

San José State University
Department of Art & Art History
Art History 70B, Art History Renaissance to Modern, Section 1

Fall 2017

Instructor:	Dr. Christy Junkerman
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Office Hours:	Monday 12-1; Wednesday 9:30-10:30 or by appointment
Class Days/Time:	MW 10:30-11:45
Classroom:	Art 133
GE/SJSU Studies Category:	Fulfills Core GE Area C1
Department Office:	ART 116
Department Contact:	Website: www.sjsu.edu/art Email: art@sjsu.edu

Course Description

This course provides an introduction to the arts of the western world from the Renaissance to the beginning of modern art in Europe. The course aims to increase your knowledge of artistic trends, enhance your appreciation of the ways in which artistic developments are shaped by and also shape contemporary social, political, and religious trends within a given period and increase your understanding of ways of looking at works in various media. We will be attentive to changes in the function of art and the role of the artist. However, our primary concern throughout the course will be in developing an increasing awareness of the infinitely varied potential for rich and complex communication that is central to the visual arts.

We will work hard on understanding how visual images work and how to analyze and write about them.

Course Learning Outcomes:

Upon successful completion of this course, students will have improved their ability to:

- recognize how significant works illuminate enduring human concerns
- respond to such works by writing both research-based critical analyses and personal responses (Paper 1 and 2)
- write (more) clearly and effectively (Paper 1 and 2)

- discuss characteristics and concerns typical or distinctive of art from various historical periods using a more precise and sophisticated vocabulary. (Papers, exams)
- articulate a basic understanding of ways that works of art function, and of ways that art shapes human society and is shaped by historical and cultural conditions. (Papers, exams)
- feel more at home in an art museum as a more knowledgeable and thoughtful observer of art. (Paper 2)

As in any university course, Art History 70B does not *give* you these competencies but creates an opportunity for you to work toward achieving them. The university is not a business and you are not simply buying content. You must work hard to learn and develop your skills. Let me know if you need help.

Required Texts/Readings

Textbook

Marilyn Stokstad and Michael Cothren, *Art History*, Vol. II, 5th Edition, Pearson/Prentice Hall (2014).

You will need to use the [Course Website](#) often. Click on course web pages at the left of the screen and then on our course; the user name is arth and I will give you the password on the first day of class. Slide lists and images will also be posted on this website.

Library Liaison

Our Library Liaison is Elisabeth Thomas. She can be reached by email at: [*\(elisabeth.thomas@sjsu.edu\)*](mailto:elisabeth.thomas@sjsu.edu)

Website: [*http://libguides.sjsu.edu/collectiondevelopment/CDhumanities*](http://libguides.sjsu.edu/collectiondevelopment/CDhumanities)

Course Requirements and Assignments

Written work for the course will include two short papers (50%); personal vocabulary lists with definitions you will keep as you read each chapter; several possible in-class exercises; 2 quizzes; a midterm (all of these items combined will be worth 30%) and a final exam (20%). The papers will focus on skills of visual analysis. One of them will be based on images in the book and the other will require you to travel to a regional museum, either the Cantor Center for the Visual Arts at Stanford or the Legion of Honor in San Francisco. The papers, quizzes and exams are all designed to direct your learning to the Student Learning Outcomes 1-6.

There is no extra credit unless attendance at some event would be pertinent to our work. If so, that will be announced when the opportunity arises. Papers must be turned in on time, but if for some reason you are unable to do so, I must receive an email from you, by the time the paper is due, saying that the paper will have to be late. If you do not notify me, I will have to deduct points--2 points for each day the paper is late.

Guidelines for vocabulary work:

As you read each chapter in the textbook, I want you to locate at least 15 words per chapter that you do not know (or don't really know) that seem important to have in your vocabulary in order to fully grasp what you read. I do **not** mean foreign words—those are defined right in the text—and I **do not** mean the “art history” words that are bolded in the text and thus in the glossary—we'll be working on those together. Also, do not include proper nouns (names of people, cities, etc). What I am looking for is a personal vocabulary list of words. Keep a running list, with definitions, of course, and I will ask for them periodically. The definition should be in the same part of speech (thus if you look up a word in its adjectival form, choose the adjectival definition). If there are several definitions in the dictionary, choose the one that best seems to fit the context of what you read. If the definition includes another form of the same word—be sure to define that word, too: for example, *penitential* means expressing penitence—be sure to define penitence, too. Again: **I will not give credit for lists that are composed of foreign words or words that are bolded in the text.**

Please make this a **hand-written** list. Don't worry about your handwriting quality. I am quite good at reading student writing. I am convinced that handwriting gives you another means of learning (and sidesteps the temptation to cut and paste which tends to cause students to sidestep the whole learning process).

