



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS & SCIENCES

Art History

REVISED COURSE : CIAS-ARTH-379-RenaissancePaintinginFlanders

Academic Year 2013-2014: Gen Ed approved as Artistic Perspective

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	9/27/13	9/27/13
College Curriculum Committee	10/29/13	10/29/13

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

2.0 Course information:

Course title:	Renaissance Painting in Flanders
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Peter Gabak
Effective date:	Spring 2014

	Contact hours	Maximum students/section
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.

X	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 2039-376 Renaissance Painting in Flanders
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
	New

2.b Semester(s) offered (check)

Fall	Spring X	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 *Baroque 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 1400-1500) 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-379

Name of Course – Long Title: Renaissance Painting in Flanders

Name of Course - Short Title (33 characters): Renaissance Painting in Flanders

Pre or co-requisites: None

Class 3, Lab 0, Credit 3 (S)

The history of Renaissance painting in the Southern Netherlands from the beginning of the 15th century to the end of the 16th century with specific focus on women, gender, and illness and the birth of Early Modern Europe. We will consider the meaning of the Renaissance in Flanders, the observation and recording of natural appearances, “hidden symbolism” and sacramental themes in Early Netherlandish painting, the connections between Flemish, German, and Italian art, the development of new genres in the 16th century, “originality” and artistic progress.” Class 3, Lab 0, Credit 3 (S)

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

HARBISON, C., **The Mirror of the Artist, Northern Renaissance Art in Its Historical Context**, New York, 1995 and SNYDER, J., **Northern Renaissance**, New

Jersey, 1990

6.0 Topics (outline):

Broad Topics May Include:

- 6.1 Domesticity/women and gender/sexuality
- 6.2 Others and outcasts/those who are marginalized
- 6.3 Early science (alchemy) and technology (printing and copyright)
- 6.4 Illness, healthcare and medicine
- 6.5 Influences of the southern Renaissance (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
<i>Communication</i>		
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 spoken standard American English or sign language (American Sign Language or English-based Signing)	Class discussion; oral presentations
X	Comprehend information accessed through reading and discussion	Oral and written responses, class discussion, and/or research paper
<i>Intellectual Inquiry</i>		
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
<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>		
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	Formal research

	cultural context in which it was created	paper and/or Inspiration Project
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10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1 Requires classroom with a digital projector
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