

ARTH 340 -- DL1: EARLY RENAISSANCE ART IN ITALY, 1300-1500

ARTH 340 fulfills the Mason Core ARTS requirement.

3 credits



COURSE DESCRIPTION: This course is a survey of the major monuments of Italian art and architecture from 1300 to 1500. Traditionally, this period is studied through the productions of one great artist after another from Giotto to Donatello, Brunelleschi and Botticelli to Leonardo da Vinci and Michelangelo. But this course will also give equal emphasis to the broader intellectual trends and social realities that provide a context for our understanding of the artist's creations. Some of the themes and issues we'll cover include: the patronage system and the artist's workshop, church decoration, monumental sculpture in the city, narrative art, the invention of perspective, and the difference geography makes.

COURSE OBJECTIVES: Our learning goals for the semester are:

- to become proficient in the analysis of the **formal** (stylistic) qualities of works of art in their **historical contexts**
- to read critically and learn to develop and support strong general claims after reading primary sources and secondary interpretations
- to identify the contemporary social relationships in which artists, subjects, and patrons existed
- to internalize the complex geographical and chronological details which are integral to this study

COURSE FORMAT: This is a **fully asynchronous** class which means we not have any specific days or times when we all must meet in Zoom or Blackboard Collaborate Ultra. Our “school week” begins on Monday. Every Monday a new module will open with all of that week's materials available to you. Since this is an art history class grounded in images, the primary course material will include voice-over Powerpoint lectures, but I will also include videos from Kahn Academy and Smarthistory, as well as virtual tours of some of the sites we'll be studying.

To make things as simple and as organized as possible, ALL WRITTEN WORK will always be due on Sunday BY NOON. ALL EXAMS will always be open 24 hours from Sunday at noon to Monday at noon.

ASSESSMENT MECHANISMS: Research shows that learners benefit from greater access to decision making. Ownership leads to increased enthusiasm, focus, and retention. I have designed this course so that points are earned, not taken away. Each assignment you do will add to your point total. Blackboard will add your earned points as we go along to keep track of your grade. You must do certain assignments; these are required—the three exams, one Primary Source Document Set, and one Secondary Source Article Review for a total of 700 points maximum. There are only three exams and their dates are fixed, but you can choose to do whichever Primary Source Document Set and Secondary Source Article Review that suits your interests or deadline preference. Assuming you did the required work perfectly, you'd be getting a C+.

While you are working your way through those required tasks though, you can choose to do any other assignments you like until you get to the point total that you need for the grade you want.

Here's the grading chart that shows the point spread for each letter grade:

GRADE	POINTS
A+	869-900
A	833-868
A-	806-832
B+	779-805
B	743-778
B-	716-742
C+	689-715
C	653-688
C-	626-652
D	536-625
F	535 and below

Here's what you'll do to earn those points:

REQUIRED WORK: You MUST do the following items.

1. COURSE MECHANICS QUIZ

- This quiz is available now in the “Quiz and Exams” tab on our course home page. It will stay open and available until Sunday, September 6, at noon. It is worth 25 points maximum.

2. EXAMS (You must do all 3)

- Exam 1 is worth 100 points maximum.
- Exam 2 is worth 150 points maximum.
- Exam 3 is worth 200 points maximum.

3. PRIMARY SOURCE DOCUMENT SET (There are four; you must do 1)

- Each primary source document set has its own specific deadline.
- Each is worth 75 points maximum.

4. SECONDARY SOURCE ARTICLE REVIEW (There are two; you must do 1)

- Each secondary source article review has its own specific deadline.
- Each is worth 150 points maximum.

YOUR CHOICE WORK: To get more points, you can **CHOOSE** to do any combination of these assignments until you get to the point total you want in this class. Each assignment has its own deadline.

1. Any of the remaining PRIMARY SOURCE DOCUMENT SETS

- Each primary source document set has its own specific deadline.
- Each is worth 75 points maximum.

2. The other SECONDARY SOURCE ARTICLE REVIEW

- This article review has its own specific deadline.
- It is worth 150 points maximum.

3. ALTARPIECE ASSIGNMENT

- This is a creative assignment.
- It has its own specific deadline.
- It is worth 100 points maximum.

