

# Bellevue College

## History of Western Art

ART 202

Fall 2013

Course number: 0703

Section: OAS

### Course Syllabus

**Instructor:** Kate Casprowiak

**E-mail:** The class website on WebCT includes a web-based email service. To use the site email click on "Mail" from the class site Toolbar; then use the Browser function to select the addressee. Compose your message and send it. (Alternatively you can email me at: [katrina.casprowiak@bellevuecollege.edu](mailto:katrina.casprowiak@bellevuecollege.edu))

**Office telephone:** 425-564-2629

**Office hours:** T/Th 1:00-2:00 (or by appointment)

**Canvas Instructor website:** <https://bc.instructure.com>

**\*\*Best to contact me through the course messaging system. Once logged into our class, you will find an "Inbox" link in the upper right corner. Click on this to access the class messaging service.**

**Students enrolling in this class are expected to be comfortable with basic computer functions.**

#### **CLASS WEB SITE:**

Occasionally, web site technical problems can block you from accessing the site for a few minutes to a few hours. If you cannot access the site, check back later. If you still cannot access the site at a later time, please contact Distance Education for further instructions. As some of you may already now, this is the first year that the entire school will be using a new online education server, Instructor Canvas. We anticipate much success but with anything new, there are bound to be some bugs. Please let me (or Distance Ed) know if something isn't working. I am sure that with some patience we can have a relatively smooth and very successful quarter.

The Distance Education office is an excellent resource for help with technical problems. They are very knowledgeable and it is the mission of the Distance Ed staff to assist you to have the best online learning experience possible. Contact the Distance Ed staff at **425.564.2438**.

#### **COURSE DESCRIPTION**

This course begins with an examination of European art from the early Renaissance to the Rococo era. We will study works of art and architecture and examine them in their historical context and observe how they reveal cultural changes from the fourteenth to the mid eighteenth century.

We will focus on examples of painting, sculpture, the graphic arts, and architecture in order to introduce you to key principles and centers for each art historical period. We will examine the works on a variety of levels, including: the visual components of media (materials), technique, composition, style and subject. Historical and social context, the changing the role of the artist and patronage will also be considered. The subject of art history forms a necessary basis for students wishing to pursue careers in the arts in such fields as gallery and museum management, interior design, graphic design, visual technology, arts administration, teaching, research, restoration, and connoisseurship, among others. It is also a great study for anyone looking to build visual analysis skills and gain knowledge of history.

### COURSE OUTCOMES

- To demonstrate an understanding of the social, historical, and aesthetic significance of works of art and architecture
- To sharpen skills of visual analysis by looking, analyzing and writing about works of art
- To relate technical processes of art making to visual styles
- To demonstrate analytical, critical thinking and problem-solving skills

**Outcomes will be** accomplished by completing reading assignments, thoughtfully engaging with the on-line lecture modules, participating in discussion groups and completing a research project. In order to be successful in this course a student must be active throughout the entire term *and* must take the initiative to contact me if any concerns or questions regarding the course material or your ability to succeed in the course come up.

### **Class Participation and Communications**

One of the *advantages* of an online class is that the classroom is open 24/7 and you can come to class when and where it is convenient for you. One of the *disadvantages* is that being an online learner often requires a greater degree of self-discipline. My suggestion to you is that you “come to class” at least three times per week, just like you would for a classroom class. The more frequently you come to class, and the more that you participate through reading and writing discussion responses, the more you will get out of the course.

All communications will be done through the class’s Blackboard site. Any necessary revisions or important class announcements will be announced through the site so you will need to check your class email and announcements on a regular basis. Please be aware that it is your responsibility to remain apprised of all class matters.

You can interact with me or the whole class via the discussion board or email. Using the *discussion board* is equivalent to raising your hand in class. It is a communication that will benefit the entire class and your classmates may respond. Of course broadcast emails to the entire class are another option for group interaction.

A *personal email* is equivalent to coming up to see me (or another student) after class or during a break. Please use email when a one on one conversation is desired.

When corresponding with me via email, please understand that it may at times take up to 24 hours to respond on weekdays and up to 48 hours on weekends. I make every effort to check my email several times per day and to be responsive to your questions or concerns. *Even though we don't physically see each other, I do get to know my students through our online interactions. I want you to know that there is a person "behind the curtain" (so to speak) that does care about you and your success in this class!* It is my intention to provide feedback and grades within a day or two of the submission of work.

