

Sam Houston State University  
College of Fine Arts and Mass Communication  
Department of Art

**SURVEY II: RENAISSANCE TO POST-MODERN ART HISTORY**  
**ARTS 3385-02**

3 Credit Hours, Writing Enhanced  
Spring Semester, 2018

<b>Class Location:</b>	Art Building F, Room 107
<b>Class Meeting Times:</b>	Monday and Wednesday, 9:00–10:20am
<b>Instructor:</b>	Dr. Barbara Kaminska, Assistant Professor
<b>Office Location:</b>	Art Building D, Room 118
<b>Instructor Contact Information:</b>	(936) 294-1194 E-Mail: bak018@shsu.edu
<b>Office Hours:</b>	Tuesday, 11:30am–1:00pm, and upon appointment

**COURSE DESCRIPTION**

This course provides a chronological survey of the major monuments of painting, sculpture, architecture, textiles, and metalwork from the medieval period to the present. Prerequisite: None. Writing Enhanced. Credit 3.

**COURSE OBJECTIVES**

1. Acquiring skills in visual analysis and vocabulary specific to the discipline of art history
2. Developing an understanding of the importance of works of art in the history of the Western world from the early Renaissance to the present
3. Discerning historical styles, identifying popular iconographic themes, and formally analyzing different types of images
4. Improving skills in effectively expressing one's ideas in written and oral forms

**THRESHOLD CONCEPTS**

In addition to these objectives, we will focus on the following threshold concepts in art history:

1. Images are not passive: they craft identities, guide people's religious experiences, advance socio-political agendas. While we are used to looking at works of art in museums, we need to keep in mind that they were produced for and displayed in completely different locations such as churches, houses, city halls, and hospitals. This means that they were an inherent part of everyday life and elicited a variety of responses from their viewers.
2. Interpretations of works of art are not stable – images can be understood differently by different people under different historical circumstances – and there is no such thing as a single correct reading. However, this does not mean that all interpretations are equally valid. We must always provide evidence that supports our interpretation. Evidence should be based

on formal analysis of a work of art – what we can see in the image – and its cultural and historical context.

3. Renaissance artists and viewers believed that art should imitate reality. In this course, we will see how this concept – and later its contestation – stimulated the development of visual arts.

**IT IS YOUR RESPONSIBILITY TO READ THIS SYLLABUS, AND KNOW AND FOLLOW THE COURSE POLICIES OUTLINED BELOW.**

**TEXTBOOK AND REQUIRED MATERIALS**

All the exams are based on lectures presented in class, class discussion, and essays uploaded to Blackboard. You should take extensive notes; on the exams, you may be asked questions about cultural and historical contexts of works of art so do not dismiss this information when it is introduced in class.

Slide shows with images analyzed in lecture will be uploaded to Blackboard before class. Download or print them out – it is easier to take notes if you already have images.

Textbook (recommended, not required): *Gardner's Art Through the Ages*, vol. 2, *The Western Perspective*, 15<sup>th</sup> edition, by: Fred S. Kleiner, Publisher: Cengage Learning. ISBN: 978-1305645059. You are welcome to buy a used copy of an earlier edition of the textbook (choose “The Western Perspective”) or to consult its current edition in the Art Resources Library located in Art Building E, Room 113 during Library hours (about 8am–4pm). Alternatively, you can rent a digital copy of the textbook for about half the price, but you will have access to it for only 180 days. The textbook is meant to help you understand the material and organize information; I will not ask any questions from the textbook if the material was not discussed in lecture.

**GRADING POLICY**

This is a writing-enhanced (W) class, which means that over 50 percent of your grade will derive from writing activities designed to help you master course objectives. Skills related to reading and writing are essential for your professional career as well as everyday life. You will also improve your ability to express yourself in writing through expanding your vocabulary and analyzing the assigned readings.

