



# History of Art

2002

Western Art, 1400 – Present



Tu,We,Th,Fr 11:10-12:30, Journalism Building 371

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## Course Description

This course examines the art of Europe and the United States from ca. 1400 to the present, with an emphasis on developments in painting. Rather than a complete “survey” of that period, the course will concentrate on a select group of representative works that shaped—and were shaped by—Western social, political, economic, and intellectual history. There will be a strong emphasis, too, on questions of analysis and interpretation—including, in some cases, the changing history of the works’ reception. The goal will be to impart not only a body of

knowledge but also a set of critical tools, including visual literacy, which students will be able to apply to a wide range of material not specifically covered in the course.

## **Objectives**

History of Art 2002 can fulfill the Global Diversity (GD) category of the General Education Curriculum as well as the Historical Studies (HS) OR the VPA category. (Students have to choose between HS and the VPA, but the course can double count for the VPA and the GD, or the HS and the GD.) The stated goals and rationales for the three categories are as follows:

### Visual and Performing Arts

Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

### Historical Study

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### Diversity—Global Studies

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

History of Art 2002 is designed to meet all of these objectives, and to do so in multiple ways. It engages works of art through close analyses of their structure, function, subject matter, and meaning (thereby addressing the requirements of the VPA category of the GEC) as well as through the historical factors—political, social, and cultural alike—that contributed to their creation. Indeed, the course emphasizes the fact that material objects—whether Renaissance altarpieces or Cubist paintings—*are* the stuff of history and that, in them, a particular kind of historical thinking (connected to but different from those of other more overtly “political” events) has been realized in concrete form. Because the course concerns several quite distinct civilizations—from Renaissance Italy to postwar America—it also provides many opportunities for cross-cultural comparison, not only among those earlier civilizations covered by the course, but also between them and our contemporary context. The course equally takes up issues of interpretation, including both conflicting (and more or less contemporaneous) interpretations of a single work and the changing history of that work’s reception.

HA 2002 also emphasizes general principles and strategies of visual analysis through which students can appreciate and begin to understand works of art from historical and cultural contexts other than those included in the course itself. Moreover, the course lectures, readings, and other assignments are designed to enhance the students’ overall critical, analytic, and interpretive abilities, just as the paper and the essay format of the exams are intended to encourage students to work on the clarity and precision of their writing.

### **Textbook**

Fred S. Kleiner, *Gardner’s Art Through the Ages: The Western Perspective, HA 2002, Ohio State University Edition*. This text is available for purchase at OSU bookstores, or alternatively can be found on reserve in Thompson Library and the Fine Arts Library. Previous editions of this textbook is acceptable, but page numbers on this syllabus correspond to the fourteenth edition. Access to this text will be mandatory to complete daily reading assignments. The textbook will provide historical information for students without a background in European history, as well as valuable examples of visual analysis.

### **Technology**

No use of laptops, phones, smart devices and other personal electronics will be permitted during lecture. If you wish to record the lecture, you may do so, but other than that students will be required to stick to good old fashioned pens and papers. For those who wish to print out the slide lists before class, I will make an effort to post my powerpoints to Carmen before class with enough time to allow for printing, although I will not guarantee this for every class. However, if not before, all powerpoints will be made available after class.

## **Course Requirements and Grading:**

### Attendance and Participation – 10%

- Regular attendance is essential to succeed in this course, and daily attendance will be taken at the beginning of each class period. However, a major factor in determining this grade is not just the student's physical presence in class, but the character of the student's attendance (alert and attentive) and their active participation.
- Perfect attendance will guarantee a participation grade of B (85%), and the additional 15% can readily be earned through active involvement in class discussions.
- Anyone missing more than 3 classes without a legitimate, approved excuse will receive a significantly lower grade for this portion.
- Daily attendance points will be nullified for texting in class, or if late arrival or early departure causes the student to miss more than one hour of class.

### Reading Assignments

- Students will have daily reading assignments—either from the textbook or primary source materials which will be available for you in PDF form through Carmen.
- Readings from the textbook are meant to be a review and to help solidify and give additional context to the material covered during the lecture. Therefore, the information covered in these readings will deal with topics and works discussed already in class that day.
- Intermittently throughout the semester students will also read primary source material to supplement or give greater insight to the period under review. Unlike the textbook readings, these reading are to be completed before coming to class on the day in which they will be discussed.

### Daily Quizzes – 15%

- In order to help students process the information covered during lecture, a daily quiz will be given on Carmen each day after class.
- The material for the quiz questions will be drawn from the information given in lecture that day, as well as the assigned textbook readings.
- All quizzes will be open note/open text.
- Quiz questions will never deal with the primary source readings.
- Students will have until midnight to complete each daily quiz.

- **There will be no make-up quizzes.** Students who miss a quiz due to serious illness or legitimate emergency and have valid documentation or verification will be handled on a case-by-case basis. Even if you miss class, you will still be able to complete the quiz for that day by reading through the assigned text and then taking the quiz on Carmen. .

