Course description: This course explores a selection of Buddhist, Jain, and Hindu artistic expressions from ancient and medieval India. We will focus on particular issues such as the early production of imagery and its role in the development of sacred architecture. We will also consider the ways in which art functions in terms of ritual and how it expresses and shapes certain religious values and goals. Special attention will be paid to iconography, creation of sacred space, and patterns of patronage.

Course content & objectives: This course is designed to familiarize students with the arts of ancient and medieval India. By the end of this course the student will be able to identify selected works of art through their religious, regional and/or socio-political affiliations and be able to associate these works within their larger historical contexts. In addition, the student will be able to accurately describe the function and/or meaning(s) of these artworks given the time and place of their creation. By engaging in the visual cultures of India, students can cultivate a thorough knowledge of this important specialization within the discipline of art history, and, at the same time, foster the essential skills of critical looking, reading, and writing about art.

Goals of the course also include:
(1) to identify and interpret artworks as objects that shape (and are shaped by) their larger socio-historical contexts
(2) to identify select frameworks and paradigms employed in the study of ancient Indian art

Course structure: This is a lecture course that meets twice a week for an hour and twenty minutes. Reading assignments for the course are listed below in the lecture schedule. In order to fully prepare for lecture, the student should complete the reading assignment before the scheduled class.

Communication: I am always available to answer questions and/or concerns through the Canvas course email. Alternatively, you may email me at lisa.owen@unt.edu but please identify this particular class in the subject line of your email (e.g., Art of Ancient India). I am also happy to see you during office hours (ART 310) or schedule a Zoom appointment with you!

Course requirements and grading criteria:
Exams (3 in-class essay exams @ 25% each).......................................................... 75%
Writing assignment.................................................................................................. 20%
Attendance.............................................................................................................. 5%
Description of in-class essay exams: There will be a total of 3 in-class essay exams. Dates for these exams are highlighted in bold in the lecture schedule. Exam 3 will be taken during our scheduled final period: Wednesday, May 11 from 10:30am-12:30pm. At least one week prior to each exam, 20-25 images will be available on Canvas for review. For each exam, I will construct 4 essay questions and select 6-8 images that will be displayed during the exam period. I provide the relevant information of each artwork (title, location, date) but you will need to construct an essay in response to the questions that accompany the artwork. You will have approximately 15 minutes for each essay (with 10 minutes at the end to finish up). However, it is imperative that you arrive to class on time, as I will not re-show the images once the exam is in progress.

In addition, there will be no make-ups for the in-class exams. If you miss an exam, you will receive a zero on that test unless you provide proper documentation for a University-sanctioned absence (e.g., documented illness, team event, family emergency, etc.). You must contact me within 24 hours of the missed exam. If, after reviewing your documentation, I agree to schedule a make-up exam with you, it must be taken within one week of the missed test. If this is not possible (due to illness), we will schedule an alternative date.

Grading scale for all essay exams: Typically each exam has 4 essay questions with each question worth 25 points.

Here is how points are distributed for each essay question with the corresponding letter grade:

25 = A+; 24 = A; 23 = A-; 22 = B+; 21 = B; 20 = B-; 19 = C+; 18 = C; 17 = C-; 16 = D+; 15 = D;
14 = D-; 13 and below = F

Description of writing assignment: During the semester, students are to write a short paper that assesses one of the assigned readings. The assigned reading and date of discussion are highlighted in bold in the lecture schedule. Specific content guidelines will be distributed at the appropriate time. Check the lecture schedule for discussion and due date and read over the grading criteria on the last page of the syllabus. The paper must be submitted online through Canvas and adhere to the deadline.

Late work: Late work is not accepted unless there is a documented emergency. As with the exams, the student must notify me about the emergency within 24 hours of the due date of the assignment. If I agree to accept a late assignment, it will be marked down 10 points per day (not class) that it is late.

Posting of grades: Grades will be posted on Canvas. If you would like to discuss a grade with me, we can set up an appointment during office hours. Students have a window of two weeks to talk to me about a grade. In other words, at the end of the semester, I will not look over past material for you and/or re-grade any exams or assignments.

Attendance policy: Attendance will be taken via a sign-up sheet that is passed around during each class. It is up to you to make sure that you have signed the roster. Apart from documented illness or other university sanctioned absence (with documentation), you are allowed two absences without penalty. After that, your attendance grade (which is initially recorded as 100% A) will be lowered by half a letter grade (i.e. 5 points) for each absence over the allotted two. It is also important for you to attend class as the exams are based on lectures and the visual material presented. In many cases, I do not completely agree with the information provided in the readings and so I will offer alternative interpretations of selected artworks and include supplemental visual comparisons during lecture. Since you will be responsible for this material when preparing for and taking exams, it is imperative that you come to class and participate fully if you wish to do well.
**Illness:** If you are experiencing any symptoms of Covid please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. Also, please communicate with me over email so that we may work together in regard to absences and missed work for this class. Please visit this link for more info https://healthalerts.unt.edu/ and a scenario guide for UNT students https://healthalerts.unt.edu/covid-guidelines

**Spring 2022— isolation and quarantine requirements align with new CDC guidelines:**

- COVID-positive individuals isolate for 5 days from the onset of symptoms followed by 5 days of mask-wearing (there are exceptions based on symptoms).
- The fully vaccinated are still not required to quarantine if exposed and asymptomatic.
- The non-vaccinated must quarantine for 5 days if exposed.