**Grade Distribution**

This class is worth 200 points. Your grade will be based on the following components:

- Test 1: 25 points (12.5%)
- Test 2: 30 points (15%)
- Test 3 (final exam): 30 points (15%)
- Attendance and participation: 20 points (10%)
- “New Word” presentation: 10 points (5%)
- “New Word” journal: 10 points (5%)
- Paper 1: 20 points (10%)
- Paper 2: 25 points (12.5%)

- Paper 3: 30 points (15%)

Please note that if you ace the tests but neglect other assignments, you will still fail the class. Since your grade is already based on nine different components, there are no extra credit opportunities in this class.

### **Format of the tests**

Exams are not cumulative. Before each exam, you will receive a list of approx. 15-20 images, from which I will choose images for the test. Grading of the tests will take up to a week.

#### Test 1 (25 points, 12.5%)

- 6 slides to identify (artist's last name, title, date +/- 10 years) + a short answer question about each (18 points)
- 1 slide to identify + a formal analysis essay (7 points)

#### Test 2 (30 points, 15%)

- 7 slides to identify (artist's last name, title, date +/- 10 years) + a short answer question about each (21 points)
- 2 slides to identify + a compare and contrast essay (9 points)

#### Test 3 (30 points, 15%)

- 7 slides to identify (artist's last name, title, date +/- 10 years) + a short answer question about each (21 points)
- 2 slides to identify + a compare and contrast essay (9 points)

\*A note about dates: it is a common mistake to confuse centuries, e.g. to say that the 1436 is the 14<sup>th</sup> century, while in fact it is the 15<sup>th</sup> century. Whenever in doubt, count backwards: it is now year 2017, and we are living in the 21<sup>st</sup> century; the 1900s were the 20<sup>th</sup> century; 1800s – 19<sup>th</sup> century; 1700s – 18<sup>th</sup> century; 1600s – 17<sup>th</sup> century; 1500s – 16<sup>th</sup> century; 1400s – 15<sup>th</sup> century; and 1300s – 14<sup>th</sup> century.

### **Writing-Enhanced Component: Reading and Writing Activities and Papers**

This is a writing-enhanced (W) class, which means that over 50 percent of your grade will derive from writing activities designed to help you master course objectives. Through expanding your vocabulary and analyzing the assigned readings, you will improve your ability to express yourself in writing. Skills related to reading and writing are essential for your professional career as well as everyday life.

#### The “New Word” Section (10% of the final grade)

The aim of this activity is to increase your overall literacy. Beginning Wednesday, January 31, one student in each class will do a short presentation (approx. 5-7 minutes) in which s/he will explain the meaning of an art-related word s/he learned from one of the following sources: Hyperallergic (<http://www.hyperallergic.com/>); Glasstire (<http://www.glasstire.com/>); website of

a museum of your choice; an artist's blog; or a book on visual arts. Please do not choose words from readings assigned for this class or art history textbooks.

On Wednesday, 01/24, dr. Kaminska will do such a presentation herself to give you a better idea of what you are expected to do. You will sign up for a specific date of your presentation on Monday, 01/22. If you are not able to present on the assigned date, you must find someone to switch with you.

Description of the activity:

- 1) You read any essay published in one of the sources listed above.
- 2) Check the word on <https://www.merriam-webster.com> and Oxford English Dictionary (database available through the SHSU Library website). Check the correct pronunciation.
- 3) Browse the internet for other uses of this word.
- 4) Write a succinct, easy to understand definition of your word, and think about possible contexts and sentences, in which you can use it.
- 5) Present your word in class, using a Power Point slideshow: comment on where you first read it, what you found out about it in dictionaries and online, give some examples, and explain how you can use it in your own writing or everyday life. Prepare a short in-class activity, in which you will assess your classmates' understanding of this word.
- 6) Before the last class, you will turn in via Blackboard a short journal, in which you will list five of your favorite words presented in class during the semester, and briefly explain their meaning and how you can use them in your own writing (you should write 2-3 sentences for each word). Do NOT include the word you presented in class yourself. You will also turn in the slideshow you used in class.

