

ARH 231, Fall 2008

Northern Renaissance Art

Cornell Fine Arts Building, Tuesday 6:45 to 9:25pm

Leslie Tate Boles, Instructor. Email: bboles@cfl.rr.com or Lboles@rollins.edu; Office Hours by appointment. You can access the syllabus, handouts and announcements on My Courses via Foxlink. All power points will be accessible on my web page, <http://web.rollins.edu/~lboles/home.htm> or on Artstor. Announcements will be emailed to your Rollins address.

COURSE DESCRIPTION: Follows evolution of painting techniques and styles during fifteenth and sixteenth centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas.

REQUIRED TEXT: Snyder, James, *Northern Renaissance Art*. 2nd Edition.

OPTIONAL TEXTS: Barnett, Sylvan. *A Short Guide to Writing About Art*.

ON RESERVE: There are some articles required and a number of texts on reserve that may help you in this course. Please see My Courses for a list of all the texts on reserve.

GENERAL EDUCATION REQUIREMENT: This course fulfills the A general education requirement.

EXPRESSIVE ARTS (A): Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide the student with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary with which to articulate aesthetic experience. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study. Upon completion of this requirement, students will be able to:

- ◆ **GOAL 1:** Identify and explain artistic techniques and styles in their cultural context through oral presentations, examinations, in class discussions and papers.
- ◆ **GOAL 2:** Demonstrate an understanding of the creative process, including the technique, processes, and concepts of artistic creation, whether from hands-on experience or from the study of history and theory through oral presentations, examinations, in class discussions and papers.

COURSE REQUIREMENTS:

EXAMINATIONS: There will be a **midterm** and a **final exam**. Each test will cover approximately one half (1/2) of the course materials. The final exam will include cumulative essays. **No makeup tests or exams will be provided without prior communication with the instructor.**

WRITING REQUIREMENTS: There will be one analysis paper and one research paper. Details on the assignments are included in this syllabus. I expect writing assignments to be turned in **before** class begins the day they are due. **I will not accept any late papers. All papers must be typed, double-spaced, cited properly and include a bibliography.**

CLASS PARTICIPATION will be 15% of your final grade. Class participation will take many guises, participating in debates, class discussions, presentations, and pop quizzes among other items.

ATTENDANCE POLICY: There will not be an attendance policy in this class. Since 15% of your grade is based on class discussion/participation, your grade will suffer if you rack up absences. If you are not present, you cannot receive credit for class participation.

PHILOSOPHY OF THE CLASSROOM: I accept no late work. You have made a commitment to bettering yourself by coming to college. Take responsibility for yourself and your work. Papers are due when they are due. If you know that you will have a conflict, then it is your responsibility to make alternative plans with me. Do not wait until the day the work is due to work out arrangements, you will be too late. Equally, the tests, exams, in-class debates, etc. will not be rescheduled. Classes meet through December 2.

IN ORDER TO PASS THE COURSE, ALL REQUIREMENTS MUST BE FULFILLED.

GRADE BREAKDOWN:

Midterm	15%
Final Exam	25%
Analysis paper	20%
Research Paper	25%
Class Participation	15%

GRADING SCALE: The grading scale will be: A - 100-90, B - 89-80, C - 79-70, D - 69-60, F - 59 and below.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

CELL PHONES & LAPTOPS: Please turn off all cell phones during class. If your phone rings during class, you will lose half a letter grade from your final grade for each infraction. If the phone rings during an exam, you will fail the exam and lose a half a letter grade from your final grade. If you choose to use a laptop to take notes, that is fine, but stick to taking notes. If I find that you are doing work for another class or “playing” on the computer (email, internet, games, etc), you will lose a letter grade from your final grade for each infraction. It is distracting, rude and annoying to your fellow students and to the professor.

The syllabus and course outline are subject to change at the discretion of the instructor. Changes will be announced in class.

TENTATIVE COURSE SCHEDULE

8/26: Introduction to class. The Valois Court and the Low Countries (Ch 2)

9/2: The Valois Court and the Low Countries (Ch 2) cont. Germany (Ch 3) **Analysis paper topic due**

9/9, 9/16: Jan Van Eyck (Ch 5). Read: Carrell, Jennifer Lee. "Mirror Images." *Smithsonian Magazine*. February 2002. 76-82 (on Reserve)

9/23: Robert Campin & Rogier van der Weyden (Ch 6) **Analysis paper due before class begins**

9/30: van der Goes, (pp 163-170); Fouquet (pp 215-223). **Research paper topic due**

10/7: Midterm

10/14: Schongauer (pp 252-259). Grünewald (pp 289-299). Pacher, Riemenschneider, & Stoss (pp 275-287)

10/21, 10/28: Albrecht Dürer Ch 13

11/4: Baldung Grien (pp 362-367); Hans Holbein (pp 375-391)

11/11: Hieronymous Bosch Ch 16

11/18: Pieter Bruegel Ch 22

11/25: Catch up; Review for final; **Paper due before class begins**

12/2: Exam

Please note that the above schedule is subject to change. We may find that some works will require more time for discussion. If this circumstance occurs, corrections will be made orally in class. If the syllabus undergoes a major shuffling, I will provide you with a new syllabus.

