Renaissance to Modern Art -ARTH130-20

Dates: Summer 2023: June 5 - July 28
Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.
Faculty: Barrett Tilney
Contact Information: tilneyb@georgetown.edu
Virtual Office Hours: By appointment through Zoom Conferencing. Contact me by email to set up an appointment.

COURSE DESCRIPTION
This course explores European and American art from the early Renaissance into the Modern Age. Within a roughly chronological structure, we will focus on a selection of artworks by major artists and their relationship to the broader cultural, intellectual and historical contexts. In addition to emphasizing the developments that define each historical period, we will also consider the aesthetic advances made with the painting materials and methods available at the time.

COURSE LEARNING OBJECTIVES
By the end of the course, you should be able to:
1. Identify a collection of works by major artists from the 15th - 20th centuries.
2. Explain the relationships between the works and their original contexts.
3. Compare multiple methods of interpreting a single work.
4. Analyze and describe works of art clearly and effectively.
5. Conduct basic research on a single work of art.

READING:
You will be tested only on the information I cover in the video lectures. Because there is a written transcript of the videos, a general textbook is not necessary. However, if you are interested in reinforcing the information in the lectures and learning a bit more general context with additional examples, I recommend Fred S. Kleiner, Gardner's Art through the Ages: The Western Perspective, V2.
Optional General Textbook:
The textbook is available for purchase as an ebook at the Georgetown Bookstore.
Fred S. Kleiner, Gardner's Art through the Ages: The Western Perspective, V2, 15th edition, Centage, 2016.
Click here to purchase the ebook.
You may also purchase a print edition from the Georgetown University Bookstore or on Amazon.
You may also purchase an earlier edition (13th) on Amazon.
If you purchase a print edition please contact me for chapter numbers as they differ from the e-book.

OPTIONAL RECOMMENDED READINGS:
I will provide a list of relevant readings after each week's lectures for more information for those interested in additional perspectives.

COURSE REQUIREMENTS: ASSIGNMENTS AND ACTIVITIES.
The focus of this survey class is to acquaint you with a range of artists and their works in their original contexts.   Therefore, the course is largely content driven. Numerous short 10-20 minute lectures will introduce you to these masters and the environments in which they lived and worked. The required assignments, tests, and discussions presented below will offer additional perspectives, help you retain the information, and give you the opportunity to interact with the art.

Assignments

Knowledge Checker Quizzes (5% of your grade):
Due: After each short lecture video in all weeks of all modules.
There will be a short multiple-choice or fill in the blank quiz after each short video lecture. Each quiz, which is meant to facilitate engagement with the material, and pinpoint important terms and concepts, can be retaken to achieve 100%.

Identification and Term Tests: (6% of your grade)
Due: Each week.

Identification tests:
Due: at the end of week 1 of every module
You will take an identification test at the end of each week with the exception of the second week of Modules 2 and 4, when you have a midterm and final exam.
These short, timed quizzes, consisting of multiple choice questions, are meant to help you build up a repertoire of the works discussed in the course. Most students who have taken this art history class with me in the past have commented positively, even years later, on how much they continued to recognize and remember about works of art from the periods discussed in the class. Part of this is learning to recognize (memorize) a core of typical works by major masters. A pdf of the images and the relevant information for which you will be responsible is posted for each weekly test. In the test, I will present images and you will be required to identify them with the following information: artist, title, location, movement or period, and approximate date. While the knowledge checker quizzes are open-note and can be repeated, these tests are not. While you may be tempted to use the pdfs to help you with the tests, do not! Not only is it cheating, but it will hinder you on the midterm and final. By that time, there will be so many to works to recognize, that it will be difficult to find them in time. These exams also involve in-depth knowledge of the works (style, subject, material and techniques, patrons, function and historical context) and you will not have time to look up the answers. You need to have that information ready for an instant recollection. Because of this need for immediate recognition, you have a very short time - 7-8 minutes - to complete the quiz.

Term tests:
Due: at the end of week 2 of Modules 1 and 3
In addition to the identifications discussed above, term quizzes will include questions about terms. Familiarity with the language of art and art history is also essential to your appreciation of the subject and ability to discuss it effectively and fluently. Like the identification test, this assessment that is meant to prepare you for meaty discussions in essay form on the midterm and final exams.

Midterm and Final Exams: (40% [20% each] of your grade)
Due: Week 2 of Modules 2 and 4.
The skills you garnered from the knowledge checker, ID and term quizzes will all play a role in the midterm and final exams. However, there is more**.** Relying on information from the lectures, and supported by the textbook, you are responsible for the knowing the each work's significance and the relationship between its style and original context. This information will enable you to elaborate in a variety of essays about on the exams.