4. COURSE WIKI PAGES

- These are creative additions to our course Wiki.
- There are 4 of these; each has its own specific deadline.
- Each is worth 20 points maximum.

Each assignment opens up and becomes available in a specific Weekly Module. The Primary Source Document Sets and the Class Wikis are due at the end of the week that they open; the Secondary Source Article Review is due two weeks after it opens; the Altarpiece Assignment is due three weeks after it opens. You can get a sense of all of the options by looking at the **Complete Course Schedule** which I have also color-coded for easy explanation.

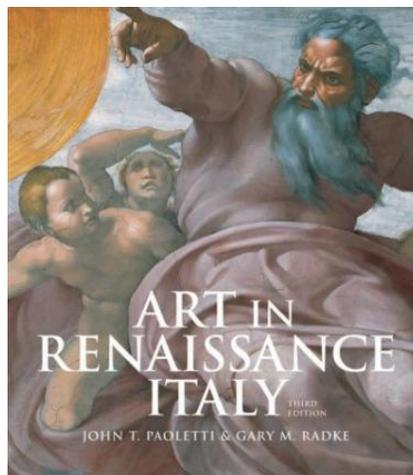
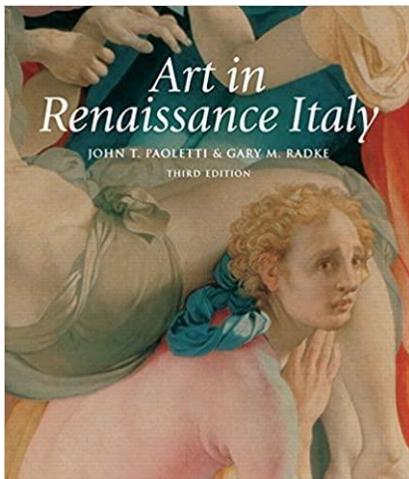
In the interest of complete transparency though and so that you can see what’s expected of each assignment, I have provided a more detailed explanation of the written work assignments--the Primary Source Document Sets and the Secondary

Source Article Review assignments—in a separate document in the Course Info tab. I've also provided the Altarpiece Assignment there as well so that you can see if it might be something you're interested in. Only the Wikis are a surprise.

Remember, every assignment you submit gets graded; you don't just get the points for turning something in. But here you are empowered to choose the type of work you prefer. So if you are an art history major and thinking you might want to become a professor, then you'll need to get used to archival research and the scholarship in your area; the primary source document sets and the secondary source article review will be good practice for you. If you are someone who enjoys problem solving, you might like the altarpiece assignment. If you are someone who is creative, likes to do small work more frequently, and doesn't need a whole lot of additional points, you might like adding to the Course Wiki.

Once a deadline has passed for an assignment, you can no longer choose to do it. You have to look ahead on the schedule and find something else. Because you have so many options here, **I will not accept any late work for any assignment.** If you can't get an assignment in on time, you'll simply have to move on down the schedule to the next option.

TEXTBOOK: John Paoletti and Gary Radke, *Art in Renaissance Italy*. **Third edition** (Pearson, 2005). This is **NOT** the most recent edition of this textbook. The cheapest used copy of most recent edition, the 4th edition, is currently selling for \$72 on Amazon; renting the book on Chegg is \$112. In order to keep costs down, I am using the **THIRD edition** of the book; there are 27 used copies currently available on Amazon, ranging in price from \$8.97 to \$30.25. Here is what it looks like; it can have either cover.



This text is a somewhat new approach to the teaching of Italian Renaissance art, organized more by location and less by artist. I have organized the class around its

framework. Bonus: This book will also be the textbook for the follow-on course ARTH 342: *High Renaissance Art in Italy, 1480-1570*.

All other required readings will be available on Blackboard.

BLACKBOARD: Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

Enrolling in an online course sets up the very reasonable expectation that you will put your energy into the online learning modules which are located on our class Blackboard page. Course information, quizzes, exams, and other assignments will all be run through Blackboard. The university sets the expectation that students enrolled in an online course will engage with Blackboard multiple times each week of the semester; the amount of time/energy in a course delivered online will not be different from in-class, face to face (f2f) delivery. GMU has a stated expectation that students will spend 8 hours a week on a course like ARTH 340, whether it is f2f or digital. You may well be able to complete the work each week in a shorter amount of time; but you need to understand from the outset that the course does require a time a commitment on your part—the more serious your commitment, the more successful you will be. The reverse is also true.

