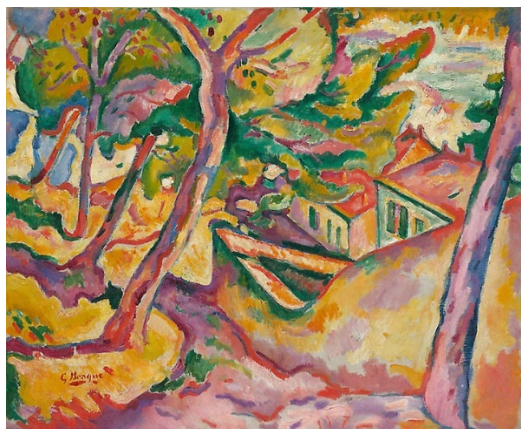


ARTH 360 – Nineteenth-Century European Art – Spring 2022



Professor	Dr. Saskia Turpijn
Student Hours	Via zoom on Tuesdays and Thursday 1 PM to 3 PM, or by appointment
Email	sturpijn@gmu.edu

***** THIS SYLLABUS IS SUBJECT TO CHANGE*****

Course Description

This course examines the major European art movements and artworks during the long nineteenth century, which started with the French Revolution in 1789. It will address the major themes within nineteenth-century European art, with a focus on the art creation and reception in France and to a lesser degree Britain. The course will take as starting point the historical circumstances in which the art styles and trends emerged, placing the art into the wider social, cultural, political, and economic structures of the time. The goal is to provide the students with a foundational knowledge and frame of reference of the main artistic movements and artworks, placed within their historical circumstances, of nineteenth-century Europe.

Learning Objectives

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

- Demonstrate an understanding of the major art movements and trends in 19th-century France and Britain
- Demonstrate a basic understanding of the main historical developments of the region during this time period.
- Place the major art movements and trends within the cultural and historical structures of the period and region.
- Identify the principal art works, artists, and art institutions of the period and region.
- Analyze the stylistic qualities of artworks from the period and region and identify the art movement and style they belong to.
- Demonstrate critical reading and analytical skills in relation to class discussions and scholarly texts

Online Learning Considerations

Many students believe that an online class is relatively “easy” but survey responses from students who have taken an online class described the experience as “harder than expected.” This is due to the unique nature of the online environment. It is important to keep up with the class content (readings & lectures) as well as the discussion and assignments. Check the course schedule regularly to familiarize yourself with the work and due dates.

Contact Your Professor

If you would like to contact me you can either send me an email at sturpijn@gmu.edu or you can set up a zoom meeting so we can chat virtually face-to-face. If you are new to Zoom you can find training and support at the [Zoom webpage](#). I have student hours on Tuesday and Thursday from 1 to 3 pm. At these times you don't have to make an appointment. Just send me a short email that you would like to meet with me and I will email you the zoom link. Outside of the student hours you can request a zoom meeting by sending me an email. Under normal circumstances I will be able to meet with you within 48 hours.

Course Delivery and Learning Management System (LMS)

This is an online asynchronous course using the Blackboard LMS. The course consists of weekly modules. Readings and lectures will be available on Blackboard. If you are new to Blackboard you can find training and support at the [Blackboard webpage](#). If there are technical problems please contact the [IT Helpdesk](#) immediately. I will not be able to help you in resolving technical issues.

Course Readings

There is no textbook for this class. All readings will be made available on Blackboard.

Course Work

Weekly Assignments

1. 2 readings
2. 2 lectures in VoiceThread
3. a) Discussion Board or
b) Curate-an-Artwork (alternate on a weekly basis)
4. Multiple Choice Quiz

Non-Weekly Assignments:

1. Self-introduction on the discussion board
2. Two response papers – each 2 pages
3. Voluntary assignments for extra credit
4. One-page self-reflection paper at the end of the semester

You should expect to spend an average of about 9 hours per week for this 3-credit course.

Weekly Class Assignments and Deadlines

The class is organized in 14 modules, one module for each week of class. The readings, lectures, discussion board or curate-an-artwork assignments (alternate on a weekly basis), and quizzes each have specific posting times and deadlines.