#### Essay – 25%

- Students will write a (3 page minimum, 12 point font, doubled spaced) due by the beginning of class July 24 through dropbox on Carmen. For this essay, you will compare the formal elements of two instructor-selected works of art on display at the Columbus Museum of Art.
- This essay is designed to acquaint you with the museum, allow you an opportunity to experience art in person outside of the classroom, and will require that you perform close looking and visual analysis.
- The essay will require each student to visit the Columbus Museum of Art outside of class time, but one class period will be substituted to compensate for a museum visit.
- Essays do not require any external research. Thus, students should present their own work. Plagiarism will not be tolerated.
- Further details will be provided on Carmen.

#### Midterm and Final Exams – 50% (25% each)

- You will take two exams, a midterm and a final. The duration of these exams will be one class period—the midterm will be taken in class, while the final will take place during the university scheduled finals period.
- The final is NOT comprehensive
- The format of the exams will be identical, and will be comprised of various components: identifications, short answers, and comparative essays, identification of unknown images etc. The specific format for every given exam will be announced at least a week in advance.
- All material for the examinations will be drawn from the material covered in lecture.
- Make-up exams will be granted only to students who miss an exam due to serious illness or legitimate emergency and have valid documentation or verification. Make-up exams will not be granted without valid documentation or under any other circumstances, and students will be given a zero for missed exams. Make-up exams will not be granted due to minor illnesses, oversleeping, car trouble, late buses, vacations, etc.

### Grade Scale:

94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	67-69	D+
80-82	B-	60-67	D
		Below 60	E

### **Students with disabilities**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

### **Academic misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

**The schedule, as with other sections of the syllabus, are subject to change in accordance with the instructor’s purview and the needs of the class.**

### **Class Schedule**

#### **Week One**

- June 16      **Introduction: Why Art History?**  
Reading (to be completed after class June 16): Syllabus, PDF reading on Carmen “College is not a Commodity”
- June 17      **Formal Analysis: Looking at Art**  
Reading (to be completed after class June 17): Gardner p. 2-13
- June 18      **Renaissance Roots**

Reading (to be completed after class June 18): Gardner p. 401, 406-409, 417-419, 448-453

June 19 **Quattrocento**

Reading (to be completed after class June 19): Gardner p. 447-448, 453-456, 461-464

**Week Two**

June 23 **Early Northern Renaissance**

Reading Gardner p. 424-434

Primary source (to be completed before class June 24): Pico Della Mirandola, "Oration on the Dignity of Man"

June 24 **The High Renaissance**

Reading: Gardner p. 487-495, 497-499, 502-503

June 25 **The High Renaissance ctd.**

Primary source (to be completed before class June 25): Luther on religious images

June 26 **Venice, and the North, the Protestant Reformation**

Reading: Gardner p. 515-520, 534-541

**Week Three**

June 30 **The Protestant Reformation and The Catholic Counter Reformation**

Reading: Gardner p. 504-505, 557-563, 569-572

Primary source (to be completed before class July 1): Council of Trent

July 1 **The Catholic Counter Reformation ctd.**

July 2 **Northern Baroque**

Reading: Gardner p. 575, 577-580, 583-588, 590-591, 594-597

**Midterm Review**

July 3 **NO CLASS**

Happy Independence Day!

**Week Four**

July 7 Northern Baroque

Midterm Review

July 8

**Midterm**

July 9

**Absolutism and Rococo**

Reading: Gardner p. 602-605, 615-622

Primary source: John Locke, Second Treatise of Gov't; Declaration of Independence

July 10

**Enlightenment**

Reading: Gardner p. 606-608, 624-629,

**Week Five**

July 14

**Revolution and Neoclassicism**

Reading: Gardner p. 631-640

Primary source: Burke, A Philosophical Inquiry

July 15

**Romanticism**

Reading: Gardner p. 643-660

Primary source: Baudelaire, Modern Life

July 16

**Realism to Impressionism**

Reading: Gardner p. 663-670, 687-698

July 17

**NO CLASS-MUSEUM/PAPER PREP**

**Week Six**

July 21

**Realism to Impressionism**

Reading: Gardner p. 663-670, 687-698

July 22

**Impressionism, Post-Impressionism and Modern Architecture**

Reading: Gardner p. 677-679, 699-706, 715-720

July 23

**Expressionism and Cubism**

Reading: Gardner p. 710, 723-739

July 24

**DADA and Surrealism**

Reading: Gardner p. 744-746, 751, 763-768

Primary reading: Greenberg, Laocoon

**Essay due**



## **Week Seven**

July 28      **Abstract Expressionism and the New York School**  
Reading: Gardner p. 787-796

July 29      **Pop Art and Beyond**  
Reading: Gardner p. 797-801-805, 821-824

July 30      **Contemporary art**

July 31      **Conclusion/Final Review**