Everyone enrolled in this class should review GMU's expectations for students taking classes online: <https://masononline.gmu.edu/success/>

If you are not familiar with Blackboard or want a refresher, the University has set up a convenient Online Learning Basics site that you can access at: <https://masononline.gmu.edu/online-learning-basics/>

If you encounter problems with online technology, you should contact: <https://its.gmu.edu/help-support/its-support-center/>

UNIVERSITY-WIDE POLICIES: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to *Mason's Title IX Coordinator* per *University Policy 1412*. You may seek assistance from Mason's Title IX Coordinator, Angela Nastase, by calling 703-993-8730 or email titleix@gmu.edu. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as *Student Support and Advocacy Center* (SSAC) at ssac@gmu.edu or 703-993-3686 or *Counseling and Psychology Services*

(CAPS) at <https://caps.gmu.edu/> or 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

Like all classes at Mason, we will abide by the University Honor Code (<https://oai.gmu.edu/mason-honor-code/>) Please make sure you are familiar with how the university defines plagiarism. (<https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>)

OFFICE OF DISABILITY STUDIES DOCUMENTATION: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu Phone: (703) 993-2474

Send official documentation (Faculty Contact Sheet) to me as soon as possible; certainly well before the first quiz if you have accommodations for extra time. Accommodations can only be provided once I have documentation.

ENGLISH AS A SECOND LANGUAGE: If English is not your first language, please discuss any concerns you might have about the writing assignments with me. And don't forget about the Writing Center (<http://writingcenter.gmu.edu/>)

ENROLLMENT IN THIS CLASS: Students are responsible for verifying their enrollment in this class. Check Patriot Web.

Important dates:

- Last Day to Add: Monday, August 31
- Last Day to Drop with 100% tuition refund: Tuesday, September 8

After the final drop deadline (September 15, 2020), withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

YOUR PROFESSOR: Dr. Lisa Passaglia Bauman



“Thinks tacos > pizza and coffee > tea. Loves to laugh and learns best by doing. First concert Led Zeppelin—which may explain everything else.” lbauman@gmu.edu

PERSONAL PHILOSOPHY: I think when people say they love something what they really mean is that they want you to love it too. I love Renaissance art; it’s the reason I became an art historian. And I really hope you love it too. It’s smart, like a series of nifty puzzles. And it’s varied from city to city and patron to patron. It’s like corporate and personal branding but with people like Botticelli and Donatello instead of Instagram. Like all art, it is a reflection of its time so, if approached from the avenue of social and cultural history, it offers an opportunity for us to “time travel” and come close to experiencing it as its original viewers did and as its creators intended.

A university course is an old idea. In the old days of teaching, a course was a journey through ideas toward some end. The path was marked by learning objectives, and it was broken down by lesson plans, exercises, and quizzes. Following along objective to objective, project to project, exam to exam until, standards satisfied, the student reached out and grasped their final grade. Learning was a thing accomplished.

But learning has changed. You have a super-computer in your pocket masquerading as a phone, so memorization of data seems far less important. A course today is about learning how to think, how to draw your thoughts together to turn from something known to something unknown. To complete a course today means you should find yourself at the beginning of a fascinating field, but well equipped for the journey. By the end of our course, I want you to feel that the Italian Renaissance belongs to you. I want you to be able to read critically and write with clarity and power. I want you to be curious and, hopefully, to travel one day to see the sights that we will unpack together.

I will do everything I can to help you in this course by creating and maintaining an environment of trust. For a professor, that means being clear, transparent, and reliable. That means explaining why you are doing certain things in this class. With each assignment I will explain how it relates to the objectives of this course, and I will also spell out the steps required to complete it and how it will be evaluated. This course is my responsibility; don’t hesitate to come to me if you have a problem or complaint. I can’t promise I’ll fix everything, but I will do my best.