### **Papers**

You will write three papers in this class (detail description TBA). Grading of papers will take up to 7-10 days. Correct spelling and punctuation will be taken into consideration. Minor grammar and stylistic mistakes will not affect your grade, but obvious negligence will. Examples of negligence include, but are not limited to: misspelling of terms and names used in the assigned reading or introduced in lecture, opening a new sentence with a lower-case letter, no capitalization of names and titles, no italics for titles. Papers should be submitted electronically via Blackboard before the beginning of class on the date indicated in the syllabus (submission option will be disabled at 8am). Late papers will not be accepted. Extension will only be granted in the case of a medical emergency.

- Paper 1 (20 points, 10%): reading response
- Paper 2 (25 points, 12.5%): reading response + formal analysis essay
- Paper 3 (30 points, 15%): compare and contrast essay

### **Plagiarism**

All your papers must present your original ideas and be written by you. Do not plagiarize any part of any of your assignments. Plagiarism is the presentation of someone else's ideas or work as one's own. Examples of plagiarism include, but are not limited to: downloading work of another person and submitting as one's own; failure to acknowledge authorship when using sources such as books and textbooks, websites, journal articles, online term papers, dictionaries, emails; using

someone else's words or phrases, ideas or thoughts, copying data etc. without a proper citation. If you copy content of a website or textbook, and simply change a few words or the order of sentences, this will still count as plagiarism. Plagiarism is considered a fraud and constitutes a serious academic offence. It will result in a failing grade for the assignment (0 points), and, in serious cases, in failing the course, and will be reported to the Dean.

### **MAKE-UP AND EXAMS POLICY**

If you miss an exam, you will need to provide a document explaining the cause of your absence: see "Excused versus Unexcused Absence" policy below. If your absence falls into the category of "unexcused absences," you will receive zero points for the test and will not be given the opportunity to take a make-up test. It is your responsibility to notify me as soon as possible that you will be absent on the day of the exam. Missed tests must be taken within 3 school days of the original test date unless there is a serious medical emergency. If you cannot take the test on the day indicated in the syllabus due to a school-related event (athletic competition, conference, SHSU trip, etc.), you must take the test before the trip, not after. Bear in mind that scheduling a make-up test is always difficult: I need to write a new exam for you, find available room, and someone to proctor your test. It may happen that you will miss other classes to take your make-up exam.

### **ATTENDANCE & PARTICIPATION POLICY**

Attendance and participation are essential to a good performance in this course. You can have three unexcused absences without losing any points for attendance. Each additional unexcused absence will result in the deduction of five points from this portion of your grade. Attendance will be taken regularly. If you miss class, ask another student for notes, and stop by my office if you need further clarification.

#### **Excused versus Unexcused Absence**

An absence can be excused in the following instances:

- illness or appointment documented with a doctor's note
- out-of-town game, competition, performance, conference/workshop; other SHSU trips documented with a note from your coach or a professor
- jury duty or court date documented with jury summons or other official documents

Absences will not be excused if you cannot provide a relevant document justifying it. For example, if you send me an email stating that you're not feeling well and will not be in class, but do not provide a doctor's note, your absence will count as an unexcused one.

Attendance means that you are present in the classroom, paying attention, and contributing to the discussion. If you are texting, sleeping, or browsing the internet, you may still be marked as absent. If you are 20 minutes late or leave 20 minutes early due to a non-emergency reason, you will also be marked as absent. It is your responsibility to make sure that you do not have a scheduling conflict that will cause you to come late or leave early. Repeated tardiness will result in the deduction of points from the "Attendance and Participation" portion of your grade.

In order to receive full credit for the "Attendance and Participation" portion of your grade, you must have no more than three absences, arrive to class on time, answer and ask questions, and participate in class activities, including short writing exercises. If you do not contribute to the class

discussion, you will receive a “C” for “Attendance and Participation,” even if you come to every class meeting.

You are always welcome to come to my office hours or schedule an appointment to discuss the material or any difficulties with the assignments, or simply to introduce yourself. Remember, a conversation is always more efficient than seeking advice over email. Please note: I will only discuss your grades in person, and never over email.

If you need my signature on a grade check or any other form, please notify me in advance.

