

ARH 4350-001: Baroque Art

Baroque Art and Architecture, ARH4350, Spring 2022 (3 credits)

Tuesday, Thursday 2:00 – 3:20 pm

Physical Science Building 113

Doctor Emily Fenichel

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Office Hours: W, 1-3pm and by appointment (Social Science 374)

Course Description:

Art in Europe during the 17th and 18th centuries.

Prerequisites:

ARH 2050 and ARH 2051 with a minimum grade of a “C” or permission of department.

Required Texts:

Ann Sutherland Harris, *Seventeenth-Century Art and Architecture*, 2nd edition

(Hereafter: Harris)

Grading:

Attendance and Participation:	10%
Tests:	3 @ 15% each
Article Review Worksheets:	2 @ 10%
Final Paper:	25%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86

B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60 – 69
F	< 60

Attendance and Participation:

Attendance in this course is VITAL. My lectures do not come directly from the textbooks, nor is reading the text an adequate substitute for attending my lectures. In lieu of taking attendance every day, I will periodically have in-class assignments. This could mean that, during the first 10-15 minutes of class, I might ask you to take a pop quiz, complete a free writing assignment, or read a short excerpt and answer a couple of questions. I will only be grading these exercises for their completion and **no make-ups will be offered** for these assignments, so please be on time. Missing three or more of these assignments will result in a drop in your attendance and participation grade. This means that, save for the exceptions noted below, there are no excused or unexcused absences.

In addition, your participation is crucial to making this class work! Participating in class discussions and debates, peer reviewing papers, asking pertinent questions, and responding to my queries helps me to get to know you and makes for a much more interesting course.

University Policy on Attendance: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

The bottom line is: come to class, be on time, and be ready to participate.

Tests:

Three tests over the course of the semester will assess how well you have learned and can apply the material we have covered in this class. In order to effectively learn the material, I suggest the following course of action:

1. Read the pertinent chapters in the book before coming to class.
2. Come to class, listen to the lecture, take accurate and detailed notes.
3. Review the material covered in class weekly or bi-weekly.
4. Make flashcards, lists, re-read the book, your notes – however you most effectively study
5. Review my powerpoints on Canvas
6. Join or create a study group!

The bottom line is: begin studying EARLY and OFTEN. In order to do well on my tests, you must put in adequate time to absorb the material.

Test Format:

1. 7 Identifications (Title, Artist, Date, Significance)
2. Vocabulary and/or Fill in the Blank Questions (Questions may come from your readings)
3. Thematic Essay (We'll come up with it together)

*****The Final Exam is not cumulative*****

Article Review Worksheets:

On Blackboard, I have uploaded two items: a bibliography and a worksheet. Using the bibliography provided, select an article, find the article using the library's resources, read the article, and answer the questions provided on the worksheet. For the first worksheet, you will simply be answering the questions. For the second, you will be turning your answers into a coherent essay. Your answers should be typed, turned in on a separate sheet of paper, and need to be in complete sentence and paragraph format. These worksheets are preparation for your final paper, so please take them seriously. If you would like to use an article not on one of the bibliographies, it must be approved by me.

Final Paper:

Hopefully, one of the articles that you reviewed during the semester piqued your interest. I would like you to expand on your thinking in that worksheet by writing a brief “state of the field” essay. This means bringing together 3 articles or works of scholarship (books, too!) on the same topic as your initial worksheet and explaining how they work together to form a body of knowledge about your topic. This means understanding not only how the individual articles make arguments about a given topic, but also how they respond to other arguments on the same topic. Your initial article review should be part of this group. I will be handing out a fuller rubric later on in the course.

I accept drafts of papers up until a week before they are due.

An “A” paper in this class:

- will have excellent grammar, punctuation, and spelling
- will have a strong thesis
- will cover all required parts of the assignment
- will use proper Chicago-Style citations

Course Policies:

Laptops:

Laptop computers and tablets are not allowed in my classroom unless explicitly stated otherwise. Although they can be great tools, they are also distracting for those students using the computers and for those sitting around them. This is particularly the case for this course, as we will be in a darkened classroom for most of our time together. (For more on this, please see: https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?tid=sm_fb (Links to an external site.) and, on the importance of handwriting: http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0 (Links to an external site.)) If you require an exception to this policy, please come and see me.

Cell Phones:

Please set your cell phones to silent, leave them in your bags, and do not text in my class. It is rude to do otherwise. I reserve the right to confiscate cell phones which prove to be too distracting. With the prior permission of the instructor, you may take or make important calls in class provided that you: sit near the door, leave quietly, and re-enter discreetly.

Email and Office Hours:

I encourage you to contact me by email or to come by my office hours. I will happily answer questions, chat with you about assignments, read drafts of your papers, and address any concerns you might have. I will only answer emails during normal business hours, generally weekdays from 9:00 am – 5:00 pm.

Also, please check the syllabus before sending me an email. This document is a contract between professor and student that should tell you almost everything you need to know about this course. If you ask me a question in an email or in class that is clearly answered in the syllabus, I reserve the right to dock your grade.

Late Assignments:

Assignments will be docked one letter grade for every day they are late, unless previously arranged with me. I do give extensions on written assignments, but they need to be planned with me in advance. If you are unable to be present for an exam, arrangements must be made with me *in advance* in order to make up the test. Only extreme circumstances will warrant exceptions to this policy.

Academic Integrity:

The FAU Code of Academic Integrity states: *“Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/ctl/4.001> Code of Academic Integrity.pdfLinks to an external site..”*

As per this policy, cheating, plagiarism, and other forms of academic deceit are neither tolerated at Florida Atlantic University, nor in this classroom. Ignorance of citation rules is not an excuse for plagiarism. If you are unsure if what you are doing constitutes plagiarism consult me or cite your source. Should you be caught in any form of academic deceit in my classroom, you will be punished at my discretion.

Furthermore, academic integrity means respecting the contributions of others, acknowledging our own ignorance, having a willingness to learn, and being open to material with which we may not agree. In other words, you do not have to like the images we will study together or agree with every idea discussed in this classroom, but you do have to approach them with an open mind and attempt to understand them. The same goes for the contributions of others in class discussions.

Please be aware that you will be held to community standards of academic integrity for every assignment in this classroom.

Abusive/Disruptive Language and/or Behavior

In order to foster an atmosphere of open communication in the classroom, abusive language and/or behavior will not be tolerated. If you demonstrate that you cannot show respect for your fellow classmates, you will be asked to leave.

Student Accessibility Services:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) —and follow all SAS procedures.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

COURSE SCHEDULE:

Classes may be moved, changed, or cancelled at the professor's discretion.

January 14: Introduction to the Class, What do I mean by Baroque?

Reading: Wolfflin on the Baroque (Canvas)

Italy

January 16: Painting in Rome: Mannerism and Caracci

Reading: Harris, pgs. 3 – 33

Madlyn Kahr, “Velazquez and *Las Meninas*” (Canvas)

January 21: Painting in Rome: Caravaggio

Reading: Harris, pgs. 33 – 50

January 23: Painting in Rome II

Reading: Harris, pgs. 50 – 56, 113 - 133

January 28: Bernini I

Reading: Harris, pgs. 85 – 113

January 30: Bernini II and Architecture in Rome

Reading: Harris, pgs. 78 – 84

February 4: Spanish Painting: Ribera and Zurbarán

Reading: Harris, 207 – 224

Jonathan Brown, “On the Meaning of *Las Meninas*” (Canvas)

February 6: Spanish Painting: Velazquez

Reading: Harris, 224 - 247

February 11: Review and Worksheet 1 due

February 13: Test 1

Flanders and the Dutch Republic

February 18: Rubens

Reading: Harris, pgs. 143 – 174

February 20: Rubens II, Meet in Special Collections (Tentative)

February 25: Anthony van Dyck

Reading: Harris, pgs. 174 – 186

February 27: Still-Life and Genre Painters

Reading: Harris, pgs. 190 – 197

March 3: Utrecht Caravaggisti and Frans Hals

Reading: Harris, pgs. 327 – 339

March 5: Rembrandt I

Readings: Harris, pgs. 347 – 368 (split with March 19)

March 10: Spring Break

March 12: Spring Break

March 17: Rembrandt II

March 19: Dutch Genre Painting

Reading: Harris, pgs. 368 – 379

March 24: Vermeer and Landscape

Reading: Harris, pgs. 379 – 399

March 26: Review and Worksheet 2 due

March 31: Test 2

England and France

April 2: *Tim's Vermeer* and Online Assignment (RSA)

April 7: Final Papers – Class and Individual Discussions

Reading: George and Linda Bauer, "Portrait Practice in *Las Meninas*" (Canvas)

Also, review Kahr and Brown on *Las Meninas* from earlier in the semester

April 9: French Architecture

Reading: Harris, pgs. 252 - 263

April 14: French Painting: Vouet and De La Tour

Reading: Harris, pgs. 270 – 281

April 16: French Painting: Nicolas Poussin and Claude Lorrain

Reading: Harris, pgs. 285 - 315

April 21: Inigo Jones and Christopher Wren

Reading: Harris, pgs. 408 – 415

April 23: Review and Final Paper due

Final Exam: May 5th, 1:15 – 3:45