Museum Assignments: (24% of your grade [6% each])
Due: at the beginning of week 2 of each module.
Because we cannot meet at a brick and mortar museum, you will go on (and create) virtual museum visits. You will be able to "explore" the galleries and answer questions about works from these institutions. These assignments will also prepare you for the final project which involves an in-depth discussion of a work you select during one of your visits.

Final Project: (total 20% of your grade)
Due: at the end of the course
Involves studying a painting you select from a list of choices in museum assignment 2 and writing a catalogue entry (4-7 page research paper covering a variety of perspectives about the painting).

Discussion forum (5% of your grade)**:**
Due: in each module
These discussions after each lecture provide opportunities for active and lively participation in the course. Here, you will be able to ask questions and voice your unique perspectives and opinions. You are encouraged to share your experiences with the works of art.

Late Submission Policy:
Written work is due by the assigned due date on Canvas. You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.
If you have a situation which prevents you from completing coursework by the due dates, you must notify me and obtain my approval prior to the due date. I will grant extensions for assignments depending on the nature of the request. Late responses for all assignments without approval will be penalized by 10% in addition to points

reduced in the normal grading process. Assignments that are late by more than 5 days will receive no credit.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

Student Expectations

This course consists of 4 modules. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include taking the module quizzes, completing the module assignments, participating in discussions, taking a midterm and final exam, and turning in your final project in 3 parts. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of the module assignments and quizzes.

Time Commitment

This online class is designed to meet the same academic standards as a place-based (face-to-face) course. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should expect to spend at least 2-3 hours per week (4-6 hours per module) listening to the lecture videos and taking the knowledge checker quizzes. In addition, you need to devote considerable time to studying for the image and term quizzes, and completing the looking assignments. You need to allot considerable time to prepare for the midterm and final exams, and complete the final paper. In general, students should plan on spending an average of 9-12 hours per week.

Just as in a typical face-to-face class, the work load for each week varies. Expect to spend more hours in week 2 of each module when you have additional writing assignments (museum assignments and final paper) and more comprehensive tests. However, while the due dates for the quizzes and museums assignments are set, you have flexibility in the 2 weeks. You can get started on the work in the second week-such as the museum assignment -any time after you have completed the work for week 1.

Additionally, keep in mind that you will need considerable time to prepare for your midterm exam which occurs in the second week of module 2. Finally, budget time for the end of the class - week 2 of module 4 when, in addition to lectures, knowledge checkers, and discussion, you will be expected to finish the final paper and prepare for a final exam.

Absences

There are no excused absences in an online course. The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including participating in online discussions, quizzes, assignments, and/or activities. After the student accumulates two such "absent" weeks, the student will receive a failing grade in this course, regardless of grades earned in any other assignment.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 24 hours. Please allow assessment submission feedback within a week on major assignments.

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas
9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course we will use VoiceThread and Zoom.

Instructions

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments.
- Instructions for VoiceThread are available on an external website.
    - Technical support for VoiceThread is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.
    - Instructions for Zoom are available for download
    - Technical support for Zoom is available

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties

that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org]().

Citation Style

This course uses Chicago style for all writing and research assignments. Resources for this citation style are available here:

Chicago Manual of Style:

GRADING

Course grades include A, A-, B+, B, B-, C+, C, C-, D and F.

Please reference the below grading scale:

A: 93-100%
A-: 90-92%
B+: 88-89%
B: 83-87%
B-: 80-82%
C+: 78-79
C: 73-77%
C-: 70-72%
D: 60-69
F: 69 and below%

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](), (202-687-8354; arc@georgetown.edu) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please

refer to the [Georgetown University Academic Resource Center website](). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Title IX Syllabus Statement (endorsed by Faculty Senate)
Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website]().

(***Above statement and TIX faculty resources found at: https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/***)

Title IX Pregnancy Modifications and Adjustments
Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form]() (https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) and submit it to the SCS

Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

STUDENT SUPPORT SERVICES
Support Services
SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:
- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library
Students enrolled in online coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.
Research Guide
The Art and Art History program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work. e.g.:
Oxford Art Online.
Artstor.
Art Full Text.
Learning Resources
SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.
- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.
Technical Support
Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.
In this course we will also use VoiceThread and Zoom.
- Technical support for VoiceThread is available on an external website.
- Technical support for Zoom is available on an external website.

COMMUNICATIONS GUIDELINES
Netiquette Guidelines
To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.
In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.
Statement of Student Conduct, Civility, and Engagement
The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.
Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.
SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct]().
Notifications
In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred

method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the [General Questions Discussion Board Forum](#)

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the [General Question Discussion Board Forum](#), which you can also access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 24 hours. Please allow assessment submission feedback within a week on major assignments.