If you are absent when a scheduling change occurs, it is your responsibility to find out the dates for the new material. Ignorance due to absence is unacceptable.

Analysis Paper

This 1000 word paper will be an in-depth analysis of a work of art. Choose any work of art from the Northern Renaissance period. Write an essay using the vocabulary we have explored in class. Consider subject, line, color, shape, balance, unity, light, texture, space, focal point, proportion & scale, rhythm, and iconography.

Please follow these steps when creating your paper:

- Thesis statement is due **VIA EMAIL** before class begins on **September 2** for the analysis paper and **September 30** for the research paper. For each day the thesis statement is late you will lose one letter grade on the final paper.
- Check that your topic is actually attached to your email if you choose to send it as an attachment rather than in the body of the email. **If the topic is not attached to the email it is not an excuse for being late. You are responsible no matter what for getting it to me on time, so be sure. This is the case for papers as well. So, check and recheck when you send your email. You may want to send it to yourself to check. You can always turn in a paper copy if you are worried about electronic failures.**
- The analysis paper is due **September 23** and the research paper is due **November 25** before class begins. No late papers accepted. If you choose to email the paper, again be sure that your attachment is done properly. If it will not open, it is considered late. To be sure, put the paper in the body of the email. Again, technological difficulties will not be accepted as an excuse for a late paper, so make sure you know how to attach a paper and image to an email if you choose to email your paper. Papers that are turned in via email are returned via email and receive general comments. If you want in depth comments, please turn in a hard copy of your paper.
- All papers must be typed, double spaced, 12 point font, and proofed for grammar, spelling, coherence, etc.
- Staple the paper together in the upper left corner and do not forget to put your name on the paper.
- If you have any questions, please talk to me. For guidance, you can come to me with a draft to discuss, turn to your text, or go to the writing center!
- **I expect a proper bibliography and citations to be included in the paper.** Please use the MLA style for writing your paper (see <http://owl.english.purdue.edu/owl/resource/557/01/> if you need guidance). I will be glad to sit down and discuss the paper with you. Do not use Wikipedia as a source.
- **If you plagiarize your paper, it will fail and you will fail the class.** If you have questions about this, please let me know.

Research Paper

Choose a work of art from the Northern Renaissance and then compare it to the historical event it represents. I would like to have your thesis statement and images you plan to discuss emailed to me before class begins on **September 30** (for each day that it is late

you will lose a letter grade on your paper). The final paper will be due on **November 25**.

Describe the work in terms of style, function, patrons, iconography (symbols and their arrangement), the dramatic emphasis, the message of the image chosen. Then evaluate how close the image is to the text or event it is based on; what is different, omitted, added and why? What events occur in Northern Renaissance historically and artistically that affect this work of art? Why?

The paper should be 2000 words, fully documented with footnotes and bibliography, accompanied by copies of the works of art you are discussing, double-spaced and typed. Papers without images will fail. Be sure to watch for spelling, grammar, coherency, etc.

I suggest you look for a topic that allows you to link the ideas of the Northern Renaissance that we have discussed to the works you have chosen. Please do not choose any work of art that we have discussed in class. You may want to think of a link your works of art to the historical, political, economic, etc. of the period. Whatever approach you decide to take, please make sure to include it in your thesis statement so we can discuss if it is appropriate and something you can accomplish.

Some things to consider when doing an in depth analysis: Analyze the piece (color, line, shape, space, balance, symmetry, proportion, light, depth, texture, focal point, scale, rhythm, iconography, subject matter, patron, intended setting, etc). Was the work commissioned? If so, by whom and why? Why was it created? What does the iconography refer to? Is it blatant or hidden? How is it indicative of the culture that created it? What is the artist's intent? Is he/she successful? If so, why? If not, why? What differences occur between the 14th and 15th centuries. Why?

You must use at least two books and one scholarly article for your research. I suggest you go to the writing center at least one time during this process. Papers that have been through the writing center process always turn out to be better papers. The writing center is located in the Thomas P. Johnson Center in Mills Building.