You can use your laptop to take notes. If you are caught using it for any other purpose, this privilege will be revoked. All other devices must be turned off and put away.

### **BLACKBOARD, EMAIL, AND EMAIL ETIQUETTE**

You are expected to check your SHSU e-mail and course website regularly. All your emails to me should be sent from your SHSU account.

I will not reply to emails to which an answer can be found in this syllabus, such as “when is our next test” or “how many absences can I have without losing any points.”

All your emails to all your college professors should follow proper etiquette. Remember: you are writing a professional message, not a text to your friend or a comment on social media. Knowing how to write a properly worded and formatted email is an essential skill in today’s job market. Be respectful and mindful (e.g. you cannot expect your professor to answer an email sent at 3pm on Sunday on the same day). Check for spelling, punctuation, and grammar mistakes. In your email: include a subject line, introduce yourself (name and class which you’re taking – this is especially important at the beginning of the semester), clearly explain your question, sign your message. Never address your women instructors as Miss / Mrs. / Ms.; use “Doctor” or “Professor” instead. See the examples of emails below.

Correct:

Dear Dr. Smith,  
My name is Jessica Greene and I am a student in your Music Appreciation class (MW 8am).  
I have a few questions about the assigned reading, which I would like to discuss with you. I have a class during your office hours, so I was wondering whether I could meet with you at a different time?  
Thank you,  
Jessica.

Wrong (\*emails such as this one will be ignored):

Hey Miss Smith  
so i have been reading the text you assigned us and their’s some things i don’t get please  
when can i meet with you also where is ur office.

## **UNIVERSITY AND ART DEPARTMENT POLICIES**

**POLICIES REGARDING ACADEMIC DISHONESTY, STUDENTS WITH DISABILITIES, AND STUDENT ABSENCES ON RELIGIOUS HOLY DAYS CAN BE FOUND AT**  
**[HTTP://WWW.SHSU.EDU/SYLLABUS/](http://www.shsu.edu/syllabus/)**

### **ACADEMIC DISHONESTY (ACADEMIC POLICY #3810213)**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

### **STUDENTS WITH DISABILITIES POLICY (ACADEMIC POLICY #811006)**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY (ACADEMIC POLICY #3861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious

holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: </dept/academic-affairs/documents/aps/students/861001.pdf>

**ACADEMIC GRIEVANCE PROCEDURES POLICY (ACADEMIC POLICY #3861001)**

<http://www.shsu.edu/dotAsset/bb0d849d-6af2-4128-a9fa-f8c989138491.pdf>

**VISITORS IN THE CLASSROOM**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**USE OF PHONE & TEXT MESSAGING IN THE CLASSROOM (ACADEMIC POLICY #100728)**

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus impedes the mission of the university.

Please turn off and put away your cell phone before class begins. If you don't put away your cell phone after the first warning, you will be asked to leave the classroom and marked as absent. Repeated violation of this policy will be reported to the Dean of Students for disciplinary action in accordance with university policy.

**DEPARTMENT OF ART BFA REVIEW**

The purpose of the BFA Review is to ensure that students have learned basic principles and techniques needed for advanced art courses.

All Art students must successfully complete all of the Art Foundation courses and the BFA Review before being accepted into a BFA program in Computer Animation, Photography, or Studio Art or Graphic Design. Graphic Design students must also pass a separate Graphic Design Review after the BFA Review.

The Art Foundation Courses are WASH, Drawing, and Foundations in Digital Art. (ARTS 1313, 1314, 1315, 1316, & 2313). Students must pass each course with a grade of C or higher to take the BFA Review and proceed to upper level courses.

The semester after all of the Foundation courses are complete, students must sign up for the BFA Review. Students should see an art advisor every semester to ensure they take the BFA Review on time. It should be taken the semester immediately following the completion of the Foundation Courses.

Students who do not pass the BFA Review may re-take it the following semester. Students who do not pass on the second attempt will not be allowed to continue as BFA majors, but may follow the degree plan for the BA in Art. Non-participation after signing up or being advised to sign up will count as a failure of that semester's review.

