Lecturer Contact Information
● TBA

Course Details
● Monday & Wednesday
  ○ Section 1. ACA-UF 9101.M01: 9:00am to 10:30am
  ○ Section 2. ACA-UF 9101.M02: 10:45am to 12:15am
    All times are GMT+2:00 Madrid (Daylight Saving Time ends October 31st).
● Location: Room 305 (in-person), plus rooms 207 & 208 (via zoom)
● Units earned: 4

○ COVID-related details:
In the interest of protecting the NYU Madrid community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
  ○ Please note that you are expected to attend every class meeting in-person: classes will not be recorded.
  ○ You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.
  ○ Following local COVID-19 regulations that require additional physical distancing, in-person students will be split into two cohorts who will attend sessions in the following manner.
    ▪ Each cohort will meet with the professor once a week while the other will attend class synchronously via zoom in other designated classrooms in Barquillo 13 (info in Brightspace).
    ▪ To find your cohort for this class, go to our Brightspace site and follow these steps:
      Go to the “More Tools” drop-down menu (located on the top of home page)
      Click on “Groups”
      Check your cohort by clicking on the number of members
      Click on your cohort (1 or 2) to know the dates you will be attending class in-person and which via zoom, in the next room.
Course Description

The Emergence of the Face – Across Antiquity and Beyond examines the contemporary obsession with the face through the lenses of the past. We will be (perhaps) perplexed by the discovery that ancient cave paintings did not depict human bodies and much less faces, and that it is only in the Neolithic age that human shaped figurines are created, with and often without them: we will thus ask ourselves how to interpret the sudden appearance of the human face – both as a part of the body or as a mask — and how it has been interpreted through literature, the visual, plastic and performing arts. We will trace what faces have meant at different times and in different cultures, and how the changing idea of facial identity has impacted our present notions of race and ethnicity, beauty and ugliness, innocence and evil, chastity and promiscuity, health and disease, veracity, opacity and misrecognition. We will discuss how these notions have been brought into the present and for what purposes: how they have been adapted, reinterpreted, problematized, and what cultural transformations have taken place in that process. While looking into these multiple faces we will use a comparative cultural approach in in which we will interrogate how “the ancient” has differing timelines in different cultures: we will think critically about the social and political contexts that shape these timelines and worldviews.

Course Objective / Outcomes

- Acquire a broad understanding of what makes art a distinctive cultural form and practice.
- Develop essential interpretive literacy in the major world genres of literature, music, and the visual/spatial arts.
- Experience and analyze the arts outside of the classroom, whenever possible.
- Understand the place of the arts in the context of cultures from many parts of the world.
- Analyze encounters between cultures or intercultural transmission.
- Interrogate the balance of universalism and particularity in artistic values or practices.

Required Text(s)

All Resources will be available on Brightspace (or BS) unless indicated otherwise. We will be using Liberal Studies’ Global Image Gallery (or GIG) and NYU’s Bobst film streaming service Kanopy — BTW, Kanopy and Criterion available on Bobst are fabulous streaming sites!

Assessment Components

Oral Participation 15%

Written responses
- Short Essay I: 15%
- Short Essay II: 15%
- Short Essay III: 15%

Exams
- Midterm Exam: 20%
- Final Exam: 20%
Assessment Expectations

**Oral Participation:** *Active participation is crucial.* You are expected to do all required individual readings, bring your notes and questions to class discussion, and in general help enrich the learning experience of the class. Whoever is not contributing to the discussion will be called on to do so – be prepared!

**Short Essays:** You will be asked to write three short essays on different cultural objects (literature and arts works) which will include a visit to Madrid’s Museo de Arqueología

Please check instructions on BS.

In your writing you will be expected to:

a. demonstrate control of syntax, mechanics, and appropriate conventions;
ob. raise a challenging research question or problem;
c. contextualize a subject in relation to place or culture or history;
d. demonstrate a trans-regional awareness of issues, events, or ideas;
e. analyze and examine and synthesize ideas, and articulate them clearly in a persuasive essay that reflects depth and complexity,
f. use evidence of different types (e.g. written and visual texts, public events, social phenomena, personal experiences).

**Exams:** Each will include all materials up to the date of the exam, that is: the Midterm will include the first half of the semester and the Final, the second half. You will be expected to recognize and discuss all class materials. All details will be explained in class as we near exam dates.

Course Expectations

- **Prepare for class.** Do all required readings, take notes of main ideas so you can comment on them in class, underline important or favorite passages. All of this will be crucial for your writing and your exam preparation.
- **Bring readings to class.** We will do close-reading of texts. Failure to do this will seriously affect your grade your participations grade (see Course Evaluation/Assignments/ Class Participation).
- **Check your NYU Email Account twice a day.** Important information, suggestions, answers to questions by fellow students or to you, etc, will be sent via email. It is your responsibility to keep informed.
- **Keep in mind your professor does have a personal life.** Do not expect instant email replies, answers after 7 pm on weekdays or on Saturdays & Holidays. Your professor does not live in her office. Use office hours or make an appointment at other times.

