



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS AND SCIENCES

Art History

NEW COURSE: CIAS-ARTH-550 -Topics in Art History

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	01/20/14	02/19/14
College Curriculum Committee	3/4/14	3/11/14

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

2.0 Course information:

Course title:	Topics in Art History
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Heidi Nickisher
Effective date:	Fall 2014

	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:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
X	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:

Students in the Schools of Art, Design, Photography, Film and Animation, Media Science, or American Crafts required to take art history electives or other interested students looking for general education credit

3.0 Goals of the course

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

4.0 Course description

Course number: ARTH-550

Course Title: Topics in Art History

Pre-requisites: None

Co-requisite: None

Class 3, Lab 0, Credit 3 (F, S)

A focused, critical examination and analysis of a selected topic in Art History varying according to faculty teaching the course. A subtopic course description will be published each term course is offered. This course can be repeated.

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

To be determined by the professor – resources will vary by topic. For example, if this were a course on the history of art and technology from the Renaissance to the present, then the following resources might be applicable:

5.1 Martin Kemp, *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat* (New Haven: Yale, 1990). Focus on parts one and two.

5.2 Martin Kemp, *Seen/Unseen* (USA: Oxford University Press, 2006).

5.3 Sam Edgerton, *The mirror, the Window, and the Telescope: How Renaissance Linear Perspective Changed our Vision of the Universe* (Ithaca: Cornell University, 2009).

5.4 Erwin Panofsky, *Perspective as Symbolic Form* (New York: Zone, 1993).

5.5 Vincent Ilardi, *Renaissance Vision, From Spectacles to Telescopes* (Memoirs of the American Philosophical Society), American Philosophical Society, 2007

5.6 Pamela Smith, *The Body of the Artisan: Art and Experience in the Scientific*

Revolution (Chicago: University of Chicago Press, 2006).

5.7 David Hockney, *The Secret Knowledge* (New York: Thames and Hudson, 2001).

5.8 Renzo Baldasso, "The Role of Visual Representation in the Scientific Revolution: A Historiographic Inquiry." *Centaurus* 48 (2006): 68-80.

5.9 Phillip Steadman: *Vermeer's Camera: Uncovering the Truth Behind the Masterpiece* (USA: Oxford University Press, 2001).

5.10 Douglass M. Davis, *Art and the Future: A History Prophecy of the Collaboration Between Art, Science, and Technology* (New York: Praeger, 1973).

5.11 Pierre Francastel, *Art and Technology in the Nineteenth and Twentieth Centuries* (New York: Zone Books, 2000).

6.0 Topics (outline):

To be determined by the professor. Topics will vary and be at the discretion of the assigned faculty. For example, if this were a course on the history of art and technology from the Renaissance to the present, then the following topics might be applicable:

6.1 The 16th Century

6.1.1 Science and technology in Renaissance art

6.1.2 The quest for realism

6.1.2.1 Linear perspective

6.1.2.2 The artists as anatomist

6.1.2.3 Invention of oil paints

6.1.3 Printing press

6.2 The 17th and 18th Centuries

6.2.1 Scientific revolution and the Enlightenment

6.2.1.1 Chemistry and new pigments

6.2.2 *Camera Obscura* as an aid in painting

6.3 The 19th Century

6.3.1 Industrial revolution

6.3.2 Romanticism and nostalgia for the past

6.3.3 The impact of photography

6.3.4 Color theory

6.3.5 New pigments, tube paints, and Impressionism

6.4 The 20th Century

6.4.1 Cubism, Futurism, and mass production

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

Course Learning Outcome	Assessment Method
7.1 Students will determine and investigate the relationship between a work of art and its social context	Papers, class discussions, presentations or exams

7.2 Students will recognize distinct period styles	Papers, class discussions, presentations or exams
7.3 Students will critically analyze the role of the past in shaping continued artistic production	Papers, class discussions, presentations or exams. For example, if this were a course on the history of art and technology from the Renaissance to the present, then the following resources might be applicable:
7.4 Students will apply appropriate methodology to analyze a specific theme within the history of art	Papers, class discussions, presentations or exams

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 architecture in their historical context
8.2 Enable students to develop critical thinking and reading, writing and 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 whatever field the student chooses to work

9.0

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
Communication		
X	Express themselves effectively in common college-level written forms using standard American English	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
X	Comprehend information accessed through reading and discussion	Written responses, class discussion, and/or research paper
Intellectual Inquiry		
X	Review, assess, and draw conclusions about hypotheses and theories	Written responses, class discussion and/or research paper
X	Analyze arguments, in relation to their premises,	Written

	assumptions, contexts, and conclusions	responses, class discussion and/or research paper
X	Construct logical and reasonable arguments that include anticipation of counterarguments	Written responses, class discussion and/or research paper
X	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Written responses and/or research paper
Ethical, Social and Global Awareness		
	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	
Scientific, Mathematical and Technological Literacy		
	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	
Creativity, Innovation and Artistic Literacy		
X	Demonstrate creative/innovative approaches to course-based assignments or projects	Assignments, exams, class discussions, presentations
X	Interpret and evaluate artistic expression considering the cultural context in which it was created	Research paper and/or exams

10.0 Other relevant information

10.1 Requires classroom with a digital projector
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