



**ROCHESTER INSTITUTE OF TECHNOLOGY  
COURSE OUTLINE FORM**

**COLLEGE OF IMAGING ARTS & SCIENCES**

**Art History**

**NEW COURSE : CIAS-ARTH-378-BaroquePaintinginFlanders**

Academic Yr 2013-2014: Gen Ed approved as Artistic Perspective  
2-15 course description change

**1.0 Course Designations and Approvals**

<b>Required course approvals:</b>	<b>Approval request date:</b>	<b>Approval granted date:</b>
Academic Unit Curriculum Committee	9/27/13	9/27/13
College Curriculum Committee	10/22/13	10/22/13

<b>Optional designations:</b>	<b>Is designation desired?</b>		<b>*Approval request date:</b>	<b>**Approval granted date:</b>
General Education:	Yes		<b>6/17/14</b>	<b>6/17/14</b> (Artistic Perspective)
Writing Intensive:		No		
Honors		No		

**2.0 Course information:**

<b>Course title:</b>	Baroque Painting in Flanders
<b>Credit hours:</b>	3
<b>Prerequisite(s):</b>	None
<b>Co-requisite(s):</b>	None
<b>Course proposed by:</b>	Art History Department/Peter Gabak
<b>Effective date:</b>	Spring 2015

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

**2.a Course Conversion Designation\*\*\* (Please check which applies to this course).**

\*For more information on Course Conversion Designations please see page four.

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
<b>X</b>	New:

**2.b Semester(s) offered (check)**

Fall	Spring <b>X</b>	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here: **Course could alternate each spring with *Renaissance Painting in Flanders*.**

**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, Film and Animation, and Photography. Additionally, students pursuing a minor/concentration in Art History; and/or students in the history of art, architecture, or design in need of a general education course offering.

*In the sections that follow, please use sub-numbering as appropriate (eg. 3.1, 3.2, etc.)*

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

3.1 Develop research, analytical and critical thinking, writing and oral presentation skills.

3.2 Develop an appreciation for and an understanding of the art (circa 1550-1700) in Flanders.

3.3 Understand the form, function, and meaning of art within its historical and societal contexts.

**4.0 Course description** (as it will appear in the RIT Catalog, including pre- and co-requisites, and quarters offered). Please use the following format:

**Course number:** ARTH-378

**Name of Course – Long Title:** Baroque Painting in Flanders

**Name of Course - Short Title:** Baroque Painting in Flanders

Pre -requisites: None

Co-requisites: None

Class 3, Lab 0, Credit 3 (S)

Students will study the history of Baroque painting in Flanders from the mid 1500s to 1700 with specific focus on women, gender and illness, and the birth of Early Modern Europe. We will consider the meaning of the Flemish Baroque, the observation and recording of natural appearances (still-life paintings), “hidden symbolism” and sacramental themes and connections between Flemish and Italian art. Peter Paul Rubens and Anthony Van Dyck are among the major artists to be studied in addition to those who are lesser known.

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

**6.0 Topics (outline):**

<b><i>Broad Topics May Include:</i></b>
6.1 Domesticity/women (rise of female artists) and gender/sexuality
6.2 Others and outcasts/those who are marginalized
6.3 Technology (printing and popularization of prints/collecting)
6.4 Illness (depression, lovesickness and melancholia), healthcare and medicine
6.5 Influences of the southern Baroque (Italy) on the North

**7.0 Intended course learning outcomes and associated assessment methods of those outcomes** (please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

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	Group research/oral presentations with visual presentation for peer-teaching under faculty supervision of content
7.2 Develop new modes of thinking to broaden attitudes, sharpen critical analysis, and discover new relationships between present and past	Inspirational project – creative work in student’s own medium that is evocative of the style canon of the period studied
7.3 Develop a spirit of inquiry and investigation.	Reading/in-class discussion
7.4 Develop the ability to express thoughts clearly in-class presentations and discussion along with honing research skills in a particular area of focus with a written assignment	Written research paper with MLA formatting and documented source material
7.5 Understand the basis for aesthetic valuations regarding the production of “fine” art	Reading/in-class discussion

**8.0 Program outcomes and/or goals supported by this course**

8.1 Enable students to obtain an understanding of the forms, functions, and meanings of works of art and related architecture (altarpieces) in their historical context.
8.2 Enable students to develop critical thinking and reading, writing, speak skills that may be applied to the contextual analysis of works of art as they relate to the broader heritage of objects and images in history. These skills will be of primary importance in whichever field the student chooses to focus their efforts and artistic/creative output.

**9.0**

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
<b><i>Communication</i></b>		
X	Express themselves effectively in common college-level written forms using standard American English	Oral and written responses and/or research paper
	Revise and improve written and visual content	
X	Express themselves effectively in presentations, either in	Class discussion;

	spoken standard American English or sign language (American Sign Language or English-based Signing)	oral presentations
X	Comprehend information accessed through reading and discussion	Oral and written responses, class discussion, and/or research paper
<b><i>Intellectual Inquiry</i></b>		
X	Review, assess, and draw conclusions about hypotheses and theories	Oral and written responses, class discussion and/or research paper
X	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Oral and written responses, class discussion and/or research paper
X	Construct logical and reasonable arguments that include anticipation of counterarguments	Oral and written responses, class discussion and/or research paper
X	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Formal research paper
<b><i>Ethical, Social and Global Awareness</i></b>		
	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	
<b><i>Scientific, Mathematical and Technological Literacy</i></b>		
	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	
<b><i>Creativity, Innovation and Artistic Literacy</i></b>		
X	Demonstrate creative/innovative approaches to course-based assignments or projects	Formal research paper and/or Inspiration Project
X	Interpret and evaluate artistic expression considering the cultural context in which it was created	Formal research paper and/or Inspiration Project

**10.0 Other relevant information** (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

Requires classroom with a digital projector