Course Description

In Art History 104 art making will be surveyed in its cultural contexts in Europe civilization from the pre-Renaissance period (c. 1300 A.D.) to the early twentieth century (c. 1925). Major focus of the course will be on how cultural values during the historical periods under study are reflected in art, and the artistic significance of the art and artists of these periods.

Course Objectives

The four learning objectives below are listed progressively from the simplest (1), through increasingly higher level objectives (2-4). All students passing the course will have met all four objectives with varying degrees of success. In order to meet the objectives, students will:

1. Be able to identify works of art from the Renaissance to Modern western art historical periods by artist, culture, date, movements, and other pertinent identifying information, such as size, location, media, color, country of origin, etc.

2. Be able to discuss the formal appearances of works of art and connect this formal appearance with the culture and time period in which it was made. Also, be able to compare visual similarities and differences among works of art.

3. Be able to discuss using accurate terminology the major ideas expressed in course text and other sources and developed in the class, and to demonstrate how these ideas are evident or implied in specific cultures and works of art.

4. Be able to analyze works of art from an aesthetic point of view, and as manifestations of Western culture. Further, begin to create connections between cultures and representative art works that suggest and defend new relationships and original interpretation.

Course Research Paper

Each student will write a researched essay related to the work of one of the topics, artists or movements discussed in the course text. A list of suggest topics can be found on the Carroll Canvas site. In this writing, the student is to both demonstrate familiarity of the historical/cultural context of this artist and movement and related artworks (discuss the one in the course text and 2 others). Also, develop a research thesis relating to this art historical material (*what ideas do you want to bring to what you discover about this artist/movement/cultural period?). In addition to books, at least one scholarly article on the artist or culture should be utilized. Research papers conducted completely from general on-line sources is not acceptable. For full paper criteria, see “Art History Research Paper Guidelines.”

A typed, preliminary one-page thesis statement* with bibliography of at least 5 sources is to be handed in on Thursday, September 28. An optional rough draft is due on Thursday, November 2. The final essay complete with full bibliography and illustrations is due on Thursday, November 30. The research paper will be discussed further in class.
Late papers WILL NOT be accepted

The Writing Center

Since only quality original written work will be acceptable, in all writings, ideas need to be clearly thought out and expressed to the best of students’ abilities. Writing assistance is available at the The Writing Center, which is located in the Learning Commons on the lower level of the library. Stop in or call to arrange an appointment, 524-7313, or visit the Carroll Academic Services web page: (http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790).

All students are strongly encouraged to utilize this service, and this effort will be recognized. Read carefully the “Information Sheet on Art History Research Essay” which can be found at the Carroll Canvas site

Exams and Grading

A mid-term (October 12) and a final exam (December 14) will be given in the course on the dates listed below. The mid-term exam will be questions from the readings and lectures. The final will be a comprehensive in-class essay in which students will be expected to demonstrate competence in the four course objectives listed above on all exams.

Periodic extra credit written responses to reserve readings will be made available throughout the semester.

Due Dates – Coursework - Percentage

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Sep. 28</td>
<td>Prelim. Research Paper Thesis</td>
<td>5%</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Exam #1</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Optional Rough Draft Due</td>
<td></td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Research Paper Due</td>
<td>35%</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
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Grade Calculations

Grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>AB</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>84-89</td>
</tr>
<tr>
<td>BC</td>
<td>81-83</td>
</tr>
<tr>
<td>C</td>
<td>74-80</td>
</tr>
<tr>
<td>D</td>
<td>66-73</td>
</tr>
<tr>
<td>F</td>
<td>0-65</td>
</tr>
<tr>
<td>BC</td>
<td>81-83</td>
</tr>
</tbody>
</table>

Further grade break-down on class work and exams will be used as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-98</td>
</tr>
<tr>
<td>A</td>
<td>94-95</td>
</tr>
<tr>
<td>AB+</td>
<td>93-92</td>
</tr>
<tr>
<td>AB</td>
<td>90-89</td>
</tr>
<tr>
<td>B+</td>
<td>86-87</td>
</tr>
<tr>
<td>B</td>
<td>84-85</td>
</tr>
<tr>
<td>BC+</td>
<td>83-82</td>
</tr>
<tr>
<td>BC</td>
<td>81-78</td>
</tr>
<tr>
<td>C+</td>
<td>76-74</td>
</tr>
<tr>
<td>C</td>
<td>74-75</td>
</tr>
<tr>
<td>D+</td>
<td>71-70</td>
</tr>
<tr>
<td>D</td>
<td>69-68</td>
</tr>
<tr>
<td>65 and below</td>
<td>Failing</td>
</tr>
</tbody>
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Class Participation and Attendance

Time is allowed for discussion and participation. All students are expected to become involved.

