

Winterlude 2014–15 Art in Europe+ Online:

Art 200/300/500 class format will consist primarily of looking at images of artwork from 1300 to the early 1900's with commentary, reading and supporting reading and analyses (your research), links, periodic quizzes, vlogs, discussion, and a final presentation. (No textbook)

Your final presentation will account for 66% of your grade. Student are encouraged to express their point of view with regard to material covered in class, resource relevant supporting material, and use outside resources.

Your paper and presentation includes:

- (1) title of presentation
- (2) your name
- (3) concise abstract clearly stating the nature of your presentation and paper
- (4) your supporting position paper which should be 1 page
- (5) a relevant epigraph
- (6) include 20–40 visual images with proper attributions, to support your idea or concept.

We will also have several virtual global fly-ins, which should add interest and hopefully enhance our learning outcomes. The learning outcomes of appreciating art history, considering what art matters, and if there is pleasure from seeing, will depend on each individual.

Introduction

Week 1 Module 1, to include a survey of the Italian Renaissance, where artisans and patronage thrived.

Week 2 Module 2, to include a survey of Northern Renaissance, where artisans and patronage thrived.

Week 3 Module 3, to include the Spanish, Dutch, artists, where the style of the artist becomes evident. Module 4, to include the English, and French artists, where the style of the artist becomes evident.

Week 4 Module 5, to include the avant-garde artist, which continues into figurative and non-objective modernist art. Module viewing 6, the impact of the 1913 Armory Show in NYC

Course Overview: This course introduces the student to the world of visual art, its purposes and practices, themes and concerns. We look at the elements and principles of visual art, including artistic terminology. Various disciplines are studied to understand the methodologies involved in their creation. Different historical and stylistic periods of art are examined to understand the styles and intentions of the artists and periods reviewed.

Course Objectives: The following course objectives and goals will enable the student to:

- see and understand art and its effects in a new way
- gain a basic understanding of artistic concepts and themes
- become familiar with the methods used to create various art forms
- recognize different styles and approaches including contemporary trends
- experience art by watching video logs of various exhibitions

Academic Integrity: The academic community of Syracuse University requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm.

Disabilities: If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Additionally, as your instructor, I remain open to special considerations for family emergencies or job-related issues. Just let me know as early as possible when something unavoidable comes up.

Ownership of Student Work: This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.