



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS AND SCIENCES

Art History

REVISED COURSE: CIAS-ARTH-366-18th19thCenturyArt

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	December 1, 2010	December 1, 2010
College Curriculum Committee	February 11, 2011	February 11, 2011

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:	Yes			
Writing Intensive:		No		
Honors		No		

2.0 Course information:

Course title:	18 th /19 th Century Art
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Heidi Nickisher
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	25
Lab		
Studio		
Other (specify)		

2.a Course Conversion Designation

√	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 18/19 th Century Art, 2039-360
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
	New

2.b Semester(s) offered

Fall	√	Spring	Summer	Other
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2.c Student Requirements

Students required to take this course: (by program and year, as appropriate)

None

Students who might elect to take the course:

Majors in the schools of Art, Design, American Crafts, and Photography. Additionally, students pursuing a minor in Art History; and/or students with an interest in the history of art, architecture, or design in need of a general education course.

3.0 Goals of the course (including rationale for the course, when appropriate):

- 3.1 Develop research, analytical and critical thinking, and writing skills.
- 3.2 Develop an appreciation for and understanding of the art of the 18/19th centuries
- 3.3 Understand the form, function, and meaning of art in its historical context

4.0 Course description

Course number: ARTH-366

Course Title: 18/19thCenturyArt

Pre-requisites: None

Class 3, Studio 0, Credit 3 (Fall)

This course will examine Western art in the period leading up to the French Revolution and the early “Modern” period – generally, the mid-19th century. This process will include a close examination of the works and careers of individual artists who are considered some of the best-known representatives of the most significant art movements of the era, such as rococo, neoclassicism, romanticism, realism, and impressionism. Students will learn a new vocabulary for discussing visual representations and attempt to situate issues within political, religious, literary, and historical contexts. Throughout the course, a series of questions about art will be presented and students will assess how the nature of those questions affects the way they see images.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Craske, Matthew, *Art in Europe, 1700-1830*. (Oxford and New York: Oxford University Press, 1997)
- 5.2 Eisenman, Stephen F., *Nineteenth Century Art: A Critical History*. 3rd edition. (New York: Thames & Hudson, 2007)
- 5.3 Nochlin, Linda. *The Politics of Vision: Essays on Nineteenth-Century Art and Society*. (Boulder, CO: Westview Press, 1989)
- 5.4 Schwartz, Vanessa R. and Jeanne M. Przyblyski, eds., *The Nineteenth-Century Visual Culture Reader* (New York: Routledge, 2004)

6.0 Topics (outline):

- 6.1 Classicism and Romanticism
 - 6.1.1 David to Ingres

6.1.2	Gros to Delacroix
6.1.3	Blake and Fuseli
6.1.4	Turner and Constable
6.2	New World Frontiers
6.2.1	Native Americans
6.2.2	The African American
6.3	Realism and Naturalism
6.3.1	Courbet
6.3.2	Photography
6.4	Modern Art and Life
6.4.1	Manet and the Impressionists
6.4.2	Issues of Gender
6.4.2.1	Cassatt
6.4.2.2	Morisot
6.4.3	Mass culture and Utopia
6.4.4	Toulouse-Lautrec
6.4.5	Van Gogh
6.4.6	Gauguin and the Symbolists
6.4.7	Cezanne

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Understand how objects and images were produced, why they look the way they do, and how they functioned as they did in their historical and socio-political contexts.	Midterm exam, discussion, short written responses
7.2 Develop new modes of thinking to broaden attitudes, sharpen critical analysis, and discover new relationships between present and past.	Reading/discussion
7.3 Develop a spirit of inquiry and investigation.	Reading/discussion
7.4 Develop the ability to express thoughts clearly in class discussions and written assignments.	Reading/exams/paper
7.5 Understand the basis for aesthetic valuations regarding the production of 'fine' art	Reading/discussion

8.0 Program outcomes and/or goals supported by this

8.1	Enable students to obtain an understanding of the forms, functions, and meanings of works of art and architecture in their historical context.
8.2	Enable students to develop critical thinking and reading, writing, speaking skills that may be applied to the contextual analysis of works of art and architecture and, in fact, an entire world of objects and images. These skills will be of capital importance in whichever field the student chooses to work.

9.0

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
<i>Communication</i>		
√	Express themselves effectively in common college-level written forms using standard American English	Written responses and/or formal paper
	Revise and improve written and visual content	
√	Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)	Class discussion; oral presentations
√	Comprehend information accessed through reading and discussion	Written responses, class discussion, and/or paper
<i>Intellectual Inquiry</i>		
√	Review, assess, and draw conclusions about hypotheses and theories	Written responses and class discussion
√	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Written responses and class discussion
√	Construct logical and reasonable arguments that include anticipation of counterarguments	Written responses and class discussion
√	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Formal research paper
<i>Ethical, Social and Global Awareness</i>		
	Analyze similarities and differences in human experiences and consequent perspectives	
	Examine connections among the world's populations	
	Identify contemporary ethical questions and relevant stakeholder positions	
<i>Scientific, Mathematical and Technological Literacy</i>		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical information	
	Perform college-level mathematical operations on quantitative data	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
<i>Creativity, Innovation and Artistic Literacy</i>		
√	Demonstrate creative/innovative approaches to course-based assignments or projects	Formal research paper

√	Interpret and evaluate artistic expression considering the cultural context in which it was created	Written responses, class discussion, exams
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10.0 Other relevant information

10.1 Classroom with slide projector, VCR/DVD player, and computer hook-ups
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