Graphic Design students must pass the BFA Review, complete Principles of Graphic Design (ARTS 2323) and participate in a BFA Review at the end of the semester that they are enrolled in Typography (ARTS 3322).

For more information on the BFA review see the Department of art web page:



<http://www.shsu.edu/academics/art/review/>

**DEFACING UNIVERSITY PROPERTY**

Defacing University property is prohibited by University policy. It is also a criminal offense. Students will be held responsible for the cost of damages to the facilities. Violations will be reported to University Police.

Students should not paint on concrete, asphalt, trees, sides of buildings, interior walls or floors of buildings, locker doors, etc. When using any kind of paint use a drop cloth or tarp to protect the surface from overspray.

**DEPARTMENT OF ART LAPTOP REQUIREMENT**

Students in the Department of Art are required to own a laptop as specified by each BFA program. Macintosh laptops are strongly recommended and can be purchased at discounted rates for students. The specifications for each BFA program and links to the Apple Store can be found on the Department of Art website: <http://www.shsu.edu/academics/art/resources/laptop-initiative.html> Students will be required to have laptops and the Adobe Creative Suite software in art courses that require computers. Laptops must meet or exceed the specifications described and be capable of interfacing with Department printers and other peripheral devices.

**COURSE OUTLINE (SUBJECT TO CHANGE)**

Week One

Wednesday, 01/17: Introduction

Week Two

Monday, 01/22: 14<sup>th</sup>-century Italian Art

Wednesday, 01/24: 15<sup>th</sup>-century Italian Art

Week Three

Monday, 01/29: 15<sup>th</sup>-century Italian Art

Wednesday, 01/31: 15<sup>th</sup>-century Northern European Art

**Paper 1 due.** Reading: C. Harbison, *The Mirror of the Artist: Northern Renaissance Art in Its Historical Context* (Prentice Hall, 2003), 26-27, 53-60, 81-89.

Week Four

Monday, 02/05: 15<sup>th</sup>-century Northern European Art

Wednesday, 02/07: Prints and printmaking

Week Five

Monday, 02/12: **Test 1**; Images of the New World

Wednesday, 02/14: 16<sup>th</sup>-century Italian Art

Week Six

Monday, 02/19: 16<sup>th</sup>-century Italian Art

Wednesday, 02/21: 16<sup>th</sup>-century Northern European Art

Week Seven

Monday, 02/26: 16<sup>th</sup>-century Northern European Art

Wednesday, 02/28: Art and the Reformation

Week Eight

Monday, 03/05: Art and the Counter-Reformation

Wednesday, 03/07: Baroque Art in Italy

March 12 – March 16: Spring Break

Week Nine

Monday, 03/19: Baroque Art in Italy (Caravaggio and Caravaggionism)

**Paper 2 due.** Reading: Mary D. Garrard, "Artemisia and Susanna," in: *Feminism and Art History. Questioning the Litany*, ed. by Norma Broude and Mary D. Garrard (New York: Harper & Row, Publishers), 147-171.

Wednesday, 03/21: class meeting cancelled, narrated Power Point available on Blackboard  
(Baroque Art in Spain and New Spain)

Week Ten

Monday, 03/26: Baroque Art in the Dutch Republic

Wednesday, 03/28: **Test 2**; Rococo

Week Eleven

Monday, 04/02: Enlightenment and Neoclassicism

Wednesday, 04/04: Romanticism

Week Twelve

Monday, 04/09: Realism

Wednesday, 04/11: Impressionism

Week Thirteen

Monday, 04/16: Post-Impressionism

Wednesday, 04/18: Photography

Week Fourteen

Monday, 04/23: Modernism in Europe and America

**Paper 3 due.**

Wednesday, 04/25: Modernism in Europe and America 2

Week Fifteen

Monday, 04/30: Post-1945 Art

Wednesday, 05/02: Post-1945 Art 2

**“New Word” presentation and journal due on Blackboard.**

Final Exam: Wednesday, May 9, 9:30-10:30am