

COURSE SYLLABUS

ARH 139: Introduction to Topics in Global Art - online asynchronous; 4-week summer session class; 3 credits

Instructor Information: Sharon Jordan, Associate Professor, Art History Program, Art Dept.
Email: Sharon.jordan@lehman.cuny.edu; Navigate (Zoom) Office Hours: Wed, 11-12pm

Course Description: In this online asynchronous course, *Introduction to Topics in Global Art*, students will study the complicated issue of repatriation or the return of purchased, stolen or looted artworks and objects from one country to another. We will examine and analyze two prominent case studies: In week's 1 and 2, we will examine Greece's claims for the return of the Elgin Marbles from England's British Museum. At the beginning of the 19th Century, Britain's Lord Elgin purchased the sculptures from the Ottoman occupiers of Greece. The sculptures making up the Elgin Marbles originally adorned the building, the Parthenon, the center of Athen's Acropolis. They are considered among the most important examples of Classical Greek art and have been influential on the development of Western culture. In week's 3 and 4, we will examine the case of the return to Nigeria of the Benin Bronzes that were looted and dispersed to various world museum's resulting from the colonialization of Africa at the end of the 19th Century. Readings and essays will analyze each side of the repatriation issues surrounding these objects. The importance of these two country's cultural outputs will be contextualized through art historical and historical materials and assignments to understand the complexity of the current calls for repatriation.

Learning Objectives: In ARH 139, students will:

- Develop visual literacy skills by analyzing and examining works of art within their cultural contexts
- Interpret and assess information from a variety of journalistic, governmental and cultural and museum sources
- Evaluate evidence and arguments critically from different national and cultural points of view
- Produce well-reasoned written arguments and counter-arguments using evidence and source materials to support conclusions
- Identify and apply the fundamental concepts and methods of art history and cultural studies, including formal analysis and contextual analysis, for various world regions and cultures
- Analyze and evaluate the legacy and effects of colonialism and the effects of globalization and global tourism through a study of the issue of repatriation of artworks and cultural objects from differing points of view
- Analyze the historical developments of Classical European, Byzantine and African culture as individually impacted by war, religious developments including the spread of Christianity and Islam, colonialism, and global trade
- Analyze how the issue of repatriation of cultural objects has impacted geopolitics and global culture in our contemporary world

Course Structure:

This is a no-textbook cost (OER) course. Students will access all course materials in the content tab on the class Brightspace page that corresponds to the calendar in the syllabus breakdown below. ARH 139 fulfills the Gen Ed ‘World Cultures and Global Issues’ category requirement. It also satisfies a 100-level art history requirement for all B.A. & B.F.A. majors in studio art in the Art Dept.

This is an active, online 3-credit course that will require the same level of engagement and time commitment as attending an in-person course during a 15-week semester. In the asynchronous format, you will not be online with your classmates or the instructor at the same time. The asynchronous format means that each unit offers you flexibility during the week to complete the weekly course readings and assignments by their deadlines. It is imperative that students stay up-to-date with the course materials and meet every assignment deadline in this condensed 4-week course.

SUMMER 2026 ARH 139 SCHEDULE:

Week 1A: Course Introduction (discussion board post 5 points)

Week 1B: Classical Greek Art Historical Overview (timeline assignment 15 points)

Week 2A: Assigned Readings for and against the return of the Elgin Marbles from Britain back to Greece (online quiz 15 points)

Week 2B: Discussion Board Written Arguments for or against the return of the Elgin Marbles from Britain back to Greece and Rebuttal or Counter-Arguments – each student receives assigned position to argue (discussion board post 15 points)

Week 3A: Overview of African Colonialization and the Dispersal of the Art from Benin (compendium assignment 15 points)

Week 3B: Assigned Readings arguing for and against the return of the Benin Bronzes to Nigeria from European museums and an examination of Berlin’s Humboldt Forum as a successful compromise (online quiz 15 points)

Week 4A: Discussion Board Arguments for or against the return of the Benin Bronzes to Nigeria from European museums and Rebuttal or Counter-Arguments – each student receives assigned position to argue (discussion board post 15 points)

Week 4B: Discussion Board Posts Explaining Personal Opinions in the case of the Elgin Marbles and/or the Benin Bronzes (discussion board post 10 points)

Student Assessment:

There will be 2 assignments due during each week of the 4-week course for a total of 8 assignments (Week 1A (5 points); 1B, 2A, 2B, 3A, 3B, 4A (each 15 points); and 4B (10 points) that will make up your overall course grade. These will either be in a discussion board post assignment or through an online quiz based on the assigned readings. Your entire course grade is based on these 8 assignments. No late assignments will be accepted. If you miss an assignment, that roughly means losing 15 points from 100 of your overall course grade. Missing multiple assignments will likely result in a failing course grade. Each assignment counts! No grade of incomplete (INC) will be given in this course.

