Cover Sheet: Request 15747

ARH 4XXX – Artistic Exchange from Baghdad to Toledo, 632-1453

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Ashley Jones ajones@arts.ufl.edu
Created	1/29/2021 10:40:29 AM
Updated	2/19/2021 10:01:12 AM
Description of request	Request for new advanced undergraduate course, Artistic Exchange from Baghdad to Toledo, 632-1453

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Art and Art History 13020000	Elizabeth Caple		1/29/2021
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		2/19/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15747

Info

Request: ARH 4XXX – Artistic Exchange from Baghdad to Toledo, 632-1453
Description of request: Request for new advanced undergraduate course, Artistic Exchange from Baghdad to Toledo, 632-1453
Submitter: Ashley Jones ajones@arts.ufl.edu
Created: 3/10/2021 2:53:12 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ARH

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

> Response:
> 4

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

> Response:
> Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Artistic Exchange from Baghdad to Toled, 632-1453

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Mediterranean Art 632-1453

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Examines art created by diverse communities centered on the Mediterranean in the long Middle Ages. Focuses particularly on artworks that were produced for or subject to cultural exchange via travel, trade, diplomatic gift, or plunder; and on sites of cultural contact such as Al-Andalus, Norman Sicily, and eastern Anatolia.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
ARH 2050

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The following courses already exist in the curriculum and focus on medieval art in a European context: ARH 4200 Early Medieval and Byzantine Art, ARH 4251 Romanesque and Gothic Art. The new course addresses art across and beyond the Mediterranean, including art produced by Islamic and Jewish as well as Christian communities and emphasizes the interconnectedness of the Mediterranean world while de-centering Europe. In providing a post-colonial perspective on the Middle Ages, it serves an appropriate counterpart to courses such as ARH 3357 Global Baroque Art, ARH 3614 Indigenous Arts of the Colonial Americas, ARH 3664 Colonial Art of New Spain, and ARH 3665 Colonial Andean Art, each of which focus on pre-modern globalizations and historical points of cultural contact.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
• Develop a critical understanding of the term "colonial," especially in relation to post-colonial and decolonial theory.
• Recognize, interpret, and analyze artworks from several cultural groups.
• Understand the historical conditions that led to the creation of such works.
• Hone critical reading skills by synthesizing and discussing scholarly texts.
• Memorize the names and geographical locations of several dynasties, caliphates, kingdoms, and empires.
• Improve research and writing skills by producing a research paper.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Textbooks:
•   Late Antique and Medieval Art of the Mediterranean World, ed. by Eva R. Hoffman, Blackwell Anthologies in Art History: 2007
•   The Arts of Intimacy: Christians, Jews, and Muslims in the Making of Castillian Culture, by Jerilynn Dodds, Maria Rosa Menocal, and Abigail Krasner Balbale. Yale UP: 2009.
Important online resources/textbooks will include:
•   Museum With No Frontiers http://www.discoverislamicart.org/exhibitions/isl/
•   Qantara http://www.qantara-med.org/qantara4/index.php?&lang=en

Further readings will be distributed via electronic course reserves.
Selected readings:
•   Shalem, Avinoam 2012. "What do we mean when we say 'Islamic Art'? A plea for a critical

rewriting of the history of the arts of Islam," Journal of Art Historiography 6: 1-18
•   Flood, Finbar Barry "Image against Nature: Apotropaia in Byzantium and the dar al-Islam," The Medieval History Journal 9 (2006), pp. 143-166
•   Trilling, James "Medieval Interlace Ornament: The Making of a Cross-Cultural Idiom," Arte Medievale, Ser. 2, vol. 9 (1995), pp. 59-86
•   Guidetti, Mattia "The contiguity between churches and mosques in early Islamic Bilad al-Sham," Bulletin of SOAS 76 (2013), pp. 229-258
•   Elsner, Jas "Iconoclasm as Discourse," The Art Bulletin 94 (2012), pp. 368-394
•   Tronzo, William "Regarding Norman Sicily: art, identity, and court culture in the later middle ages," Römisches Jahrbuch der Bibliotheca Hertziana 35, 2003/2004, pp. 101-14
•   Redford, Scott, "The Seljuqs of Rum and the Antique," Muqarnas, vol. 10 (1993): 148-156
•   McClary, Richard Piran, "The Re-use of Byzantine Spolia in Rum Saljuq Architecture," bfo-Journal 1 (2015), pp. 14-22
•   Redford, Scott, "Portable Palaces: On the Circulation of Objects and Ideas about Architecture in Medieval Anatolia and Mesopotamia," Medieval Encounters 18 (2012), pp. 382-41
•   Maranci, Christina, "Byzantium through Armenian Eyes: Cultural Appropriation and the Church of Zuart'noc'," Gesta 40: 2 (2001), pp. 105-124
•   Jones, Lynn, " 'Abbasid Suzerainty in the Medieval Caucasus: Appropriation and Adaptation of Iconography and Ideology," Gesta 42:2 (2004), pp. 143-150
•   Georgopolou, Maria, "Orientalism and Crusader Art: Constructing a New Canon," Medieval Encounters 5:3 (1999), pp. 289-391
•   Hoffman, Eva R. "Christian-Islamic Encounters on Thirteenth-Century Ayyubid Metalwork: Local Culture, Authenticity, and Memory," Gesta 43:2 (2004), pp. 129-142
•   From The Legacy of Genghis Khan: Courtly Art and Culture in Western Asia, 1256-1353, ed. By Linda Komaroff and Stefano Carboni, Met Museum (2002): "A Note on Artistic Exchanges in the Mongol Empire," pp. 63-73
•   Bozdogan?, Sibel and Gülru Neci?poglu,"Entangled Discourses: Scrutinizing Orientalist and Nationalist Legacies in the Architectural Historiography of the 'Lands of Rum,'" Muqarnas 24 (2007), pp. 1-6
•   Watenpaugh, Heghnar Zeitlan, "Preserving the Medieval City of Ani: Cultural Heritage between Contest and Reconciliation," Journal of the Society of Architectural Historians, 74:4 (2014), pp. 528-555