Assignment	Posting Date	Due Date
Reading 1	Friday before the start of the module	Before Lecture 1
VoiceThread Lecture 1	Monday 8 AM	Tuesday 11 PM
Reading 2	Friday before the start of the module	Before Lecture 2
VoiceThread Lecture 2	Wednesday 8 AM	Thursday 11 PM
Discussion Board – Primary Post	Wednesday 8 AM	Thursday 11 PM
Discussion Board – Response Post	Wednesday 8 AM	Thursday 11 PM
OR		Thursday 11 PM
Curate-an-Artwork	Wednesday 8 AM	Thursday 11 PM
Quiz	Thursday 8 AM	Thursday 11 PM

Readings

- The readings will all be made available on Blackboard. There is no textbook.
- Each week there are 2 readings. It is requirement to do reading 1 before watching lecture 1 and to do reading 2 before watching lecture 2!

Lectures in VoiceThread

- The VoiceThread lectures will be available on Blackboard. Each week I will post lecture 1 on Monday and lecture 2 on Wednesday.
- Lectures will be recorded in VoiceThread. Each lecture is approximately 20 to 30 minutes long.
- See this short VoiceThread [introduction video](#).
- Audio Comments: Students are required to make 3 audio comments in each lecture. [Instructions for audio comments](#).

The VoiceThreads are PowerPoint presentations that exist of slides and an occasional short video. After watching the VoiceThread choose three slides for which you want to leave a comment and first listen to the comments of your peers before you leave your own comment. Comments can exist of questions and/or your reaction to the slide. I encourage you to answer questions that other students have posted or give your reaction to their comments.

Discussion Board

- Once every two weeks there will be a discussion board assignment. The discussion boards will take place in the even-numbered modules. So we will have a discussion board in module 2, 4, 6...
- Once you have viewed both VoiceThread lectures go to the discussion board to read the prompt for that lecture. You will respond to the prompt in 2 steps:
 1. Primary Post
The prompt will differ for each week, for instance asking what you found exciting or hard to understand in the readings and/or lecture, or what you think of a certain artwork or movement. You will only be able to see the posts of your peers once you have submitted your post. The goal is to activate you into a reflection and opinion-making mode.
 2. Response Post
Once your primary post is submitted you will read the posts of your co-students. You are asked to read all of them and make a comment to a post of one of your peers. The goal is to simulate a class discussion and learn from each other.

Curate-an-Artwork

- In the odd-numbered modules you will curate an artwork of your choice and post it on the timeline of your group.
- We'll use a web program called Tiki Toki Timeline to post the artworks. Here is a link to [Tiki Toki](#).
- Further instructions will follow.

Quizzes

- Every Thursday there will a Multiple-Choice Quiz.
- These quizzes will mostly exist of 10 multiple choice questions.
- These are open-book quizzes, so you can use all class materials to find the answers.
- The quizzes are un-timed, so you can take as long as you need to, but they are only available on Thursdays until 11 PM.
- You can only see one question at a time, and once you have answered a question and have hit submit you cannot return to that question to change your answer.

Non-Weekly Assignments

Self-Introduction Statement

In week 1 you will post a short introduction of yourself on the discussion board. This introduction is meant for your classmates. It is entirely up to you what you want to write in your introduction, but some things that are interesting for other students to know are which program you major in, what your reasons are for taking this class, and what you hope to achieve with your degree from GMU. Feel free to add other things about yourself that you like to share with your co-students, but make sure it is written in proper English. You can also make your introduction through audio or video in Kaltura. The Introduction is **due Friday Jan 28**.

Individual Zoom Meeting - voluntary

At the start of the semester you can sign up for a 5 to 10-minute individual zoom meeting with me. In this meeting we can introduce ourselves, discuss any concerns and, if you wish, your preferred personal pronouns. I will email a sign-up sheet in Doodle in the first week of class.

Response Paper

You will write 2 response papers. This is a 2-page paper (500+ words) in which you analyze an assigned article and formulate your reaction to it. You are to write:

- what the argument is that the author is trying to make,
- what evidence the author provides for the argument, and
- what the strengths and weaknesses are of the article, both in the structure and the content of the article.

For more information about writing response papers see

<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/response-paper.original.pdf>

Note that all written assignments should be formatted according to the following standard: double-spaced, black ink, Times New Roman 12-point font, 1" margins all around. Submit the paper in PDF-form. Proper grammar and spelling are expected.

Extra-Credit Assignments

Two extra-credit assignments, each a 2-page response paper. See above.

The opportunity for these two assignments are only provided at specific dates: March 7 and April 11. There are no other extra-credit opportunities.

Self-Reflection Paper

Written at the end of the semester, in this 1-page paper you will reflect on your intellectual journey during this course. What were your expectations at the start of the semester and how did it turn out? What did you learn, what is still difficult, and what did not go as planned or hoped?

There are no midterm or final exams in this class.

Attendance & Participation

This is a 3-credit course, and for every credit hour it is expected that students are putting in 3-4 hours of work. This means that you should spend between 9-12 hours a week on this class completing readings, viewing the lectures, completing the activities, and engaging with your peers.

Attendance is measured through your active participation in each module.

- The quality of your audio comments in the VoiceThread lectures and your contributions on the discussion board will weigh heavily in your participation grade.

Grading

The above assignments carry these point values:

VoiceThreads and Audio Comments	20%
Discussion Boards and Curate-an-Artwork	20%
Quizzes	30%
Response Papers	20%
Attendance/Participation & Self-Reflection Paper	10%
Extra-credit assignments	<u>10%</u>
	110%

Grading %s may be shifted as needed in the course of the semester.

Grades will be assigned according to this scale:

A = 90-100 %, B = 80-89.9 %, C = 70–79.9 %, D = 60-69.9%, F = below 60 %

All graded evaluations completed and received by the due date will be graded within 7-10 working days or as indicated in the assignment instructions. Retain an electronic copy of work submitted.

Late/Missing Work Policy

At GMU we are very aware of the stress on your study from the Covid-19 epidemic. So here are two rules that are designed to help you manage your study-load.

1. You have one pass for an un-excused delay of 48 hours after the due date of the assignment.
2. You can drop the lowest quiz grade.

The general late-work-policy is that each day that your work is late your grade will drop 10%, up to four days or 96 hours. Any assignment submitted after that will automatically receive a zero.

Please contact me as soon as possible if you are experiencing any difficulties with the course content, finding your way around the Blackboard pages, or meeting deadlines.

Course Schedule (tentative and subject to change)

Note: All readings must be done before you watch the VoiceThread lectures and take the quizzes.

Module	Week	Topic	Class Readings	Extra Materials & Assignments
1	1/24-	Introduction	Chu* - Introduction	Self-Introduction on Discussion Board
	1/28	Rococo and Enlightenment	Chu - Chapter 1	
2	1/31-	Neoclassicism in France	Chu - Chapter 2	
	2/4	Neoclassicism in France continued	Chu - Chapter 4	
3	2/7-	Neoclassicism in France continued	Chu - Chapter 5	
	2/11	British Art in the late 18c: The Sublime	Chu - Chapter 3	
4	2/14-	Introduction to Romanticism	Facos** - Chapter 4	
	2/18	German Romanticism	Chu - Chapter 7	
5	2/21-	British Romanticism in Landscape	Chu - Chapter 8	Response paper 1

