Tuesday and Thursday 10 to 11:15 am
Moulton Center 213
Prerequisite: none
3 credits

Instructor: Denise Johnson
email: denjohns@chapman.edu
Office Hours: TBD & by appointment
An introduction to the development of the visual arts in Europe, Britain, and America from the Renaissance to the 20th century.

(Offered every semester.)

Objectives & Outcomes

Course Objectives
Students who successfully complete the course will:

1. Demonstrate a thorough knowledge of the major artists, movements, and events that shaped Renaissance to Modern art;
2. Identify and compare the aesthetic and philosophical characteristics associated with major periods of art from the Renaissance to the emergence of Modernism;
3. Describe and discuss the formal, stylistic, technical, and conceptual qualities of works of art produced from c. 1300 to the early modern era utilizing vocabulary relevant to the discipline of art history;
4. Apply appropriate art historical methodologies to the understanding of works of art, with a demonstration of growing understanding of these methods over the semester;
5. Analyze the relationships that existed between innovations in artistic practice and the social, cultural, and political changes that took place in Europe during the Renaissance and through the modern era.

Program Learning Outcomes
Students who successfully complete the course will:

1. Develop the writing competencies used in the discipline of art history;
2. Locate works of art and visual culture within the context of world art history and articulate the relationship between intended meaning/function and audience response in specific cultural and historical contexts;
3. Conduct advanced art historical research using the full range of scholarly resources;
4. Recognize the theoretical concerns of art history and its allied disciplines, and discuss and apply specific theoretical perspectives to a given art historical context and to their own research projects.

General Education Learning Outcomes
7AI Artistic Inquiry: students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.

7SI Social Inquiry: employs theories of how people frame and analyze social and/or historical phenomena.

Materials

Required Textbook
Fred S. Kleiner, *Gardner’s Art through the Ages: The Western Perspective*, Volume II 14th Edition (or newer)

Materials on Blackboard
Selected essays will be posted to the Art 261 Assignments page at www.theslideprojector.com (see weekly break-down)

Additionally, two exams will be taken outside of class on Blackboard.

Recommended Text

Instructional Websites
This class will be taught from the instructional website The Slide Projector at, www.theslideprojector.com. Lecture presentations, assignments, and other course materials will be available for you at this site and you will need to access it regularly.

Instructional Strategies
Students will work toward course objectives through: lectures; student reports on readings, active participation in class discussions; in class partner exercises; reading assignments; writing assignments; exams; viewing images, videos, and audio representations of art from the Renaissance to the beginning of the modern era; and viewing of an off-campus exhibition that will require a commute, and may entail a parking fee, and/or entrance fee.

Major Study Units
- Context of the Renaissance
  - Medieval faith and innovation
  - Ancient discoveries
  - Humanism and rebirth
- Early Renaissance
  - Northern Europe
  - Italy
- Making “Art” during the Renaissance
  - Patronage & artist guilds
  - Materials & tools
- Quattrocento Italy
- High Renaissance
- Mannerism
  - Cinquecento Italy
  - Northern Europe & Spain
- Baroque
  - Italy & Spain
  - Northern Europe
- Rococo
  - French & American Revolutions
- Neoclassicism
- Romanticism
- Realism
- Photography
  - Industrial Revolution
  - Emerging middle class
- Impressionism
- Post Impressionism
- Symbolism
- Modernism
  - Expressionism
  - Fauvism
  - Futurism
  - Cubism
  - Dadaism
  - Surrealism
Methods of Evaluation

Students will be evaluated on the frequency and quality of their contributions to in-class discussion; on their ability to make oral and written critical observations about the works of art, artists, movements, and concepts presented in the course; on the quality of the writing they present in written assignments; and on their ability to demonstrate growth in their understanding and application of the history and methodologies for studying prehistoric to medieval art. Additionally, students will be evaluated on the presentation of evidence that they have achieved the course objectives.

There are 500 points possible, which will be earned through the following graded components:

Class Participation 15%
Students will earn up to 75 participation points through the following activities:

- Actively and consistently contributing to in-class discussions and applying theoretical ideas to works to earn up to 25 participation points.
- Voluntarily reporting on assigned readings during class to earn up to 25 participation points through meaningful contributions to multiple conversations over the semester.
- Attending one lecture in the Visual Thinker Lecture Series (two contemporary artist lectures, and one Bensussen lecture) and submitting a VTLS Report worth 25 points. Please be reminded that Art and Art History majors are required by the department to attend all Visual Thinker Lectures and that the Art 261 assignment requires different documentation.

Writing Assignments 50%
Art historical scholarship is rooted in analytic and theoretical writing. In keeping with this foundation, we will engage in a writing practice that makes practical use of art historical methodologies. Students will earn up to 50 points each through the following assignments:

- Formal Analysis of work on view at relevant art venue
- Iconographic Comparison of two works
- Biographic or Feminist Analysis
- Psychoanalytic or Marxist Analysis
- Architectural Analysis and diagram (group assignment)

Exams 35%
Students will take two exams worth 50 points each on the course Blackboard page at https://blackboard.chapman.edu. In addition, a Final Exam worth 75 points will be taken in class during our scheduled Final Exam period. Make-up exams cannot be accommodated, except under extenuating circumstances!