Because we are only communicating through written discussion board posts, not only what you write, but also how you write, is vital to receive the highest possible score on your assignments. It is thus crucial that you use a word processor with a spelling and grammar-check feature, such as Microsoft Word to prepare, edit and review your work before submitting it on Brightspace. It is highly advised that you write out drafts of your posts outside Brightspace to revise, edit and review before submitting them to the discussion board forums. Spelling and grammar should be carefully reviewed by proof-reading before submissions.

As a student in an online course, you are expected to have reliable internet access every day. If you have computer problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting deadlines for the course. The professor cannot help with technological issues or problems.

Netiquette - When posting in an online course forum, it is important to remember to express your thoughts, opinions and experiences in a professional and respectful manner as to not offend others. Slang, abbreviations or texting-style grammar is not acceptable.

Continued enrollment in this class signifies that you have read, understood, and will abide by the terms set forth in this syllabus. To successfully complete this online course, you must:

- Complete all of the class assignments on time and receive a passing grade of 60 or above on these assignments (Grade Breakdown: 90 or above = grade of A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; 59 or less points = failing course grade).
- Prepare all written assignments in your own words without the use of AI to generate written text
- Be able to regularly access a computer and use the internet to complete the readings and assignments that will be posted on Brightspace each week.
- Use and maintain regular access to your Lehman College email address and the course's Brightspace site. All of the course communications will occur on these two platforms.
- Microsoft Word is the recommended word processing program for preparation of any written assignments
- Recommended web browsers include Firefox, Chrome and Safari

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include the unauthorized use of an electronic device during a quiz.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include copying another person's words or presenting another person's ideas or theories in your own words without acknowledging the source; and internet plagiarism such as copying and pasting information from the internet without citing the source or without proper attribution; or using generative AI to do your written assignments.

College is the time for you to develop written and verbal communication skills. Writing is a process that takes time and requires effort. Using generative AI to produce your written work is a wasted opportunity and a denial of your responsibilities to learn and develop your writing skills as a student. Use of AI on assignments for this class is prohibited and may result in a grade of 0. If you are unsure about what constitutes academic integrity or plagiarism, ask about it.

The summer session moves extremely quickly. **Be proactive for yourself during the course and throughout your time at Lehman College.** If you are struggling with a personal or academic issue, seek out the campus resources available for help, including:

1. Familiarize yourself with the Lehman College website: <https://www.lehman.edu/>.
2. Information Technology - If you have any questions about your Lehman email address, your password, CUNYFirst, Brightspace or any IT issues, contact the campus computer help desk: 718-960-1111.
3. There are many resources available to students including those listed in the 'Student Life' drop-down menu on the college's homepage. These include health and wellness services, counseling, basic needs, disabilities services and tutoring and academic assistance.
4. Anything related to enrollment and registration, consult the Office of the Registrar webpage: <https://www.lehman.edu/registrar/>
5. The Counseling Center is in the Old Gym Building, Room 114. It is encouraged to visit the counseling center in-person as soon as you feel the need to talk with a counselor. Walk in and make an appointment in-person or ask me to walk you over. Their webpage is: <https://www.lehman.edu/student-affairs/counseling-center/>
6. The Lehman Tutoring Center (For Writing, Humanities, and Social Sciences Tutoring) is in the Old Gym Building, Room 205. Go in-person for further information or consult their webpage; <https://www.lehman.edu/academics/issp/> telephone: (718) 960-8175; or email: issp.program@lehman.cuny.edu
7. Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. In order to receive disability-related academic accommodations, students must first be registered with the Office for Student Disability Services in Shuster Hall, Room 238; telephone 718-960-8441.
8. Maintain Academic Integrity in this course and at Lehman College: Academic integrity is a serious part of this course and in the policies of Lehman College. Penalties for

academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. The following definitions are adapted from CUNY policy on academic integrity:

ASSIGNMENTS AND RUBRICS - ARH 139: Introduction to Topics in Global Art

WEEK 1 Timeline of Classical Greek Art (Elgin Marbles contextualization) Assignment

The Elgin Marbles at the British Museum are among the foremost examples of Classical Greek art in the world and considered a high point of Western culture. In order to fully understand the importance of these artworks originally located on the Parthenon, the main building on the Acropolis of Athens, students will gather and read information from various online sites and the Assignment 1 class folder in Brightspace to make a visual and annotated timeline that identifies and evaluates examples of Classical Greek art within the context of the development of ancient art and the later historical importance of Classicism in the 17th/18th/and 19th Centuries in Europe and the US.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- Analyze the significance of Classicism in shaping Western culture.

Assignment worth 15 points (out of 100 points in overall course grade)

Visual and Annotated Timeline of Classical Greek Art Assignment #1 Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-5 points of 15 for assignment	Timeline included all assigned sources and student located sources	Timeline included most assigned sources and student located sources	Timeline included some (approx. ½ - 2/3) of the assigned sources and student located sources	Timeline did not include ½ or more of the assigned sources and student located sources	Timeline did not include ½ or more of the assigned sources and student located sources
1-5 points of 15 for assignment	All artworks in timeline were identified and evaluated (annotated) correctly and thoroughly by style and characteristics	Most artworks in timeline were identified and evaluated (annotated) correctly with minor information about the style and	Some artworks in timeline were identified and evaluated (annotated) incorrectly with some major information about the style and	Many artworks in timeline were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or	Majority artworks in timeline were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or

		characteristics missing	characteristics missing	incorrect demonstrating inconsistent reading of and understanding of sources	incorrect demonstrating lack of reading of sources
1-5 points of 15 for assignment	Correct and thorough use of key art historical terminology in annotations in well-written text	Mostly correct and thorough use of key art historical terminology in annotations in well-written text requiring minor editing or proof-reading	Some correct use of key art historical terminology with some key information missing in annotations in text requiring further editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 2 Repatriation of the Elgin Marbles Assignment

Students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek). In a multi-paragraph written essay in the debate forum on Brightspace, each student will argue an assigned position on this issue. Within each written essay, a minimum of 3 of the assigned class readings should be cited as supporting evidence in the argument.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Apply fundamental methodologies of art historical analysis in relation to the Elgin Marbles, while studying the broader issue of repatriation

Assignment worth 15 points (out of 100 points in overall course grade)

Written Assignment on Repatriation of the Elgin Marbles Grading Rubric

	Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
	(13.5 - 15 points out of 15)	(12 – 13.35 points out of 15)	(10.5 – 11.85 points out of 15)	(9 - 10.35 points out of 15)	(< 8.85 points out of 15)
1-6 points of 15 for assignment	Essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology throughout.	Essay identified and evaluated major aspects of this issue from the assigned position or point of view correctly with minor information or use of key terms missing	Essay identified and evaluated some aspects of this issue with minimal use of key information or terms throughout or assigned point of view was not evident.	Essay did not clearly or thoroughly identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Essay did not adequately identify or evaluate key aspects of this issue or use art historical terms correctly.
1-5 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included some use of assigned sources and citations in the text requiring either improvements in the written integration or	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout.

	understanding of key issues.	understanding of key issues.	more analysis given to individual sources for balance.	integration and citation use throughout.	
1-4 points of 15 for assignment	Written essay was well organized and text was well-written / free of errors.	Written essay was mainly well organized and text was well-written / free of errors.	Written essay had room for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major room for improvements in contents of text and/or text requires major attention to proof-reading, spell check or editing.	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 3 Compendium of Benin Bronzes Assignment

The collection of artworks known as the Benin Bronzes from the Kingdom of Benin (present-day Nigeria) were looted and dispersed to major European museums during colonialization by British forces at the end of the 19th Century. There is a contemporary movement to have them returned to Nigeria. Students will gather and read information from various online sites including the websites of major European museums in Germany, the Netherlands and Britain and the week 3 class folder in Brightspace to make a visual and annotated compendium identifying and evaluating examples of the Benin Bronzes within the context of global history and art.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art history and cultural studies exploring the global issue of repatriation of looted artworks as part of colonialization

Assignment worth 15 points (out of 100 points in overall course grade)

Compendium of Benin Bronzes Assignment Week 3 Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-5 points of 15 for assignment	Compendium included all assigned sources and student located sources	Compendium included most assigned sources and student located sources	Compendium included some (approx. ½ - 2/3) of the assigned sources and student located sources	Compendium did not include ½ or more of the assigned sources and student located sources	Compendium did not include ½ or more of the assigned sources and student located sources
1-5 points of 15 for assignment	All artworks in compendium were identified and evaluated (annotated) correctly and thoroughly by style and characteristics	Most artworks in compendium were identified and evaluated (annotated) correctly with minor information about the style and	Some artworks in compendium were identified and evaluated (annotated) incorrectly with some major information about the style and	Many artworks in compendium were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or	Majority artworks in compendium were identified and evaluated (annotated) incorrectly with major information about the style and characteristics missing or

		characteristics missing	characteristics missing	incorrect demonstrating inconsistent reading of and understanding of sources	incorrect demonstrating lack of reading of sources
1-5 points of 15 for assignment	Correct and thorough use of key art historical terminology in annotations in well-written text	Mostly correct and thorough use of key art historical terminology in annotations in well-written text requiring minor editing or proof-reading	Some correct use of key art historical terminology with some key information missing in annotations in text requiring further editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading	Incorrect or missing use of key art historical terminology throughout with annotations in text requiring major editing or proof-reading
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

WEEK 4 Repatriation of Benin Bronzes Assignment

Students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections. In a multi-paragraph written essay in the debate forum on Brightspace, each student will argue an assigned position on this issue. Within each written essay, a minimum of 3 of the assigned class readings should be cited as supporting evidence in the argument.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Apply fundamental methodologies of art historical analysis in relation to the Benin Bronzes, while studying the broader issue of repatriation in a post-colonial, global society.

Assignment worth 15 points (out of 100 points in overall course grade)

Written Assignment on Repatriation of the Benin Bronzes Grading Rubric

	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points out of 15)	Grade of C (10.5 – 11.85 points out of 15)	Grade of D (9 - 10.35 points out of 15)	Grade of F (< 8.85 points out of 15)
1-6 points of 15 for assignment	Essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology throughout.	Essay identified and evaluated major aspects of this issue from the assigned position or point of view correctly with minor information or use of key terms missing	Essay identified and evaluated some aspects of this issue with minimal use of key information or terms throughout.	Essay did not clearly or thoroughly identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Essay did not adequately identify or evaluate key aspects of this issue or use art historical terms correctly.
1-5 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included well-integrated use of assigned sources and citations in the text that demonstrated	Essay included some use of assigned sources and citations in the text requiring either improvements in the written integration or	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout.

	understanding of key issues.	understanding of key issues.	more analysis given to individual sources for balance.	integration and citation use throughout.	
1-4 points of 15 for assignment	Written essay was well organized and text was well-written / free of errors.	Written essay was mainly well organized and text was well-written / free of errors.	Written essay had room for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major room for improvements in contents of text and/or text requires major attention to proof-reading, spell check or editing.	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment	Incomplete assignment or assignment not submitted (0)

Readings Assignments (2) GRADING METHOD

In weeks 1 and 2, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek).

In weeks 3 and 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections.

At the end of weeks 2 and 4, students will take an online quiz in the Brightspace area about these assigned readings. Once the student has read the assigned readings, there is an online quiz with between 5-15 questions based on the assigned readings. Students will receive points for each correctly answered question on the quizzes about the individual readings including multiple choice or short essay questions. The quiz is set for 10 minutes only to ensure no googling or AI usage in the creation of answers.

This assignment incorporates course learning objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Analyze Western culture and/or African culture including within the context of globalization and colonialization and art history
- Identify and apply the fundamental concepts and methods of art history and cultural studies exploring the global issue of repatriation of looted artworks as part of colonialization and world history

Each assignment is worth 15 points (out of 100 points in overall course grade)