Grading Information

Rubric for grading papers:

Papers will be assigned number grades based on the following criteria:

- (1-10 points) Paper conveys a good, university-level understanding and analysis of the chosen work of art.
- (1-10 points) Ideas are well-supported with specific references to the work of art you are discussing.
- (1-10 points) Paper is well structured (intro, conclusion, good paragraphs) and has a clear thesis.
- (1-10 points) Grammar and English mechanics are correct.
- (1-10 points) All required parts included and paper meets professional standards: spell-checked and copy-edited (see checklist in the assignment).

Please follow the link below and read the university policy on Academic Integrity and know that I will not tolerate plagiarized papers. The assignments do not require research, but **if** you choose to do some research, you must be careful to avoid using any sentences or phrases from your sources and you must include a **bibliography** of any sources you cite, including museum wall texts. I am quite practiced at analyzing student writing and will accept no plagiarism. **A paper that contains any plagiarized passages will be given 0 points.**

Classroom Protocol

The citizens of the State of California subsidize your education at a level that is higher than you probably realize. You owe it not only to yourself, but also to them to attend **every** class and make the most of it. I shouldn't have to put in writing that you are expected to be on time with your cell phone turned off and put away. That is simply mature behavior expected of any college

student. If an emergency situation makes it necessary for you to make or receive a call during class time, you must inform me *before* class.

Laptops present a new set of issues in the classroom. I would advise you not to use yours in class--they can be distracting to you, and those shiny, lighted, moving screens are a big distraction and visual annoyance to other students. If you must use a laptop for note-taking, I ask that you let me know and email your notes to me, so I can see that you are indeed using the machine for that purpose. This is a new requirement on my part because the use of screens seems increasingly to distract students.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Art History 70B/ Art History Renaissance to Modern, Fall 2017

Course Schedule

Subject to change as necessary. Any significant changes (that is, changes in due dates) will be announced in class and by email, but exams will always be based on where we actually are in class and not on the ideal progress of the schedule. This is a vast sweep of history and we are likely to get behind the schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 23	Introduction: Familiarize yourself with the textbook and its resources. Read the introduction to the text.
2	August 28	Fourteenth-Century Art in Italy: begin reading Stokstad, Chapter 18 (pages 529-546--we will just read the Italian section)
2	August 30	Fourteenth-Century Art in Italy
3	Sept. 4	Labor Day—Campus Closed
3	Sept. 6	Fifteenth-Century Art in Northern Europe: begin reading Stokstad, Chapter 19 (pages 562-593)
4	Sept. 11	Fifteenth-Century Art in Northern Europe
4	Sept. 13	Fifteenth-Century Art in Northern Europe
5	Sept. 18	First paper due in class
5	Sept. 20	Renaissance Art in Fifteenth-Century Italy: begin reading Stokstad, Chapter 20 (pages 594-631)
6	Sept. 25	Renaissance Art in Fifteenth-Century Italy
6	Sept. 27	Slide and Vocabulary Quiz The Classical Tradition in Western Art
7	October 2	Sixteenth-Century Art in Italy: begin reading Stokstad, Chapter 21

7	October 4	Sixteenth-Century Art in Italy		
8	October 9	Sixteenth-Century Art in Northern Europe and the Iberian Peninsula: begin reading Stokstad, Chapter 22		
8	October 11	Mid-term Exam		
9	October 16	Sixteenth-Century Art in Northern Europe and the Iberian Peninsula		
9	October 18	Seventeenth-Century Art in Europe: begin reading Stokstad, Chapter 23		
10	October 23	Seventeenth-Century Art in Europe		
10	October 25	Still Life Painting and Landscape Painting		
11	October 30	Art of the Americas		
11	Nov. 1	Quiz 2 Eighteenth- and Early Nineteenth-Century Art in Europe and North America: begin reading Stokstad, Chapter 30 (pages 904-961)		
12	Nov. 6	Eighteenth- and Early Nineteenth-Century Art in Europe and North America		
12	Nov. 8	Eighteenth- and Early Nineteenth-Century Art in Europe and North America		
13	Nov. 13	Mid- to Late 19 th Century Art in Europe and the United States (begin reading Stokstad, Chapter 31)		
13	Nov. 15	Mid- to Late 19 th Century Art in Europe and the United States		
14	Nov. 20	Mid- to Late 19 th Century Art in Europe and the United States		
14	Nov. 22	No-Class Today (Non-instructional Day)		
15	Nov. 27	The Beginnings of Modern Art		
15	Nov. 29	The Beginnings of Modern Art		
16	Dec. 4 Dec. 11	Museum Paper Due in Class The Beginnings of Modern Art		
Final Exam*	<table border="1"> <tr> <td>Monday , Dec. 18</td> <td>1215-1 430</td> </tr> </table>	Monday , Dec. 18	1215-1 430	1215-1430 in our classroom
Monday , Dec. 18	1215-1 430			