Roll will be taken daily, attendance at all classes is required, and students are expected to arrive on time. Excused absences require a Doctor’s or other written excuse. If you anticipate an absence, see the instructor. Unexcused absences will impact the final grade. Students with 4 unexcused absences are in danger of failing the course.

All coursework must be completed to receive a passing course grade.

Course Text

Two textbooks are required:


We will generally follow the “Contents” of these texts through Chapter 28 (see Contents at the beginning of each of these volumes), and any variations will be announced in class.

It is required that you bring the appropriate text to each class meeting.

Some works may be placed on reserve for this class. Work may be assigned from these, and additional materials may be handed out in class.

Optional Extra Credit

Short Papers

Students may write, for extra credit, up to three short reflective essays on their choice of articles in Bruce Cole’s book The Informed Eye (from essays #8-27 only) on 2-hour reserve in the Carroll University library.

As much as one full point can be earned for each writing, with a bonus of 1 point if three are done (total possible, 4) to be applied to the overall course grade. These papers are each to be 2 - 4 pages, typed, double-spaced and illustrated, and are due no later than December 7.

Your writing should include 1), a brief summary of Cole’s discussion, 2), your own observation and analysis of the work of art under discussion, and 3), brief discussion of one other related work of art, comparing similarities and differences. In this you need to discuss at least two ideas of your
own about what you see, beyond Cole’s writings, and 4), your honest opinion of how looking closer at art has impacted your thinking.

These papers are each to be 2 - 4 pages, typed, double-spaced and illustrated, and are due no later than December 7.

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HISTORY OF RENAISSANCE TO MODERN ART

ASSIGNMENT: FORMAL ANALYSIS OF A WORK OF ART

Read pages 1-13 in your text (Book D), taking special note of “The Questions Art Historians Ask” beginning on page 2. Also refer to the terms in the “Glossary” on pages 763-769.

Then select any work you from the periods to be studied in this class. Make a reasonably good copy of this work, or you may illustrate the work yourself. Your selection needs to be selected from the period of study in Art 104, i.e., chapters 14 to 28 in Gardner’s, Books D and E. If necessary, you may use a larger size format.

Below are the periods of Western art history that are covered in your course texts. Your choice is to be from one of these periods.

• RENAISSANCE
• MANNERISM
• 15TH CENTURY NORTHERN EUROPE
• 16TH CENTURY NORTHERN EUROPE
• BAROQUE EUROPE
• ROCOCO ART
• NEOCLASSICISM
• ROMANTICISM
• REALISM
• IMPRESSIONISM
• POST-IMPRESSIONISM

On the sheet with your illustration, do a “formal analysis” of this work using at least 6 of the 16 terms found in the section “The Questions Art Historians Ask.” As the text implies, these are the essential vocabulary of formal analysis, and the visual analysis of artistic form. The terms discussed are:

Subject | Form | Texture/Carving
---|---|---
Composition | Space | Casting
Material | Perspective | Relief Sculpture
Technique | Foreshortening | Archit. Drawings
Line | Proportion | Color Scale

Apply the terms you believe are the most appropriate or helpful to a formal analysis discussion of the work you’ve selected, paying careful attention to the 6 terms’ definitions. Diagram the work, using text, arrows, lines, thumbnail sketches, detail images markers, etc. to indicate HOW these terms help to visually analyze your selection. Work in a carefully organized manner on this sheet to indicate the 6 formal elements discussed. Scan this sheet and submit it on the Canvas as indicated:
Along with your textbook, a helpful website to begin thinking about the formal elements of art can be found at the following site from the J. Paul Getty museum:

- [http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)

Include a paragraph which includes full identification of this work (artist, date, period, size, location, etc.), along with a statement on why you choose this particular work, and what you learned about how artists think and work by creating your visual analysis of the work you selected.

Your grade on this assignment will be based upon the extent to which you have understood the formal elements of your selection, and the effectiveness of visually conveying this understanding.

This assignment is to be uploaded onto the Canvas site by 11:59 pm, September 21.

The following 3 statements pertain to this course:

- **Statement of the right to modify course content:**
  “The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).”

- **Statement regarding accommodation for disabilities:**
  “Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.”

- **Statement of due notification:**
  This statement indicates the precise sanctions that will be imposed if a student is found guilty of violation of the academic integrity policy.

  “The Carroll University Academic Integrity Policy is located in your student handbook ([https://my.carrollu.edu/ICS/Departments/Student_Affairs](https://my.carrollu.edu/ICS/Departments/Student_Affairs)). I encourage you to familiarize yourself with it.

  If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.”