PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

WESTERN ART II
ART 1730

Class Hours: 3.0 Credit Hours: 3.0
Laboratory Hours: 0.0 Revised: Fall 05

Catalog Course Description:

Major movements in Western art, with emphasis on Europe from the 14th through 17th centuries. The course provides an overview of the predominant artists, aesthetic intent, and techniques encountered in the Late Gothic (Proto-Renaissance), Early and High Renaissance, Mannerism, and the Baroque periods.

Entry Level Standards:

The student is expected to be able to read on a college level, write using correct spelling and coherent paragraphs free of major grammatical errors, and employ primary research techniques to gather information.

Prerequisites/Corequisites: None

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course; text, policies, requirements; introduction to terminology; importance of the visual arts as a historical recorder of cultures, peoples, and times</td>
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<tr>
<td>2</td>
<td>Late Gothic into 15th Century Italian Art</td>
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<td>3</td>
<td>15th Century Italian Art</td>
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<td>4</td>
<td>15th Century Italian Art; Renaissance outside of Italy, 15th Century - Flanders, Germany; 15th century in Northern Europe introduction to Italian High Renaissance. EXAM 1</td>
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<td>5</td>
<td>Italian High Renaissance - Rome, Florence</td>
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<td>6</td>
<td>Italian High Renaissance - Rome, Florence</td>
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<td>7</td>
<td>High Renaissance in Northern Italy - Venetian School</td>
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<td>8</td>
<td>Venetian School</td>
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<td>9</td>
<td>Mannerism – EXAM 2</td>
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<td>10</td>
<td>Renaissance outside of Italy, 16th Century - Holland, Germany, Spain, England, France</td>
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<td>11</td>
<td>Renaissance outside of Italy, 16th Century; 2nd paper due</td>
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II. Course Objectives*:

A. Demonstrate a basic knowledge of the broad historical framework of the period from Proto-Renaissance through Baroque in Western Europe and the attendant influences on the major art movements of that time. II 1., 2., 3., 4., 5., 6, IV. 5

B. Discuss the role of the visual arts as a creative historical recorder in the development of civilization. II. 2., 4

C. Evidence a basic understanding of the terms and techniques associated with art and in particular those specific movements from Proto-Renaissance to Baroque. II. 1., 4

D. Apply course concepts in critically analyzing contemporary art and relationships of art to one's personal culture, environment, and time. II. 2., 4

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*:

Students will:

1. Develop written summaries of visual art exhibits that emphasize the cultural implications of the works observed. Communication Outcome, Humanities and Fine arts Outcome, Active Learning Strategy

2. Participate in interactive discovery exercises that focus on the power and limitations of cultural conditioning. Communication Outcome, Humanities and Fine Arts Outcome, Active Learning Strategy, Transitional Strategy

3. Evaluate the influence of the visual arts in defining societal issues by identifying and discussing contemporary and 14th - 17th century Western European images that communicate various positions on significant social/political concerns. Communication Outcome, Humanities and Fine Arts Outcome, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define basic terminology related to the visual arts and explain specific works in those terms. C

2. Relate major works and movements to their creators, to their culture, and to the historical context in which they lived. A, B

3. Apply knowledge of terms and concepts to an artistic experience. C, D
4. Analyze works from the major movements covered by comparing and contrasting forms, styles, and ideas. A, B, C, D

5. Identify universal concerns represented/presented in visual art(s) and respond to multi-cultural diversity and accomplishments in discussion. B, D

6. Infer correlations between historical context in which art is created and the subsequent type of art produced; its reflection of society, culture and time. A, B, D

7. Utilize art as a reference for decoding non-western cultures and as a reflection of one's culture and time. D

8. Recognize the place and power of the visual image as regards cultural trends, propaganda, marketing, and advertising. B, D

9. Apply criteria of judgement to selected visual works from each historical period in course content. C, D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 75% of grade

Students will be given three broad-based, non-cumulative examinations (25% each) during the semester. Exams will consist of some or all of the following elements,

* Slide Identification: artist, movement, time, country and/or other special attributes
* Short answer definitions/questions
* Essay questions (1 minimum) on broad based information

B. Laboratory Expectations: 10% of grade

Students will participate in two formal group activities/discussions (5% each) during the semester based on specific assignments geared to course content.

C. Field Work: 15% of grade

During the semester, students are required to attend either two visual art exhibitions (7.5% each), or 1 exhibit and 1 hands-on art project. A paper (approximately 500 words) detailing who, where, what you see is required for each of the exhibits viewed. Student opinion, pro or con, and any relationship or correlation to course content that is inferred should be included. The hands-on project must be a recreation using a collage format, of a piece studied in either the Renaissance or Baroque period. The piece must be recreated keeping basic content and composition, but in a contemporary genre. Failure to complete paper(s)/project will result in an incomplete (I) for the course.

VI. Policies:

A. Attendance Policy:

Excused absences will be at discretion of the instructor. Students are responsible for work missed due to absence. Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. This applies to both excused and unexcused absences.
B. Academic Dishonesty:

Students are expected to abide by the sanctions listed in the current college catalog under the Academic and Classroom Misconduct guidelines.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.