Extra Credit
Students are limited to earning a maximum of five percent in extra credit points during the semester. Any points earned above this cap will NOT be applied to the final grade.
Grading

Points will be earned on writing assignments through committed consideration of the material, demonstration of learned concepts and language, and evidence of critical thinking. In addition to the individual requirements, each writing assignment will earn points based on rigorous analysis through the skilled application of the art historical methodologies, as well as pointed and thoughtful responses to the questions proposed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
<td>500 - 473</td>
<td>Writing demonstrates excellence in both articulation and critical thinking. Art historical methodologies are used thoughtfully and with exceptional skill. All questions are answered thoroughly, and discussion points carry beyond basic responses with sophistication. Credible academic sources were employed to support the author's positions, and Chicago Manual of Style citation rules were carefully followed. The written assignment leaves little to no room for improvement, and demonstrates committed interest in the discipline.</td>
</tr>
<tr>
<td>A -</td>
<td>90 - 80%</td>
<td>472 - 448</td>
<td>Writing demonstrates clear focus and an above average consideration of the subject matter. While all questions have been answered, there is room for improvement by carrying the analysis and discussion beyond a basic response. The work exhibits potential for excellence however, a clearer application and understanding of the art historical methodologies is needed. Author has met the requirements for research and citations, but the stated positions could be significantly served by additional research.</td>
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<tr>
<td>B +</td>
<td>89 - 80%</td>
<td>447 - 433</td>
<td>Most of the material is understood, but the focus is not entirely clear, and analysis is cursory. Question responses could be more fully realized, and the material, more thoroughly examined. Citation issues are present, little research was executed in support of the author's positions, and/or sources are not credible or academic. There are issues with language that make the writing somewhat difficult to understand.</td>
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<tr>
<td>B</td>
<td>80 - 70%</td>
<td>432 - 413</td>
<td>Lowest possible grade for a complete assignment submitted on time. Writing demonstrates little understanding or connection with the material and is flawed in content and form. Question responses do not provide evidence of critical thinking. Citation issues are present, no research was executed in support of the author's positions, and/or sources are not credible or academic. There are issues with language that make the writing very difficult to understand.</td>
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<tr>
<td>C +</td>
<td>79 - 70%</td>
<td>397 - 373</td>
<td>Lowest possible grade for a complete assignment submitted on time. Writing demonstrates little understanding or connection with the material and is flawed in content and form. Question responses do not provide evidence of critical thinking. Citation issues are present, no research was executed in support of the author's positions, and/or sources are not credible or academic. There are issues with language that make the writing very difficult to understand.</td>
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<tr>
<td>C</td>
<td>70 - 60%</td>
<td>372 - 363</td>
<td>Writing fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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<tr>
<td>C -</td>
<td>69 - 60%</td>
<td>362 - 348</td>
<td>Work fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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<tr>
<td>D +</td>
<td>69 - 60%</td>
<td>347 - 333</td>
<td>Writing fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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<tr>
<td>D</td>
<td>60 - 50%</td>
<td>332 - 313</td>
<td>Writing fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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<tr>
<td>D -</td>
<td>59% - 0%</td>
<td>312 - 298</td>
<td>Work fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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<tr>
<td>F</td>
<td>59% or less</td>
<td>297 - 0</td>
<td>Work fails to meet any requirements satisfactorily. Assignment is incomplete but shows potential. Student is offered one additional class day to revise, add to, and resubmit the assignment.</td>
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Commitment to the Conversation
Conversation and debate will be central to the learning experience this semester. Art historians do not work in secluded spaces that are entirely disconnected from the world around them. Given the importance of engagement, students will be expected to fully commit to in-class dialogues and will agree to take a break from texting, emailing, and fulfilling requirements for courses other than our own, while in class.

Laptop, tablet, and smart phone use will only be permitted for use in class when the devices are being used for the purpose of understanding Art 261 material. Students found to be using devices during class for activities other than those related to Art 261 may be asked to leave class until their full attention can be directed to our course material.

Attendance
Regular attendance is mandatory. You are permitted two unexcused absence without damage to your grade. More than two missed classes will potentially lower your grade, and missing four or more classes will put you at risk of failing the class.

Please also be punctual! Students arriving 15 or more minutes after class begins should expect to be marked absent for the entire class session.

Respect is Key
We will often consider provocative, challenging, even vulgar subject matter in this class and must therefore agree to respect each other’s views and identities. Our diverse backgrounds and opinions are assets and no student shall be made to feel inferior or uncomfortable because of their race, ethnicity, gender, sexual orientation, religious beliefs or physical/ intellectual abilities.

Paper Please
Please submit coursework that is due at the beginning of class.

