

American College Dublin

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LIB202 WESTERN ARTS

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	1
Lecturer:	Dr. Piotr Sadowski

MODULE DESCRIPTION

The aim of the module is to conduct a historical and critical survey of Western visual culture in the social, economic, and political context, from Greek sculpture and architecture, through religious art of the medieval and Renaissance periods, to the emergence of secular and realistic art in the centuries following the Renaissance: from the Baroque, Neoclassical, Romantic periods up to the French Impressionists of the late 1800s.

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. appreciate the role of visual arts in cultural exchange of information, in shaping views and lifestyles;
2. understand the relations between art and dominant ideologies and value systems;
3. appreciate the uniqueness of some of the themes and stylistic conventions of Western arts;
4. become aware of the changing perceptions of the social function of art in historical periods dominated either by humanistic or religious values;
5. explain the social reception of art in its “high-brow” and “low-brow” manifestations.

Learning outcomes 1-3 will be assessed by a research paper, 3-4 by class presentation, and 1-2, 4-5 by the final examination.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- What is art, and what is its social role;
- The birth of realist sculpture in the classical Greek period;
- From religious to secular themes: the evolution of Greco-Roman sculpture;
- Iconoclasm and idolatry in the western arts of the medieval period;
- The influence of roman sculpture and byzantine art on the western gothic;
- Perspective and the human body: the rebirth of visual realism in fifteenth-century Italian art;
- Visual arts during the reformation and the counter reformation;
- The persistence of classicism in early modern European art;
- The evolution of portraiture, landscape painting, genre scenes, and still lives during the eighteenth and nineteenth centuries;
- Relations between painting and photography during the nineteenth century;
- The French impressionism and the end of visual realism in the western arts.

REQUIRED TEXT

Fred S. Kleiner, Christin J. Mamiya and Richard G. Tansey, *Gardner's Art Through the Ages: The Western Perspective*, Volume 2, Wadsworth Publishing, 2009;
Laurie Schneider Adams, *A History of Western Art*, McGraw-Hill, 2001;
Marilyn Stokstad, *Art History: A View of the West*, Prentice Hall, 2008.

SUPPLEMENTARY READING LIST

Ernst H. Gombrich, *The Story of Art*, several editions;
H. Honour, J. Fleming, *A World History of Art*, London: Macmillan, 1990;
Nikolaus Pevsner, *An Outline of European Architecture*, Penguin Books, 1997;
B. Berenson, *The Italian Painters of the Renaissance*, London: Phaidon Press, 1953;
Jacob Burckhardt, *The Civilisation of the Renaissance in Italy*, several editions;
Emile Mâle, *The Gothic Image*, Westview Press, 1973;
Ervin Panofsky, *Renaissance and Renascences in Western Art*, Stockholm: Almqvist & Wiksell, 1960;
----, *Studies in Iconology: Humanistic Themes in the Art of the Renaissance*, New York: Harper & Row, 1962;
Heinrich Wölfflin, *Principles of Arts History: the Problem of the Development of Style in Later Art*, New York: Dover Publications, 1950.

INTERNET WEBSITES

<http://gallery.temple.edu>http://www.besthistorysites.net/Military_GeneralResources.shtml

<http://www.westernartandarchitecture.com/>

<http://witcombe.sbc.edu/ARTHLinks.html>

<http://arthistory.about.com/>

<http://www.arthistory.net/>

<http://www.huntfor.com/arthistory/>

<http://www.metmuseum.org/toah/>

<http://www.european-artgallery.com/>

<http://www.arthistoryguide.com/>

<http://www.all-art.org/>

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a PowerPoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft FrontPage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In cooperation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- Research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to the history of western arts (30%);
- Class presentation (10 minutes) on a selected topic relating to the history of western arts (10%);
- Final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.