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- You are expected to attend class in person even if your lesson is on zoom. (Remote synchronous lessons will be mandated only if COVID-19 contingency plans are announced by NYU Madrid).
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please be reminded you will be wearing a mask over mouth and nose: you cannot eat or drink during class.
- Minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
If you are not using your cell phone to follow the lesson, please turn it off during class time.

Students should be respectful and courteous at all times to all participants in class. Please raise your hand and wait for the professor to allow you to speak. Make sure to let your classmates finish speaking before you do.

Please address classmates and professor appropriately on email. In addressing your professor you can use the formal Dear or the informal Hello. No heys, as I am not your buddy.

If deemed necessary by the study away site, synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.

Course Schedule

(Readings are subject to adjustments, please be sure to follow your syllabus online on BS)

Mon 6/09. Why the face?
Introduction to the course & Timeline.
View:

Wed 8/09. A faceless prehistory?
Altamira Caves Paintings (Cantabria, Spain) (c.40,000-15,000 BCE)
1. Read:
https://www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/what-were-paleolithic-societies-like &
Suggested future museum visits (currently closed due to Covid/19, but keep this in mind for the Spring!):
In Cantabria: Museo Nacional de Altamira: http://www.culturaydeporte.gob.es/mnaltamira/home.html

Mon 13/09. “Venusian” faces I
Read: Bryan Zygmont: “Can a 25,000 year old object be a work of art?”
View (GIG links on BS, read carefully all info included in those entries): Venus of Holhe Fels (c.33,000-38,000 BCE), Dolni Vestonice Venus (c.29,000-25,000 BCE), Venus of Willendorf (c.24,000-22,000 BCE) & Venus of Laussel (c.20,000-18,000 BCE).

Mon 20/09. “Venusian” faces II
View (GIG link on BS, read carefully all info included in those entries): Venus de Milo (150-250 BCE) & Botticelli’s Birth of Venus (1483-1485 CE).

Mon 20/09. Jomon Neolithic figurines
Read: Koji Mizoguchi: “Anthropomorphic Clay Figurines in the Jomon Period in Japan”
View: Jomon Figurines (BS)
1. In advance, read materials & write 2 questions for our guest professor Amaury García (Asian Art Historian, ColMex) who will be teaching an asynchonic lesson for us and responding to your questions.
2. Please send your two Qs to me, by noon Sunday 19/09. Please note we will not meet on 20/09—you will watch our lesson asynchonically:
3. Watch zoom (Link TBS).
4. You will be writing a short essay in response to this lesson. See date due below.

Wed 22/09. The Faceless Epic I
View (GIG links on BS, read carefully all info included in those entries): Cuneiform tablet, the Flood Tablet & Cylinder Seal (Mesopotamia, c.2,000-1,200 BCE)

Mon 27/09. The Faceless Epic II
Read: *The Epic of Gilgamesh* (Mesopotamia c.2,100-1,200 BCE).

Wed 29/09. The Faceless Epic III
Read: *The Epic of Gilgamesh*.

Mon 4/10 Midterm Exam

Read: “The dos and don’ts of Academic Writing”
Read: Home - Citation Style Guide - Research Guides at New York University (nyu.edu)

Mon 11/10. Timeless Faces I
Moais and other Anthropomorphic Statues (Polynesia, Rapa Nui, Chile: c.1,250-1,500 CE)
Read: Felipe Armstrong: “Antropomorphic Objects in Rapa Nui”
Read: Gavin Lucas: “Modern distrurbances: On the ambiguity of Arqueology”

Homework:
1. Read the above texts and take notes.
2. Send me (via email) 2 questions for the asyncronic visit of our guest: Professor Felipe Armstrong (Universidad Alberto Hurtado, Chile) by Sunday 09/10.
2. Please send your two Qs to me, via email, no later than Sunday 19th, at noon. Please note we will not meet on 11/10 –you will watch our lesson asynchronically:
3. Watch zoom (Link TBS).
4. You will be writing a short essay in response to this lesson. See date due below.

Wed 13/10. Timeless faces II: Mexcala Figurines (Mexico, c.200-1,000 CE)
Read & View: Tobias García: “Figurines in the PreHispanic World” & Lizeth Bareto: “Worldviews and Religions of the Pacific peoples”.

Friday 15/10. Short Essay I

Mon 18/10. Make-up Rituals I
Read: Herodotus: *The histories*, “Book 2” (pp. 95-132, up to section 100).