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
1. Introduction and Methodological Problems
2 and 3. Byzantium and Islam
4. and 5. Al-Andalus
6. Sicily
7. From Baghdad to Ifriqiya
8. Gift Exchange and Luxury Arts
9. Armenians, Georgians, and Turks
10. The Crusades
11. and 12. Venice in the East
13. The Mongol Empire
14. Preserving Heritage Today
15. Student Presentations

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Attendance and Active participation in discussion (15%): Students come prepared to engage and discuss the week's reading assignment, as well as ask questions.
?   Preparation, presentation, and discussion-leading of one article (5%): Once during the semester each student will be responsible for selecting a reading relevant to your research paper, presenting the assigned readings and leading discussion.
?   Object Description Paper (5%): after completing the assigned reading, students will write a one page description, of their chosen object(s).
?   3 Reaction Papers (5% each = 15%): Using their selected object as a lens or case study, students will write a reaction paper to a reading or readings of their choice three times throughout the course of the class.
?   Peer Review Participation (graded as complete/incomplete; 10%): Students will share their Object Description and Response Papers with their peers, and each student will be responsible for writing one paragraph of constructive comments on the paper of a classmates (this will be done on a rotating basis and not with a single partner). Peer reviews are due one week after description and response papers are due.
?   Annotated Bibliography and Paper Outline (15%): Students will prepare an annotated bibliography and outline of their research papers.
?   Paper Presentation (15%): Students will present an abbreviated version of their paper in the last weeks of the class.
?   Final Paper 20%: Throughout the semester students will research and write a 15-page paper on the subject of their choice.
Grading Rubric:
1. ATTENDANCE and PARTICIPATION
ATTENDANCE POLICY:
Class Attendance. Attendance is mandatory. Repeated unexcused absences will result in a lowering of the participation and attendance portion of a student's grade. After the third unexcused absence, the participation and attendance grade would drop by 5 points (from 95 to 90, for example). For excused absences you need to provide a note from your doctor or other appropriate individual. Among the reasons for excused absences are: Death or major illness in the immediate family; religious holiday; injury. Please look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays) that conflict with classes, due dates, or exams. If you do have a conflict, contact the instructor in advance.
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
PARTICIPATION RUBRIC:
Exceptional: Arrives ready to engage and discuss the week's reading assignment, as well as ask questions.
Competent: Mostly ready to engage and discuss the week's reading assignment, but asks few questions and demonstrates evidence of having not completed the readings.
Unsatisfactory: Provides an inaccurate and/or largely incomplete account of reading assignment and is unable to formulate or answer questions.
2. READING PRESENTATION
Exceptional: Accurately describes and interprets all relevant aspects of the scholarly literature, cogently and with unusual insight and attention to detail.
Competent: Mostly accurate in describing and interpreting many relevant aspects of the scholarly literature.
Unsatisfactory: Provides an inaccurate and/or largely incomplete account of the scholarly literature.
3. DESCRIPTION and REACTION PAPERS
Exceptional: Accurately describes and interprets chosen artwork in relationship to selected scholarly literature, cogently and with unusual insight and attention to detail.
Competent: Mostly accurate in describing and interpreting chosen artwork in relationship to many relevant aspects of selected scholarly literature.
Unsatisfactory: Provides an inaccurate and/or largely incomplete description and interpretation of

artwork in relationship to selected scholarly literature.
4. PEER REVIEW PARTICIPATION
Graded as complete/incomplete
5. ANNOTATED BIBLIOGRAPHY and PAPER OUTLINE
Exceptional: Student conducts a thorough program of research, and by examining and assessing the results, s/he identifies all high caliber sources.
Competent: Student conducts a program of research, and by examining and assessing the results, s/he identifies some high caliber sources.
Unsatisfactory: Research is largely incomplete, and in examining and assessing the results, the student does not distinguish the differing quality of sources.
6. FINAL PAPER PRESENTATION
Exceptional: Lays out the key arguments and evidence in a fluent, compelling, and precise manner. Excellent pace, poise, diction, volume, and demeanor.
Competent: Lays out many of the key arguments and pieces of evidence clearly. Acceptable pace, poise, diction, volume, and demeanor.
Unsatisfactory: Notable disorganization, confusion, and/or vague expression. Notable deficits in pace, poise, diction, volume, and/or demeanor.
7. FINAL RESEARCH PAPER
Exceptional: Thoroughly surveys the state of the scholarly literature on the topic with excellent understanding of all the issues.
Competent: Examines and assesses much of the key scholarly literature on the topic, with understanding of many of the issues.
Unsatisfactory: Neglects most of the scholarly literature on the topic, with little understanding of the issues.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Ashley Elizabeth Jones

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes