Instructor: Dr. Erin Sutherland  
Department of Art History and Archaeology  
ecsuther@wustl.edu  
Office hours by appointment

U10  113  
Summer session 2, 2019  
Class meetings: M-F 9 – 10:45am

**History of Western Art, Architecture and Design**

From the earliest paintings in caves to contemporary graffiti, art is a powerful expression of the human experience. In this course, art is presented within specific cultural contexts and within a broad framework of western civilization. Students will consider issues related to art including patronage, materials, conservation, destruction, and cultural identity. The class includes introductory readings, lively lectures, class discussions, hands-on activities, and viewing real art. Assignments and exams will prompt students to reflect on course content and apply this knowledge to address complex issues. Warning: side effects of this class include a richer understanding of the world and a lifelong love of art.

By the end of the course, students will be able to:

- Recognize major styles and masterpieces of western art, including classical Greek and Roman, Medieval, Gothic, Renaissance, Baroque, Neoclassical, and Modern.
- View, analyze, discuss, and write about art in a well-informed, thoughtful manner.
- Recognize the integration of art with politics, social movements, and cultural identity—historically and currently.

**Course Requirements & Grades:**

- 15% Homework assignments
- 15% Formal Analysis paper (5-7 pages) due July 5th
- 5% Two quizzes (2.5% each)
- 30% Midterm exam (June 25)
- 35% Final Exam (July 12)

If you are enrolled in the course for credit only (not a grade), you must earn at least a C- (70%) to pass the course.
**Required text:**

**Recommended Text:**

| 1: M June 10 | **Introduction**  
Prehistoric Art | Janson:  
Chapters 1, 2  
3, & 4  
5  
6  
7  
8  
9  
10  
11  
12  
13 |
|---|---|---|
| 2: T June 11 | Ancient Near Eastern Art  
Egyptian Art | Chapters 2, 3, 4 & 5  
6 & 7  
11  
13 |
| 3: W June 12 | Aegean Art | Chapter 4 |
| 4: R June 13 | Greek Art | Chapter 5 |
| 5: F June 14 | Etruscan Art  
Roman Art | Chapters 6 & 7  
11 |
| 6: M June 17 | Early Medieval & Romanesque Art  
**Quiz: Identifying unknown works of art** | Chapter 11 |
| 7: T June 18 | Gothic Art | Chapter 12 |
| 8: W June 19 | Art in Thirteenth and Fourteenth Century Italy  
Tempera and fresco workshop | Chapter 13 |
| 9: R June 20 | Manuscripts & Artistic Innovations in Fifteenth-Century Northern Europe | Chapter 14 |
| 10: F June 21 | Early Renaissance in Fifteenth -century Italy | Chapter 15 |
| 11: M June 24 | The High Renaissance in Italy, 1495-1520 | Chapter 16 |
| 12: T June 25 | **MIDTERM EXAM** |  
13: W June 26 | The Late Renaissance and Mannerism in Sixteenth-century | Chapter 17 |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter</th>
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<tr>
<td>R June 27</td>
<td>Renaissance and Reformation in Sixteenth-century Northern Europe (also Spain)</td>
<td>18</td>
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<tr>
<td>F June 28</td>
<td>The Baroque in Italy and Spain View prints</td>
<td>19</td>
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<td>M July 1</td>
<td>The Baroque in the Netherlands</td>
<td>20</td>
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<td>T July 2</td>
<td>Visit St. Louis Art Museum. Meet in sculpture hall at 9:20</td>
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<td>W July 3</td>
<td>The Baroque in France and England The Rococo Quiz: Identifying unknown works of art</td>
<td>21 &amp; 22</td>
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<td>R July 4</td>
<td>Art in the Age of Enlightenment, 1750-1789</td>
<td>23</td>
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<td>F July 5</td>
<td>PAPER DUE Art in the Age of Romanticism, 1789-1848</td>
<td>24</td>
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<td>M July 8</td>
<td>The Age of Positivism: Realism, Impressionism &amp; Pre-Raphaelites, 1848-1885 Progress and Its Discontents: Post-Impressionism, Symbolism, and Art Nouveau, 1880-1905</td>
<td>25, 26</td>
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<td>T July 9</td>
<td>Toward Abstraction: The Modernist Revolution, 1904-1914</td>
<td>27</td>
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<td>W July 10</td>
<td>Art Between the Wars</td>
<td>28</td>
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<td>R July 11</td>
<td>Postwar to Postmodern, 1945-1980</td>
<td>29</td>
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<tr>
<td>F July 12</td>
<td>Final Exam</td>
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Homework Assignments: Short written responses to questions give students an opportunity to reflect on broader issues and synthesize content from throughout the class. Successful assignments demonstrate command of material and sincere reflection—not finding a single, correct answer. Students complete 10 homework assignments. One may be turned in per class. Assignments and more description of grading criteria are distributed during the first class.

Formal Analysis Essay: Students will write a short essay analyzing a work of art at the St. Louis Art Museum. Essays will be 5-7 pages, double spaced, 12 point Times New Roman font, with 1 inch margins. I will read drafts and return them with general comments (not proofreading) if submitted at least 72 hours in advance of the deadline. More information on this essay will be distributed in class. We will work on formal analysis exercises throughout the semester. For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. Students will discuss the assignment in pairs prior to submitting it for a grade. Questions concerning essay grades must be submitted in writing (along with the graded essay) within two class periods following return of essays.

Quizzes: Students will be shown works of art that they have not seen in class. Students will suggest the style, location, approximate date and (when applicable) artist. A brief explanation will justify these assertions.

Exams: The midterm and final exams are comprised of slide identifications, written analysis of unknown images, and essay questions. The final exam is not cumulative. Slides to be identified will be from slide lists handed out in class. Unknown slides will also be shown, as in quizzes (see above). Essays will require analysis of broad themes. We will practice the necessary skills in class.

Readings: Lectures and readings are complementary but they do not overlap completely. In the assigned chapters, there is information not covered in lecture that will reinforce important points and provide you with more context. I encourage you to read the entire chapters.

Lectures: Material for lectures relates strongly to the text, but it is not identical. You are responsible for all of the content of the lectures and class discussions. You will not be asked to identify images that are not in the book.

Images: If you are looking for digital images from class, see: http://libguides.wustl.edu/findingimages. From there, open Artstor or Luna. Both are excellent image databases to which you have access as a WU student. You should simply concentrate on the images in the book. Images on exams will be from Janson’s History of Art and shown in class. The images are also easy to find online, but be sure to study good quality photographs.

Canvas: This course uses Canvas, the online course management tool. The syllabus is posted there. You are responsible for material and announcements on the Canvas page for this class.
**Class notes:** You must take class notes. Just listening will not be sufficient. The act of taking notes engages you as a listener and helps you process and retain class material. Think of your class notes as an account of the lecture and discussion. After each class, you should look through your notes and write down what works of art or themes were emphasized. Determining what are the most important aspects of a reading/lecture/discussion is an important skill that you must develop in college.

**Dropping knowledge:** If you find yourself enamored with a specific topic covered in class, please feel free to ask me for additional suggestions for other books, movies, museum collections, or resources that may be of interest.

**Cell phones and laptops:** Please turn off your cell phones and put away your laptops. Take notes, by hand, in an old-fashioned notebook. Studies show that students comprehend and retain course content better by taking notes by hand than transcribing lectures on a laptop. Electronic devices are also distracting to the instructor and to your fellow students.

**Disability accommodations:** Students with disabilities should reach out to Cornerstone to secure documentation. This facilitates identification of accommodations to help students succeed. If accommodation through Cornerstone is requested, you must submit paperwork to me within the first three weeks of class. If you have any questions or concerns regarding disabilities or what can be done to help you, please feel free to speak with me.

**Absences:** Because we have few class meetings, any absence will cause you to miss important content and skill building. Missing three or more classes will result in a deduction from your final grade. Please communicate with me if you have concerns about your attendance.

**Being Nice:** This course involves lectures, discussions and interactions. This means that all of us are responsible for contributing to our own learning as well as the learning experience of others. Because open dialogue is essential, any behavior or language that makes other students feel unsafe or unwelcome cannot be tolerated (examples range from simply interrupting others to overt harassment or intimidation with or without reference to race, gender, sexual identity, religion, ethnicity, nationality or ability). Also, do not e-mail or otherwise submit to me or any other student anything with disturbing, offensive or explicit content. In the event that you feel uncomfortable in this respect, please speak with me as soon as possible. I am committed to supporting my students and being an ally.

**Ethics and Academic Integrity:** Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor. Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions. Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.

**Names:** Please inform me promptly if you wish to be called anything other than the name that appears on the official roster. Additionally, if I make an error with your name (pronunciation, form, etc.), please
correct me right away. The university’s preferred name policy for students, with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

**Accommodations Based Upon Sexual Assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. If you have concerns about your well-being or safety, please reach out to me or someone you trust. Seriously. See: shs.wustl.edu/MentalHealth

The instructor reserves the right to make modifications to this information throughout the semester.