Wed 20/10. Make-up Rituals II: Egyptian sarcophagus
Read: Herodotus: *The Histories*: “Book 2” (pp. 133-168, till end)
Discussion will include mummies embalming process.

Mon 25/10. Make-up Rituals III: Mummy Portraits
Read: Euphrosyne Doxiadis: “The Mysterious Fayum Portraits”
Discussion will also include 20th century Modernist Portraiture.

Wed 27/10. Disguising identity I
Read: Homer’s *The Odyssey* (Greece, c.7,000 BCE) (Books 1&2)

Mon 1/11. Site holiday. Academic Center Closed

Wed 3/11. Disguising identity II
Read: Homer’s *The Odyssey* (Books 9&13)
Mon 8/11. Disguising identity III
Read: Homer’s *The Odyssey* (Books 17&18&19)

Wed 10/11. Power and portraiture
View (GIG links on BS, read carefully all info included in those entries): Large Kneeling Statue of Hatshepsut (c.1,479-1,458 BCE) & Portrait of Augustus as General (c.20 BCE).

Sunday 11/11. Short Essay II (Cultural object: *The Odyssey*) Please read prompt for this piece and instructions posted in the Short Essay Folder on BS

Mon 15/11. Facial misrecognition I: Masks in Classic Theater
View: Images of masks used on stage. BS

Wed 17/11. Facial misrecognition I
Read: Sophocles: *Oedipus the King* (pp.113-129, or end)

Mon 22/11. Facial misrecognition II
Read: Kalidasa: *The Recognition of Shakuntala* (Sanskrit 100 BCE-350 ACE)

Time for a museum visit: Museo Nacional de Arqueologia is only a 10 minutes walk from NYU Madrid! Please read instructions posted on the “Museum Visit Instructions” folder on BS before planning your visit. The Museum is closed on Mondays, Pay special attention to “La dama del Elche”, which will be central to the writing of Short Essay III, due Thursday 2/12.

Wed 24/11. How to read a face?
Read: Polemon of Laodicea: *Pysignomy* (c.150 CE) (Sel.) Discussion will include the concept of phrenology.

Mon 29/11. God’s face in Monotheism I
Read: *Genesis* –Special attention to Chs 11 to 38. (c.1,400-450 BCE)

Wed 1/12. God’s face in Monotheism Religions II
Read: *Exodus* –Special attention to Chs 20 to 32. (c.1,400-450 BCE) Discussion will include: Charlie Hebdo Massacre

Thursday 2/12. Short Essay III (Cultural Object: “La dama de Elche”)


Mon 13/12. Veiled women
View: “Veiled portraits” (BS)
Read: Leila Ahmed: *Women and gender in Islam*: Chs 1&2

Wed 15/12. On Narcissism
Read: Ovid: *The Metamorphoses*: “Book III” (8 CE) Discussion will include Caravaggio’s: “Narcissus” & Salvador Dali’s: “El mito de Narciso”. Class discussion will include Picasso’s Primitivism in “Les Damiselles de Avignon” and his cubist works & Modigliani.

Thu 16/12. Make-Up Day: Closing remarks on faciality and surveillance
Review for Final Exam: please reread all your class notes and bring questions!
Academic Policies

Assessment Expectations

- **Grade A:** The student's work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished him/her/self throughout the course of the semester for his/her contributions to class discussion.

- **Grade B:** The student's work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.

- **Grade C:** The student's work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student's work is generally in need of improvement.

- **Grade D:** The student's work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one of more of the follow areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor's office hours.

- **Grade F:** The student's work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor's office hours.

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

- A: 100–94
- A–: 93–90
- B+: 89–87
- B: 86–84
- B–: 83–80
- C+: 79–77
- C: 76–74
- C–: 73–70
- D+: 69–67
- D: 66–64
- D–: 63–60
- F: 59–0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant
portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to madrid.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff is entitled to require you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted by e-mail to your professor and the Academics team (madrid.academics@nyu.edu), who will inform your professors.

Unexcused absences may be penalized with a five percent deduction from your total participation grade. Five unexcused absences in one course will lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to your professor and the site staff by e-mail (madrid.academics@nyu.edu); until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team (madrid.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

(1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of your professor and NYU Madrid Staff (madrid.academics@nyu.edu), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

(2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.

(3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, James D. Fernández (jf2@nyu.edu).

(4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism
As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:
- NYU Academic Integrity Policies and Guidelines
- NYU Library Guides

Inclusivity Policies and Priorities
NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Madrid’s Academics Office in writing via e-mail (madrid.academics@nyu.edu) one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays

Pronouns and Name Pronunciation (Albert and Zoom)
Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and
administrators in Albert, NYU LMS Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

**Moses Accommodations Statement**
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Madrid.

**Bias Response**
The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University’s existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form (link)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Phone Number: +34 91 904 42 58