Because of the short quarantine period, contact tracers will not identify and communicate with close contacts. For this reason, seating charts and attendance records will not be needed for spring. If a student notified the COVID team that they have been exposed to COVID, information will be provided to the student to help identify if they need to quarantine and determine a return date. In these cases, the student is responsible for informing faculty of their absence and determining make-up work.

**Academic integrity standards and consequences:** According to UNT Policy 18.1.16, 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.

**Plagiarism:** Plagiarism necessitates that I file an incident report to the appropriate authorities and this may result in your failing the assignment, failing the course, and/or being expelled from the University. Please ask me if you have any questions about what constitutes plagiarism and how you should give proper acknowledgement to your sources in your written work.

**Sexual discrimination, harassment, and assault:** UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**ADA accommodation statement:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 communicate with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu
Emergency notification and 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). Please make sure your information is current with this system.

Content in the arts can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, 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, 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.

Required readings on Canvas:

Section 1: Archaeology of Religion

Section 2: Carving the Divine

Section 3: Housing the Divine

Schedule
Please note: The professor reserves the right to alter this syllabus if necessary. © 2022 Lisa N. Owen

**Section One: Archaeology of Religion**

Jan 19 (W): Introduction to the course; why study ancient art?


Jan 26 (W): Indus Valley civilization

Jan 31 (M): Introduction to the Vedas and Upanishads: *Indian Art*, Chp. 2, 36-9 and Davis essay 1-14
Feb 02 (W): Introduction to Jainism and Buddhism: *Indian Art*, Chp. 2, 39-42 and Davis essay 14-21

Feb 07 (M): Jainism and Buddhism

Feb 09 (W): Buddhism and Ashoka: *Indian Art*, Chp. 2, 42-8

**Feb 14 (M):** Buddhism and Ashoka: Edicts essay

*Writing assignment discussed in class; due by midnight, Monday Feb 21*

Feb 16 (W): The Buddhist *stupa: Indian Art*, Chp. 3, 51-69

**Feb 21 (M):** The Buddhist *stupa*

*Writing Assignment due by midnight (upload to Canvas)*

Feb 23 (W): The Buddhist *stupa* and issues of aniconism: Huntington and Dehejia essays

Feb 28 (M): The Buddhist *stupa* and issues of aniconism

**Mar 02 (W): In-class Exam 1**

**Section Two: Carving the Divine**

Mar 07 (M): Jina images and Jain sculpture: Owen essay (Jain Sculpture)

Mar 09 (W): Jina images and Jain sculpture

**Spring Break—No classes Mar 14-18**


Mar 23 (W): Origins of Buddha images: Schopen essay


Mar 30 (W): Buddha images and Ajanta

Apr 04 (M): Origins of Hindu images — Shiva, Vishnu, and Devi: *Indian Art*, Chp. 6, 137-40 and Davis essay 21-7

**Apr 06 (W): No class—review for Exam 2**

Apr 11 (M): Hindu images and Udayagiri

**Apr 13 (W): In-class Exam 2**

**Section Three: Housing the Divine**

Apr 18 (M): Temple architecture—Northern India: *Indian Art*, Chp. 6, 141-52 and Michell essay

Apr 20 (W): Temple architecture—Northern India: *Indian Art*, Chapter 7, 155-70
Apr 25 (M): Temple architecture—Northern India

Apr 27 (W): Temple architecture—Southern India: Indian Art, Chapter 8, 185-204

May 02 (M): Temple architecture—Southern India: Smith essay

May 04 (W): Temple architecture—Southern India

May 11 (W): In-class Exam 3—10:30am-12:30pm

Grading Criteria for Writing Assignment:

A = Such a grade indicates that the student assessed the reading(s) and/or answered the required questions with rigor and clarity of thought. An ‘A’ paper means that there were little to no errors in grammar/spelling and that the introduction and conclusion were clear as was the development of the body of the paper. An ‘A’ paper also demonstrates that the student carefully read the entire assignment and thoroughly answered all questions.

B = Such a grade indicates that the student was able to execute the assignment with diligence and forethought, though some main issues in the reading(s) and/or required responses to questions were not addressed fully by the student. A grade of ‘B’ also usually indicates that there were limited structural, spelling, or grammatical problems.

C = This is similar to the ‘B’ description, but the number of problems is more extensive. These may include significant grammatical or structural problems, adding irrelevant material or new material inappropriately, too many generalities, and/or not addressing the main issue(s) in the assigned reading(s) and required questions. ‘C’ papers often contain too many quoted passages.

D = A grade of ‘D’ indicates that the student did a poor job in demonstrating that s/he read the assignment. Further, grammatical/structural problems make a ‘D’ essay quite difficult to follow. There are usually far too many generalities and a lack of analysis.

F = This either indicates that the assignment was not done or what was done was simply unacceptable for any number of reasons. This includes any indication of plagiarism, which may entail further academic penalty. See the section on plagiarism in this syllabus.