### REQUIRED TEXTBOOK

Kleiner, Fred S, *Gardner's Art Through the Ages*, 14<sup>th</sup> or 13<sup>th</sup> Ed., Boston: Thomson Wadsworth, 2005. ISBN-13: 978-0-495-09307-7. Page numbers are given for both editions on the Class Schedule.

### HOMEWORK ASSIGNMENTS

Required readings are on final pages of your syllabus and will consist of textbook assignments and journal articles in PDF form. I recommend that you complete the assigned reading prior to watching the on-line lectures so that you can get the most of the lectures and if any discrepancies come up you ask a question or post a discussion question with regard to it. Regular homework will consist of reading assignments, thoughtful discussion posts and assignments that relate to specific journal readings. There may be one or two opportunities for extra credit.

### WEEKLY DISCUSSIONS

Every week you are required to respond to a discussion question that I pose. In your response you should consider the weekly lectures and reading. However, I would also like you to feel free to expand on the questions with your own personal experience and original thought. You must also reply to at least one other student's post. The minimum word count for your individual post is 300 words. Your reply post minimum is 150 words. I will read and grade all posts but this is an arena where I hope to see discussion between students blossom and take their own character. Feel free to post more responses than one.

QUIZZES There will be five chapter quizzes throughout the quarter. The quizzes will consist of multiple choice and true/false questions. Some of the Quiz questions will be reused for in the Midterm and Final Exam.

MIDTERM AND FINAL EXAM The exams will focus on works of art seen in class and the required readings. It will include all or several examples of the following: Due to the nature of the on-line class, I anticipate students using their notes and/ or textbook when taking the exam. The time limit placed on the exam is intended to push the student to be familiar with the material prior to opening the exam so that they can complete it in time. The final exam is non-accumulative.

**Slide Identification:** You will be shown a slide and be asked to identify the artist, date and movement from which the work was made.

**Short Answer:** You will be shown a slide and asked to respond to a short answer question.

**Multiple choice/ Matching:** You will be asked a question and then select the correct answer from several options/ or you will match the correct image to the correct movement, artist, or term and be asked to arrange them in chronological order.

**True/False:** You will be given a statement and asked whether it is true or false.  
**Terms:** You will be provided with a list of terms and you will be asked to choose one term that best applies to a particular definition.

**Short Essay:** You will be asked a question either with or without an image and be expected to write a short essay in response. Essays should be grammatically correct, spelling counts.

### RESEARCH PAPER

After the midterm you will be assigned a research project that will focus on an artist from the periods of art covered in our text. You can choose whichever artist you want to focus on but if the artist is not in our text you must clear it with me. Details of the RP will be posted week 7.

### GRADING

Discussion posts (10/ 25pts each)-	20%
Assignments (4 /50pts each)	20%
Quizzes (5/ 20pts each)	20%
Research Paper (100pts)	20%
Midterm and Final Exam-	20%

### **Grading Scale:**

95-100%= A  
90-94= A-  
86-89= B  
84-85= B+  
80-83= B-  
76-79= C+  
74-75= C  
70-73= C-  
65-69= D+  
64-64= D  
60-63= D-  
<60= F

**\*\*NOTICE: YOU CANNOT PASS THIS CLASS WITH OUT ACTIVELY PARTICIPATING IN THE ON-LINE DISCUSSIONS!**

For more information on the grading policy at Bellevue College visit the following website:

[http://bellevuecollege.edu/policies/3/3000\\_grading.asp](http://bellevuecollege.edu/policies/3/3000_grading.asp).

AFFIRMATION OF INCLUSION

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

STUDENT CODE

Bellevue College is maintained by the state of Washington for the purpose of providing its students with appropriate learning programs, which will facilitate the orderly pursuit and achievement of their educational objectives. The college is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive and responsible persons through policies, which encourage independence and maturity.

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:

[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

DISABILITY RESOURCE CENTER (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in the Library Media Center or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564

4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

### ACADEMIC CALENDAR

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

### CLASS SCHEDULE

Below you will find a weekly breakdown of your Reading assignments, Discussions, Assignments/ Quizzes/ or Exams. Note that the Reading assignments are given for both Gardner's Art through the Ages Edition 13 (on the left) and Edition 14 (on the right)

#### *Week 1, 9/23: Introductions*

Reading	Ed. 13: acquire text	Ed: acquire text
Discussion	I: Introduce yourself	
Assignment	No assignment	
Quiz/ exam	Quiz 1, Syllabus and Course website	