As a courtesy, the instructor will accept emailed assignments as receipt of having turned in an assignment on time, as long as the assignment has been emailed to the instructor as a pdf BEFORE the start of the class session that the assignment is due. The instructor will expect a paper copy of the emailed assignment to be submitted by the next class session for grading. Assignments submitted in this fashion may require additional time for grading. If you know you will be absent, please make arrangements with a fellow student to submit coursework on the day it is due.

Late Assignments
You may submit one assignment, one class day late. The late assignment will not be marked down, however any assignments turned in more than one class late, or in addition to the one accepted assignment, will only receive credit at the digression of the instructor.
Chapman University Policies

Academic Integrity Policy
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and for submitting coursework completed this semester, for this class. Academic dishonesty of any kind will not be tolerated anywhere in the university. Academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academic-integrity/index.aspx

Students with Disabilities Policy
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. Upon recommendation of the Center for Academic Success, adaptations of teaching methods, class materials, including text and reading materials or testing may be made as needed to provide for equitable participation.

Equity and Diversity Policy
We will often consider provocative and challenging subject matter in this class and must therefore agree to respect each other’s views and identities. Our diverse backgrounds and opinions are assets and no student shall be made to feel inferior or uncomfortable because of their race, ethnicity, gender, sexual orientation, religious beliefs or physical/intellectual abilities.

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman’s Harassment and Discrimination Policy: at http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

Prepared by Denise Johnson, Fall 2016

Vincent Van Gogh, Starry Night, 1889.
Class Schedule and Required Reading - This is a tentative schedule that may change. Assignment directions and due dates will be posted on The Slide Projector. Updates will be announced in class, on lecture presentations, and modified on the Syllabus page of The Slide Projector.

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
<th>Assignment and Reading Due</th>
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<tr>
<td></td>
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<td>14th edition</td>
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<td></td>
<td></td>
<td>15th edition</td>
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<tr>
<td>August 30</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>September 1</td>
<td>Setting the Scene</td>
<td>Before 1300 &amp; Introduction</td>
</tr>
<tr>
<td>September 6</td>
<td>Early Renaissance in Northern Europe</td>
<td>Chapter 21</td>
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<tr>
<td>September 8</td>
<td>Early Renaissance in Italy</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>September 13</td>
<td>Quattrocento Italy</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>September 15</td>
<td>High Renaissance</td>
<td>pages 503 - 536 &amp; Iconographic Comparison</td>
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<tr>
<td>September 20</td>
<td>Mannerism in Cinquecento Italy</td>
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<td>September 22</td>
<td>Mannerism in Northern Europe &amp; Spain</td>
<td>Chapter 24</td>
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<tr>
<td>September 27</td>
<td>Baroque in Italy &amp; Spain</td>
<td>Chapter 25</td>
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<tr>
<td>September 29</td>
<td>Baroque in Northern Europe</td>
<td>(Introduction to Chapter 18) Exam 1 Due</td>
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<td>October 4</td>
<td>Theatrics on the Side</td>
<td>Chapter 26</td>
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<td>October 6</td>
<td>Enlightenment</td>
<td>Biographic or Feminist Analysis</td>
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<td>October 11</td>
<td>Rococo</td>
<td>Chapter 27</td>
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<td>October 13</td>
<td>Revolution &amp; Neoclassicism</td>
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<td>October 18</td>
<td>Romanticism</td>
<td>Chapter 28</td>
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<td>October 20</td>
<td>Realism</td>
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<td>October 25</td>
<td>The Emerging Middle Class</td>
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<td>October 27</td>
<td>Photography &amp; the Industrial Revolution</td>
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<td>November 1</td>
<td>The Avant-Garde</td>
<td>Chapter 29</td>
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<td>November 3</td>
<td>Impressionism</td>
<td>(Chapter 19 - 22) Exam 2 Due</td>
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<td>November 8</td>
<td>Post-Impressionism</td>
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<tr>
<td>November 10</td>
<td>Symbolism</td>
<td>pages 732 - 741</td>
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<tr>
<td>November 15</td>
<td>The Modern World</td>
<td>Chapter 30</td>
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<td>November 17</td>
<td>Expressionism</td>
<td>Formal Analysis/ Museum Visit</td>
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<td>November 22</td>
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<td>November 24</td>
<td>Thanksgiving Recess</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages</td>
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<td>November 29</td>
<td>Radical Disruptions</td>
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<tr>
<td>December 1</td>
<td>Cubism</td>
<td>pages 770 - 779</td>
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<td>December 6</td>
<td>Dada</td>
<td>pages 780 - 800</td>
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<tr>
<td>December 8</td>
<td>Surrealism</td>
<td>pages 801 - 827</td>
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<tr>
<td></td>
<td></td>
<td>&amp; Psychoanalytic or Marxist Analysis Due</td>
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<tr>
<td>Mon, December 12</td>
<td>Final Exam</td>
<td>8 to 10:30 am</td>
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