Art History 4811.001- Topics in 19th Century

Halls of Fame- Statuary Hall, Walhalla, The Panthéon

Course Description: This course will examine the preoccupation of the United States, Germany and France with forming a sense of nationalism via the formation of “Halls of Fame,” as well as civic monuments, during the long-nineteenth century. The formation of legends and heroes is not culturally specific; each community requires these "role models" to inspire and unite residents alike. During the nineteenth century, public monuments honoring military heroes, intellectuals, and political leaders became a custom of Western society. In 1791, revolutionary France sanctioned the Church of St. Genevieve in Paris to become a mausoleum, called the Panthéon, Along with murals throughout the architectural project, the project revered French citizens with statues of important figures, like Voltaire, Emile Zola, and Rousseau, buried in the “temple of the nation.” In 1842, construction finished on King Ludwig I of Bavaria’s visionary Walhalla located near Regensburg. This project functioned to aggrandize legends of the German tongue, including Martin Luther, Goethe, Albrecht Dürer, and Immanuel Kant. Over 100 busts, numerous wall panels, and a large statue of Ludwig I in ancient garb are placed in the grand hall. And in tandem with these “halls of fame,” the creation of the United States Statuary Hall was approved on July 2, 1864 by Congress. With this statute, each state was invited to furnish the vacant Old Hall of the House with two statues of “illustrious” persons. Each of these projects—the Panthéon, Walhalla, and Statuary Hall—were created with a shared intent- to honor great men as a means to define collective cultural values. Ideas of representation, nationalism, politics, and gender will be discussed to better consider these collections.

Course objectives:
1. Students will learn to examine works of the visual past to better understand their culture(s), economies, and class relations considering diverse perspectives.
2. Students will implement critical thinking with close reading.
3. Students will develop their research and writing skills.
4. Students will work together to analyze conceptual frameworks, defend arguments, and analyze works formally during course discussions and presentations.

Required Texts: Articles/Chapters/Online Databases via Course Reserves/Canvas

Writing Standards: As ARTH 4811 is an upper-level course, the quality of student writing is expected to meet an advanced college-level. There are several written assignments throughout this semester where students will need to be proactive and work independently via research, drafting, and editing to perform well in this course.
Technology policy: I do not allow the use of cell phones, or recording devices in the classroom, except by special permission. (If you have a disability requiring ODA accommodations, please provide me with the documentation (see below)). All devices must be silenced and put away during class to avoid distractions. I prefer that students do not use laptops or tablets during class to avoid distractions. Writing notes on paper has been proven to increase retention of information due to kinetic learning. However, if you must use a laptop/tablet for taking notes or viewing articles, please ask for permission after class or via email. If you are in a situation where you may need to have your phone out (and on vibrate) due to personal circumstances, please let me know at the beginning of class.

Attendance: You are allowed up to 2 unexcused absences this semester, lecture notes or slides will not be provided, and it is your responsibility to obtain notes from a classmate. If you have a longer illness, please submit your documentation to the Dean of Students for an accommodation letter to excuse your absences. Please make every effort to be on time for class. Students who consistently arrive late, leave early, or take long restroom breaks during class will not only miss important information covered in class, but will receive marks off their Participation/Discussion grade. Please take the time we have together in our course each week to learn, and engage with your classmates.

Course Disclaimer: Content in the arts can sometimes include works, situations, actions, and language that can be offensive to some students on the grounds of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds, students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

Student Support: ADA Policy- UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).
**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)** - The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures** - UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Academic Integrity Standards and Consequences** - According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

All work submitted for a grade in this class must be written in your own words and original to this term. You may not copy or transcribe anyone else’s material, including but not limited to websites, museum publications, books, or articles. You may not reuse work previously uploaded or submitted to this or any other class, either your own or another person’s. Students may not share exam/quiz questions or answers in any format, including but not limited to verbal, written, digital, and image-based communication. Students found to violate this policy will be sanctioned with penalties ranging from zero on the assignment to a failing grade in the course. All offenders will be reported to the university.