#### *Week 2, 9/30: Humanism in 14<sup>th</sup> Century Italy*

Reading	Ed. 13: Ch. 19, pp. 497- 517	Ed. 14: Ch. 14, pp. 400- 420
Discussion	II: Pictorial Innovations in the Early Renaissance	
Assignment	No Assignment	
Quiz/ exam	Quiz 2, Chapter 19	

#### *Week 3, 10/7: Painters of the "One-Haired Brush," Symbolism in the North*

Reading	Ed. 13: Ch. 20, pp. 519- 539 AND: "Muscipula Diaboli," <i>The Symbolism of the Mérode Altarpiece</i> , by, Meyer Shapiro, Art Bulletin 27	Ed. 14: Ch. 20, pp. 534- 557 AND: "Muscipula Diaboli," <i>The Symbolism of the Mérode Altarpiece</i> , by, Meyer Shapiro, Art Bulletin 27
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Discussion	III: Patronage in the North
Assignment	I: Reading questions on the " <i>Muscipula Diaboli</i> "
Quiz/ exam	No Quiz

***Week 4, 10/14: The Italian Renaissance***

Reading	13: Ch. 21, pp.540- 576	14: Ch. 21, pp. 558-596
Discussion	IV: Civic Pride, Moral Virtue and the Politics of Humanism	
Assignment	No Assignment	
Quiz/ exam	Quiz 3, Chapter 21	

***Week 5, 10/21: The High Renaissance in Italy***

Reading	13: Ch. 22, pp. 578- 604	14: Ch.22, pp. 598- 624
Discussion	V: Perfection achieved in the High Renaissance	
Assignment	II: Michelangelo, Leonardo and Raphael	
Quiz/ exam	No Quiz	

***Week 6, 10/27: Venetian Painting and Mannerism***

Reading	13: Ch. 22, pp. 604-623	14: Ch. 22, pp. 624- 643
Discussion	VI: Departure from perfection: Mannerism	
Assignment	No Assignment	
Quiz/ exam	Midterm Exam, opens Wednesday and due on Sunday (2/10)	

***Week 7, 11/4: Northern High Renaissance e3 the Protestant Reformation***

Reading	13: Ch. 23, pp. 624- 637	14: Ch. 23, pp. 644- 658
Discussion	VII: Protestant Reformation and new subject matter in art	
Assignment	III. Research Paper: Possible Topics	
Quiz/ exam	No Quiz	

***Week 8, 11/11: 16<sup>th</sup> Century Art in the Netherlands and Spain***

Reading	13: Ch. 23, pp. 637-647 AND "This Was Tomorrow: Pieter Aertsen's <i>Meat Stall</i> as Contemporary Art," Charlotte Houghton, <i>Art Bulletin</i> , June 2004	14:Ch. 23, pp. 658- 667 AND "This Was Tomorrow: Pieter Aertsen's <i>Meat Stall</i> as Contemporary Art," Charlotte Houghton, <i>Art Bulletin</i> , June 2004
Discussion	VIII: Proverbs and Morality	
Assignment	IV: Reading Questions on " <i>The Meat Stall</i> "	
Quiz/ exam	No Quiz	

***Week 9, 11/18: Italian Baroque Art e3 the Counter-Reformation***

Reading	13: Ch. 24, pp. 650-671	14: Ch. 24, pp.668- 693
Discussion	IX: Baroque Naturalism	
Assignment	Continue working on RP	
Quiz/ exam	Quiz 4, Chapters 23 & 24	

*Week 10, 11/25: Dutch Baroque*

Reading	13: Ch. 25, pp.672- 690	14: Ch. 25, pp. 694-713
Discussion	X: Rubens versus Rembrandt	
Assignment	Continue working on RP	
Quiz/ exam	No Quiz	

*Week 11, 12/2: French Baroque & the Upcoming Rococo*

Reading	13: Ch. 25, pp. 690-703 AND Ch. 29, pp. 750-757	14: Ch. 25, pp. 714-725 AND Ch. 26, pp. 726-735
Discussion	XI: What was your Research Paper about?	
Assignment	Research Paper Due on Sunday, 12/8	
Quiz/ exam	Quiz 5, Chapter 25 and 29 (Rococo)	

*Week 12, 12/9*

*Finals Week*

Quiz/ exam	Final Exam, covering Chapters 23-25 & 26/29 (Rococo) Exam Opens on Sunday night at 11:59pm and closes Wednesday night at 11:59pm.
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*Fin.*

*Enjoy your Holiday.*

*Go see some art.*