

ARTH 342: HIGH RENAISSANCE ART IN ITALY, 1480-1570

Class on Tuesdays and Thursdays, 1:30-2:45pm

This is an on-campus/in-person course meeting in
AD (Art and Design Building), room 2026

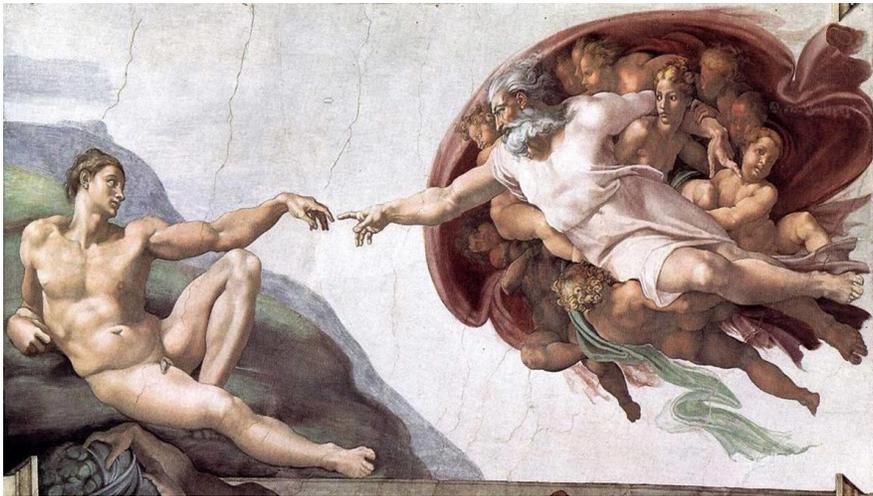
Who Am I and Where Can You Find Me?

Your professor: Dr. Lisa Passaglia Bauman

Email: lbauman@gmu.edu

Office: Horizon Hall 3204

Office Hours: 15-minute drop-in slots on Mondays, 3-4pm; by appointment for longer conversations

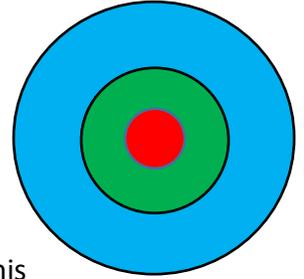


Welcome to our class! This is my favorite class to teach at Mason. I am trained as a Renaissance art historian and have worked at the Art Institute of Chicago and the National Gallery of Art here in Washington DC. In both museums, I worked on exhibitions and researched objects, but my favorite task was taking people around on tours--the general public, US and foreign diplomats, even Tom Cruise. (He really is short BTW). I liked telling them stories, and historians are often the world's best story-tellers. This course tells the story of the 16th century, but I want to tell it in as truthful a manner as possible. That means we are going to connect all the things that are going on in a specific place at a specific time, rather than study first one artist and then another. In the end, I hope you'll find a story of ambition and rivalry among both artists and patrons.

I sincerely hope that you enjoy the material. Please feel free to contact me with questions, and I hope that you will drop into my office hours or email me for longer meetings if/when you have questions.

What Do I Want You To Learn? / Student Learning Objectives

I think of all the things I want you to learn as a set of nested circles. All of the work we do in this class serves one of these goals, from simple to complex, from concrete to abstract. There is no busy work.



Content that is worth being familiar with—the largest circle.

These objectives will be assessed via the slide comparisons on the exams.

- Identify the contexts for artistic production of the 16th century in Italy. This includes internalizing the complex geographical and chronological details which are integral to this study, identifying the **contemporary social relationships** in which artists, subjects, and patrons existed, recognizing the socio-economic and political forces that shaped art during this period, and explaining how and why different styles exist and how they changed from prior stylistic traditions.

Skills that you need—smaller in scope, deeper in learning

These objectives will be assessed via the slide comparisons and essay questions on the exams, as well as the primary source documents.

- Synthesize knowledge components to develop an informed idea
- Analyze related works of art for comparison and differentiation
- Make critical decisions about hierarchy and importance of art objects and historical events

“Enduring understanding”—the richest, most valuable experiences

This objective will be assessed via your analysis of the primary source documents. This is the work of an art historian

- Apply relevant knowledge to a novel context
- Develop a creative solution through critical analysis of material
- Write persuasively

Who Will You Become As A Result Of Learning These Things? / Meta Cognition

You will become someone who can produce new and original thoughts and work. You’ll be able to defend a position and weigh the merits of other arguments. You will be that person who can be counted on to get the job done, on time and to the best of your ability.

How Will We Measure How Well You Have Reached The Learning Outcomes? / Assessment Tasks

Attendance (15% of course grade): I happen to feel very strongly that a university is a community of learners. It’s hard to be a community if you’re not here. My expectation is that you are in class, ready to take notes and participate in all in-class discussions. While I will post the class Powerpoints each week, taking notes in lecture is critical for acquiring content (what the exams are based on). In-class discussions offer an

opportunity to look deeper into an idea, explore another way into an art object, and critique ideas. I'll take attendance at the start of class which will also help me learn your names.

- **Gift #1. FREE DAYS:** You have **TWO** free days in this class which you can use for sickness, appointments, travel, or any emergencies. You don't need to email me about them; they are yours to use as you see fit.
- **Gift #2. ATTENDANCE EXTRA CREDIT:** Starting next Tuesday (1/31), there are 26 possible class days (including exam days). You have TWO free days. Thus, I will calculate your attendance by taking the total number of days you attended class and divide by 24. If you do not use your free days, your attendance at EVERY class counts as extra credit, that is, instead of 100% for attendance you would earn 108%.

Question sets (30% of your grade): The discipline of art history is grounded in history, and historians use primary source documents from the time as evidence for arguments. There are six assignments on the schedule listed as Question sets. There are short excerpts from letters and contracts written in the 16th century. This is the voice of the time and I am interested in you hearing it and thinking about it. For each set of documents, you will answer a few short questions that you turn in to me on their date listed on the schedule. The purpose of the assignment is not about information-gathering, so this is not material on which you will be tested; it is instead a chance to help you learn to read critically. Question sets are due on their due date. I will take a late question set at the next class meeting for 50% of the points. I will not take them after that.

- **Gift #3. LIFE HAPPENS PASS:** This is a one-time pass that allows you to turn in one Question Set up to 48 hours late with no penalty.
- **COMPLETE TRANSPARENCY HERE:** *At this point you've probably noticed that I seem to be a bit of a stickler about deadlines. Correct. I am. And here's why. As you can imagine, researchers have been crunching the numbers on student learning (as measured by grades, course completion, and course satisfaction) since the majority of university classes all across the United States went online starting March 2020. And they have learned that executive functioning skills, like the ability to meet deadlines, is actually **one of the most important things that you will learn in your university education**, and it will be a skill you will take with you when you leave university and progress through your career. It is a skill we will actively work on here in our deadlines. I know you all will be brilliant at this.*

Exams (55% of your grade): There are three exams in this class. I will post a study guide one week before each exam on Blackboard. Exams are not cumulative except in the way that big ideas are continued throughout the semester.

- **Gift #4: THE LIST.** I will provide the list of artworks from the study guide with their titles, artists, locations, and dates on the exam so you don't have to memorize that.

The exams will consist of:

- definitions. Technical terms discussed in the readings and in class will be listed and you will be asked to define them clearly; give an example of their use in an appropriate work; and state the significance of the term to the history of 16th c art, bringing in relevant points from the assigned reading.
- slide comparisons. A pair of slides will be shown. After identifying them completely (artist, title, date, location (if still in its original place), and medium), discuss the similarities and differences in the two works, keeping in mind their historical contexts. You must draw a conclusion stating what this particular comparison teaches us about the history of art of the period.
- Long essay. MIDTERM AND FINAL ONLY. This is a question that will allow you to discuss major themes and issues from the entire semester. This might be the history of a particular art form (the portrait, for instance), or the social function of art (art at court). You must refer to specific examples of works of art in your answer. I will distribute a list of possible questions, one of which I will choose for the exam, one week in advance of the exam.

These three examinations are scheduled. You should mark those dates on your personal calendar immediately. I won't give an exam earlier or later than the scheduled slot. Yes, this includes spring break, end of the semester, and weekend plans. Please do not request special favors that cannot be granted to all of your peers. If you cannot make an exam at the specified time and date, you have 24 hours to contact me and provide me with a legitimate written medical excuse or police report, on printed letterhead stationary, with a phone number I can call for confirmation. I mean this seriously. If I don't hear from you within 24 hours of the exam and if you do not have a legitimate written excuse, you will receive a 0 for that exam. Do not e-mail or call me with any excuses about car accidents or bad love affairs—even if it's true. Better to take the exam and get an F than to receive a 0.

Remaining Class Mechanics

Mason Core: ARTH340 FULFILLS THE MASON CORE "ARTS" REQUIREMENT. This is a 3-credit course. It includes a combination of lecture and discussions.

Textbook: Recommended, not required.

John Paoletti and Gary Radke, *Art in Renaissance Italy*, fourth edition (Pearson, 2012). Pearson Prentice Hall retails this book for \$78, but it is available on Amazon from \$11-45 used or \$26 to rent.

- 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. It also contains a helpful glossary as well as images of most of the works we discuss in class. You may find it helpful to have the book on hand when you study for your exams.

All other required readings will be available on Blackboard.

Laptop Use: You can use your laptop to take notes **BUT** studies have shown that students who write their notes on paper learn more than those who typed their notes.¹ Students who take notes on laptops do take *more* notes. But, they *retain* much less. This is because students who use a laptop simply type a record of the lecture. They don't use their brain to process what is being taught. Students who write their notes by hand though are aware they won't catch every word. Writing forces them to focus on listening and digesting, then summarizing in their own written words. The process makes the brain work more efficiently; it also fosters comprehension and retention of the material. Plus you can draw pictures.

Also if I begin to notice that you are busy watching your personal screen when you should be looking at the classroom screen I will assume you are checking email or Facebook, on-line shopping or watching *I Love Lucy* and you will forfeit your right to use that device in class. No questions asked; you'll just get an email from me.

Checking GMU email daily: At times I may need to quickly send out information about class, assignments, or resources. Check your GMU email and course blackboard sites daily.

Sending emails to me: Communicate any questions or concerns you may have about the class using your GMU email only. For tips on email etiquette, (how to address me, what to write) see <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>

Weather and Emergencies: Closings and emergencies are announced on the GMU homepage. However, you can receive notification by cell phone or email if you register for Mason alerts at <https://ready.gmu.edu/masonalert/>. In cases of inclement weather or emergency situations that affect the entire campus, I will revise the class schedule and assignments as appropriate. Check our course page on Blackboard for instructions. In general though, even if class is cancelled due to inclement weather, assignments are still due on assigned dates and can be turned in electronically through Blackboard.

Important Dates:

Last day to Add: January 30

Last day to Drop with 100% tuition refund: February 6

Unrestricted withdrawal period: February 14-27

Spring break: March 13-19

Last day of classes for the university: May 6

Grading System:

GRADE POINTS

A+ 97-100 Wonderful, exceeding my expectations;

¹ <https://studyskills.com/students/note-taking/>; <https://www.cultofpedagogy.com/note-taking/>

A	93-96	Projects are well-written. NOT given for simply following directions
A-	90-92	
B+	87-89	Good effort with a good result
B	83-86	
B-	80-82	
C+	77-79	Perfunctory; or tried but missed the point; or did something well but it wasn't the assignment; or a good idea but careless or sloppy
C	73-76	
C-	70-72	
D	60-69	Warning: accepted under protest
F	59 and below	Unacceptable as college-level work. See me if you find yourself in this situation

University Policies

Mason's Nondiscrimination Policy²

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, gender, disability, veteran status, sexual identity, or age. Mason shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. In our classroom, we are striving to create a learning environment that fosters respect for people across the entire range of human identities. If you feel that our learning environment is falling short, please do not hesitate to tell me. I am committed to listening, to hearing you, and to working together to create an inclusive, antiracist learning environment.

Chosen Names and Pronouns³

Our classroom and George Mason University should be places that are welcoming and inclusive. I encourage you to inform me of your chosen first name and pronouns before the start of class so I may properly address you in class and via email. Information about making this information available through Mason records is found at <https://registrar.gmu.edu/updates-chosen-name-pronouns/>. I use she/her/hers as my pronouns. You may address me as either Dr. Bauman or Prof. Bauman.

Disability Accommodations⁴

Disability Services at George Mason University is committed to providing equitable

² Statement taken from guidance provided by the Stearns Center for Teaching and Learning and Dr. Huerta's HIST 499-003 Spring 2021 syllabus

³ Statement concept and some language taken from Dr. Huerta, HIST 499-003 Spring 2021 syllabus

⁴ Statement provided as guidance from the Office of Disability Services and the Stearns Center

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 and Phone: (703)993-2474.

Sexual Harassment, Misconduct, and Violence⁵

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.

<https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/> speaks to the specifics of Mason’s process, the resources, and the options available to students and employees. You may seek assistance from Mason’s Title IX Coordinator 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 703-993-3686 or Counseling and Psychology Services (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

Academic Integrity⁶

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that:

1. all work submitted be your own;
2. when using the work or ideas of others, including fellow students or other architects, give full credit; and
3. if you are uncertain about the ground rules on a particular assignment, ask for clarification

IF YOU GOT ALL THE WAY TO THE END, HERE’S MY PERSONAL PROMISE: 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 hope you see that there is no “busy work” here, only deep curiosity and sustained thought. 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.

⁵ Statement provided as guidance from the Stearns Center

⁶ Language taken from Dr. Huerta’s HIST 499-003 Spring 2021 syllabus