**Course Assignments Breakdown**
- Reading/Discussion Write ups – 15%
- Quizzes- 30%
- Research Paper/Presentation- 30%
- Participation/Discussion- 15%
- Final Reflection Paper- 10%

**Course Rubric**
- A- 100-90
- B- 80-89
- C- 70-79
- D- 60-69
- F- 59 or below

(out of 100 points, or 100 %)
Course Assignments

Write-ups- At the beginning of the semester, students will select three different topics/themes to produce a summary of each of assigned reading(s) for the day. Students will also provide three discussion questions, which they will prompt to their classmates during in-class Discussion. (5% each, 15% total)

Quizzes- There will be three quizzes this semester. Each quiz will draw information from the course readings, as well as visual material and artworks covered in class. Questions will consist of short answer, image identifications, True/False and multiple-choice questions. The quizzes will not be cumulative; however, ideas will thread through the entire semester. (10% each, 30% total)

Final Paper/Presentation- Each student will be required to produce an 7-8 page paper over a relevant topic/artist for our course. Additionally, a short Powerpoint (or similar) presentation will be required to share research with classmates during a 6-8 minute presentation. A handout will be provided. (30%)

Class Participation/Discussion- All students are expected to come to class prepared to discuss the assigned readings. It is imperative for the course, that all participate regularly to consider all perspectives. To encourage the free exchange of ideas, students must respect and listen to each other. Students are encouraged to disagree with the authors, other students, or the professor within class discussion, however, students must remain cordial and collegial. If students treat any persons disrespectfully, they will be asked to leave the classroom. While in class, I expect students to be engaged- looking to their readings, participating in class discussions, etc. In the case that discussion is not constructive, I reserve the right to administer unannounced quizzes or assign in-class writing assignments that will count toward your participation/discussion grade. If students are texting, chatting, napping, or otherwise inattentive in class, they may be asked to leave and marked as absent. (15%)

Final Reflection Paper – At the culmination of our course, students will produce a 2-3 page paper to prepare for final discussion. Expectations and rubric will be explained in handout. (10%)
Course Calendar with Required Readings  
(Subject to change at the discretion of the professor)

Week One: Introduction, Panthéon / French Republic(s)/Empire  
Monday, June 6 – Syllabus; Introduction to Course

Tuesday, June 7  

Wednesday, June 8  
Excerpt from: Baudelaire, “Salon of 1864” (*Pourqoui la sculpture est ennuyeuse*)  

Thursday, June 9  
Nochlin, “Death in the Mid Nineteenth Century,” 1971  
Roos, “Rodin’s *Monument to Victor Hugo*: Art and Politics in the Third Republic”

Week Two: Walhalla / ‘German’ Architecture and Sculpture  
Monday, June 13 –  
Excerpt from: Bouwers, *Public Pantheons in Revolutionary Europe*  
Butler, “Art and Architecture in the service of politics”  
Ben-Amos, “Monuments and Memory in French Nationalism”

Tuesday, June 14 – Quiz 1

Wednesday, June 15-  

Thursday, June 16-  
Excerpt from: Bouwers, *Public Pantheons in Revolutionary Europe*  
Lorenz & Rohde, “Building with Iron in Nineteenth Century Bavaria”

Week Three: Statuary Hall / The United States and Monument Mania  
Monday, June 20–  
Hagen, “Architecture, Urban Planning and Political Authority in Ludwig I’s Munich”  
Excerpt from: Wünsche, *Glyptothek.*

Tuesday, June 21- Quiz 2
Wednesday, June 22-
Excerpt from: Irwin, *Neoclassicism*
Excerpt from: Craven, *American Art*
Wills, “Washington’s Citizen Virtue, Greenough and Houdon”

Thursday, June 23-

*(Friday, June 24th- Last day to drop a course).*

**Week Four: Nationalism & Heroes**
Monday, June 27
Nochlin, “The Heroicism of Modern Life”
Aron, “Unmanifesting Destiny”

Tuesday, June 28- Quiz 3// Work Day

Wednesday, June 29- Work Day, Research Papers due by 11:59 pm.

Thursday, June 30- Group 1, Presentations

**Week Five: Final Presentations/Discussion**
Monday, July 4th- University Closed, No Class

Tuesday, July 5- Group 2. Presentations

Wednesday, July 6- Group 3, Presentations

Thursday, July 7- Final Discussion Day, Reflection Paper Due by 11:59 pm
Article- Carr, “Do We Need Monuments?” & Campbell, “The Hero’s Adventure”