limit

Note: Word limits **do not** include the footnotes or bibliography.

### Resources

References: A selected bibliography will be available on the iLearn website.

Journals: The following journals contain papers and commentaries relevant to the study of ancient art and architecture.

- Antiquity
- Art History
- Journal of Aesthetics and Art Criticism
- Journal of Conservation and Museum Studies
- Journal of the History of Collections

Online collections of ancient art

- [British Museum](#)
- [Egyptian Museum, Turin](#)
- [Hermitage Museum](#)
- [Louvre](#)
- [Metropolitan Museum of Art](#)
- [Museum of Fine Arts, Boston](#)
- [Virtual Egyptian Museum](#)
- [Wikimedia Commons: "Ancient art"](#)
- [Walters Art Museum](#)

### Databases

- JStor
- Expanded Academic
- Project Muse
- Oxford Art Online (a database of terminology, encyclopaedic entries on artists and works of art, and images)
- Index of Christian Art (a thematic and iconographic index of early Christian and medieval art objects)

General search engines A search through [Google Scholar](#) can yield a surprising number of relevant citations and articles. [Google Books](#) also offers titles pertaining to ancient art and architecture.

## Unit Schedule

Date	Topic	Assessments
Week 1	<b>What is ancient art?</b> <u>Learning Forum questions:</u> <ul style="list-style-type: none"><li>• Welcome</li><li>• What comes to mind when you think about ancient art?</li></ul>	
Week 2	<b>The discovery of ancient art and architecture</b> <u>Learning Forum questions:</u> <ul style="list-style-type: none"><li>• Do you think that it was inevitable that Greek vases would eventually be considered examples of high art or have they only achieved this status because of collectors like Hamilton who manipulated the market?</li><li>• Did the timing of Hamilton's publications – just two years after Winckelmann's popular, <i>History of the Art of Antiquity</i> – affect how Greek vases were perceived by European society?</li></ul>	

<p><b>Week 3</b></p>	<p><b>The object in isolation</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Vase exercise</li> <li>• What do you think of connoisseurship? Do you believe that it still has a role to play in the study of ancient art?</li> </ul>	<p>Research plan (10%) due this Friday</p>
<p><b>Week 4</b></p>	<p><b>Objects and the viewer</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• In the writings by the Philostrati, do you think they are simply rhetorical exercises or do they give us important information relating to the art of painting itself?</li> </ul>	
<p><b>Week 5</b></p>	<p><b>The object in context</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Do you think Plato's Theory of Art diminished the role of the artist?</li> </ul>	
<p><b>Week 6</b></p>	<p><b>Museums and conservation</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Given that museums have a 'duty of care', discuss some of the issues that can arise from the conservation of artefacts? Is restoration of objects always for the best?</li> </ul>	<p>Source review (20%) due this Friday</p>
<p><b>Week 7</b></p>	<p><b>The impact of ancient art on modern design</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• What do you think drove the choice of ancient motifs that were incorporated into modern designs (e.g., Egyptian pyramids, obelisks, laurel wreaths, Greek heroes, lotus-columns, etc)?</li> <li>• Was it based on aesthetic appeal (some motifs were simply considered more attractive than others) or do you think that the subset of objects published in catalogues and other sources largely determined which designs were later adopted?</li> <li>• In short, why do you think that some motifs were more popular than others?</li> </ul>	
<p><b>Week 8</b></p>	<p><b>Issues in the study of Egyptian art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• To what extent does our approach to the study of Egyptian art affect our understanding of the scenes? In your answer, consider whether the art is a reflection of the reality of the ancient Egyptians or completely symbolic.</li> </ul>	
<p><b>Week 9</b></p>	<p><b>Issues in the study of Greek art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Discuss the Foundry Painter's name vase, the subject of which is the production of bronze sculpture.</li> <li>• Think about the vase in relation to what we know (and don't know) about art production, circulation and reception in the first half of the 5th century BCE. You can choose to discuss it in relation to vase painting or sculpture, or both.</li> </ul>	



Week 10	<p><b>Issues in the study of Roman art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• What problems and issues does Kampen identify regarding the study of Roman art in her two articles? What solutions does she suggest and what do you make of these?</li> <li>• The issue of 'Roman copies' is mentioned in this week's lecture. Look up the example of Roman sculpture in the Metropolitan Museum discussed in the lecture. Read the entry and comment on the way the 'Romanness' of the sculpture is (or isn't) presented.</li> <li>• Can you think of a way to re-write parts of this entry to reflect current ways of discussing Roman art?</li> </ul>	
Week 11	<p><b>Issues in the study of Early Christian art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Discuss why you think the study of early Christian art has in the past been neglected or disparaged?</li> </ul>	
Week 12	<p><b>Issues in the study of Coptic art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Dora Zuntz distinguishes two types of post-Pharaonic Egyptian painting (and art in general), one of which she calls "Coptic". What are the main characteristics of this "Coptic" art according to Zuntz and how did it originate?</li> <li>• Thelma Thomas takes issue with Zuntz's (and other earlier scholars') definition of "Coptic" art. Why does Thomas take issue with the use of the word? What alternative does she suggest?</li> </ul>	
Week 13	<p><b>Issues in the study of Byzantine art and architecture</b></p> <p><u>Learning Forum questions:</u></p> <ul style="list-style-type: none"> <li>• Do you think it helps that we can see the image discussed by Photius in his homily?</li> <li>• What was it about Byzantine art and architecture that made it influential?</li> </ul>	Research essay (40%) due this week

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public <http://www.mq.edu.a>

[u/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Understand the methods by which ancient art has been studied since antiquity
- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Compare different iconographic traditions

#### Assessment tasks

- Research project plan
- Source review
- Research essay
- Online discussion

### PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

#### Learning outcomes

- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Compare different iconographic traditions
- Conduct independent research and synthesise acquired knowledge

#### Assessment tasks

- Research project plan
- Source review
- Research essay
- Online discussion

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- Conduct independent research and synthesise acquired knowledge

### Assessment tasks

- Research project plan
- Source review
- Research essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Conduct independent research and synthesise acquired knowledge
- Communicate effectively with teaching staff and peers

### Assessment tasks

- Research project plan
- Source review
- Research essay
- Online discussion

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Critically evaluate methodological and ethical issues associated with the study of ancient art
- Communicate effectively with teaching staff and peers

## **Assessment tasks**

- Research essay
- Online discussion

## **Changes since First Published**

<b>Date</b>	<b>Description</b>
13/07/2016	The assessment is now appropriate for external (800 level) students only.