	2/25	Spanish Art: Francisco Goya & Romanticism	Chu - Chapter 6	https://smarthistory.org/goja-and-theres-nothing-to-be-done-from-the-disasters-of-war/
6	2/28-	French Romanticism in the Restoration period	Chu - Chapter 9	
	3/4	July Monarchy in France (1830-1848)	Chu - Chapter 10	
7	3/7-	The Rise of Photography	Eisenman*** - Ch. 12, p.284-309	Extra-credit assignment - voluntary
	3/11	Realism emerging in France	Chu - Chapter 11	
	3/14-18	SPRING BREAK		
8	3/21-	Colonialism and Imperialism	Facos - Chapter 6	
	3/25	Orientalism	Linda Nochlin, "The Imaginary Orient" <i>Race-ing Art History</i> , K. N. Pinder, ed., New York: Routledge, 2002), 69-85.	
9	3/28-	Victorian Art in Britain (1830s-1850s)	Chu - Chapter 14	Response paper 2
	4/3	The Great International Expositions (1850s-1860s)	Chu - Chapter 15	
10	4/4-	Print Culture and the Reproductive Print	M. Tedeschi "Where the Picture Cannot Go, the Engravings Penetrate": Prints and the Victorian Art Market." <i>Art Institute of Chicago Museum Studies</i> , 31/ 1 (2005), 8-19+89-90.	
	4/8	Print Culture and the Reproductive Print	M. Warner, "Millais in Reproduction," in <i>Writing the Pre-Raphaelites. Text, Context, Subtext</i> , M. Giebelhausen and T. Barringer, eds., Burlington, VT: Ashgate Publishing, 2009: 215-236	
11	4/11-	Rise of Modernism in France (1852-1870)	Chu - Chapter 12	Extra-credit assignment - voluntary
	4-15	French Art in 1870s - Naturalism and Impressionism	Chu - Chapter 16	
12	4/18-	French Avant-Garde Art in the 1880s	Chu - Chapter 17	
	4/22	19th-century Caricature		https://www.gettv.edu/art/exhibitions/comic-art/
13	4/25-	The late 1800s: Imperialism and Naturalism	Chu - Chapter 18, p.439-447	
	4/29			
14	5/2-	Art Nouveau and Symbolism in France	Chu - Chapter 19	https://smarthistory.org/art-nouveau/
	5/6			https://smarthistory.org/munch-the-scream/
				1-page self-reflection paper

* Petra ten-Doesschate Chu, *Nineteenth-Century European Art*, Upper Saddle River, NJ: Pearson Prentice Hall, 2012.

** Michelle Facos, *An Introduction to Nineteenth-Century Art*, New York, NY: Routledge, 2011.

*** Eisenman, Stephen, *Nineteenth Century Art: A Critical History*. London: Thames & Hudson, 2019.

University Policies and Information

Academic Integrity

At George Mason University, Academic Integrity is demonstrated in our work, community, the classroom and research. We maintain this commitment to high academic standards through Mason's Honor Code. It is an agreement made by all members of our community to not "cheat, steal, plagiarize, or lie in matters related to your academic work." Students sign an agreement to adhere to the Honor Code on their application for admission to Mason and are responsible for being aware of [the most current version of the code](#).

Online Conduct

I expect all students to communicate with one another and with me in a respectful and inclusive manner. Failing to do so may result in a report to the Office of Student Conduct.

E-mail

All emails regarding this course will be sent to your GMU email address. Please send all emails to co-students or me from your GMU email address, so don't send me emails from your personal email address. Check your GMU email at least once a day during the week because weekly assignment schedules and other announcements will arrive in your GMU email box.
aware manner. Students

Disabilities

Students with disabilities are welcome in this class. GMU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. You can also visit the [Disability Services website](#) and seek support from the Disability Services Office if you have questions, need support, or want to determine if you have a disability.

Anti-Racism Statement

As a member of the George Mason University community, I will work to create an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals, indigenous people, and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. Anti-racist work strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background. I believe that the work of anti-racism starts with each individual; together, students and faculty in this course will build knowledge and take actions rooted in principles of equity, inclusion, and justice that we will carry with us throughout our lives.

Diversity/Inclusion Statement

The Department of History and Art History, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status.

Name, Gender Identity, and Pronouns Use

If you wish, please share your name and gender pronouns with me and how best to address you on zoom and via email. I use *she/her* for myself and you may address me as Prof. or Ms. Turpijn, or Prof. or Ms. Saskia Turpijn in email and verbally." I also invite you to let me know how I should pronounce your name. My family name is pronounced as "Turpin".

Religious Observations

Requests for religious accommodations should be directed to Human Resources and Payroll at:

Phone: 703-993-2600, Email: hr@gmu.edu.

Questions about religious observations may also be referred to the Office of Compliance, Diversity, and Ethics at: Phone: 703-993-8730, Email: cde@gmu.edu.

Note to Student

By choosing to remain in this class, you agree to abide by the standards set forth in this syllabus.