



Johannes Vermeer, *Woman Holding a Balance*, oil on canvas, c. 1664, National Gallery of Art, Washington D.C.

## **Survey of Art History II: Fourteenth to Eighteenth-Century Art in Europe**

Monday, Wednesday, Friday

1:30-2:20 PM

Center for Art and Design, Room 103

Fort Hays State University

Spring 2021

Nick Simko

Assistant Professor, Photography

Center for Art and Design, Room 222

Office Hours:

Monday and Wednesday, 2:30 – 4:30 PM

Tuesday and Thursday, 8:00 – 9:00 AM

[ncsimko@fhsu.edu](mailto:ncsimko@fhsu.edu)

### **Course Description**

Survey of Art History II: Fourteenth to Eighteenth-Century Art in Europe is a general overview of the visual cultures of the European continent from the late Middle Ages (c. 1280) to the end of the early modern period (c. 1800). The course is designed to provide students with an understanding of the history of art, its multicultural influences, and the complexities of convention and innovation in the context of visual culture. An understanding of these examples of creativity will enhance and expand each student's awareness and appreciation of works of art and architecture from the past.

### **Student Learning Outcomes:**

- Apply the knowledge gained in this course to evaluate and interpret works of art and architecture
- Demonstrate an appreciation and understanding of representative works of art and architecture from the Middle Ages to the early modern period
- Actively engage with and reflect about how artistic works can clarify personal and cultural values, beliefs, and attitudes

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**Course Resources:**

*Art History*, 6th edition  
by Marilyn Stokstad and Michael W. Cothren  
ISBN-13: 9780134484624

Khan Academy – Art History Basics – a great resource containing a glossary of terms, tools for understanding art, and discussions of various materials and techniques  
<https://www.khanacademy.org/humanities/art-history/art-history-basics>

**Evaluation and Grading:**

2 Exams (100 points each)	200 points
Comparative Analysis Writing Assignment	200 points
Final Exam	200 points
Total:	<hr/> 600 points

The course material is broken up into three units. Each unit will culminate in an exam that includes multiple choice, image identification, and essay questions. Grading will be based on the accuracy of responses to examination questions, clarity, and quality of written work.

**Grading Scale:**

100-90	= A
89-80	= B
79-70	= C
69-60	= D
59-0	= U

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Students will also be assigned a comparative analysis paper during the second unit of class. Below is an aspect of the rubric for this assessment, that emphasizes “The Aesthetic Mode of Inquiry”.

**Objective 2.1: Knowledge of the Liberal Arts Course: ART 202 Survey of Art History II**

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

**Outcomes 2.1-A: Aesthetic Mode of Inquiry**

By graduation students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work.	Student does not interpret nor appreciate the works in question; demonstrates little to no understanding of how the works function on few, if any, levels	Student interprets and appreciates the works, however does not necessarily draw succinct or meaningful connections between cultural reception, historic context, and formal properties	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. This is achieved through the consideration of cultural reception, historic context, and formal properties in relation to the works in question	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. Student dynamically interprets and appreciates the works in their respective cultural context, while also offering new insight into how the works are perceived, thereby expanding the field of knowledge
Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.	Student does not analyze the formal and contextual framework of the works and has little to no understanding of these works in a way that uses critical thinking, analysis, or interpretation	Student analyzes the formal and contextual framework of two thematically-related works of art, however a lack of critical thinking, analysis, or interpretation renders an essay that does not successfully demonstrate how the works are related	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. Student analyzes the formal and contextual framework of two thematically-related works of art, noting their similarities and differences, thereby making a successful critical appraisal of how certain ideas, in the form of artworks, develop and transform over time	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. The paper considers how the works are related in formal and contextual terms, and draws connections to broader themes in the visual culture of the past, including but not limited to human relationships, ecologies, attitudes about death, identity, narrative, etc.
Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.	Student does not perceive meaningful connections to the visual cultures of the past and is unable to find relevance or meaning in the study of art history	Student sees some connections between the visual cultures of the past and reflects on those connections, however the connections might not be rooted in an introspective frame of critical thinking about culture	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes. At the same time, students consider what the future of visual culture might look like given their study of the visual cultures of the past

**Course Content and Communications**

Course content will be posted on Blackboard. The primary method of communication for this class is via Blackboard Announcement, which is sent through FHSU e-mail. It is essential that students check their FHSU e-mail on a daily basis to receive important information about assignments, scheduling, and all other updates about the class. Failure to do so will adversely affect student performance in this class and ultimately student grades.

**Expectations and Academic Dishonesty**

The work presented in class MUST be made by the student from initial idea to final finished product. Any work made by anyone other than the student will NOT be accepted; nor will work that was made prior to this class; nor will work that is/was made for another class. If students have questions about academic honesty in relation to this course, please ask the instructor. Turning in someone else’s work will result in an automatic failure of the course (a letter grade of “F” with academic dishonesty). Survey of Art History II, like all studio and academic classes, demands a commitment of time in order to perform successfully. Students are encouraged to read FHSU’s

Academic Honesty Policy, which is found in the University Catalog and online at:  
[https://www.fhsu.edu/academic/provost/handbook/ch\\_2\\_academic\\_honesty/](https://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/)

### **Attendance**

*Attendance is absolutely mandatory on all days and for the entire duration of class time.*

A student's grade will be adversely affected by absences, lateness, or premature exit from class. More than three (3) absences will result in the lowering of a grade by a full letter grade. Being late to class or leaving early three (3) times is equal to one (1) absence. Students should not let attendance ruin their grade. It is the student's responsibility to ensure that they have obtained all of the material they missed for any absence. If a student is aware that they will be absent ahead of time, they must notify the professor in writing (i.e. via e-mail) as soon as possible. All work, including in-class assignments, must be done in advance in order to get full points.

### **Excused Absences**

UNDER NO CIRCUMSTANCES SHOULD A STUDENT COME TO CLASS IF THEY HAVE ANY SYMPTOMS OF COVID-19 or any other serious illness. If a student is not feeling well, they are strongly encouraged to seek medical attention in a timely manner. In the event that a student has serious illness such as CoVid-19, they should contact the Office of Student Affairs in order to take next steps while also informing the instructor. Above all, students should NEVER come to class if they are feeling ill or have been directly exposed to someone with CoVid-19.

### **CoVid-19 Safety Precautions**

Students are required to wear face coverings in this class for the entire duration of class time until further notice.

While the University is not mandating face coverings in general at this time, the University does recommend and support the wearing of face coverings in alignment with current public health guidance. Additionally, the University's policy on face coverings does allow for some local-decision making by instructors and event organizers. Students in this course are required to wear face coverings while in the classroom. This rule is subject to change, at the discretion of the instructor or as otherwise announced by the University.

While instructors and event organizers will attempt to resolve matters at the local level first, violations of this policy will be handled through the Student Code of Conduct process. Individuals may utilize the [Coronavirus \(COVID-19\) Concern Reporting form](#) for this purpose.

### **Cell Phones and Technology**

As a matter of courtesy, please turn off cell all phones and other devices prior to the beginning of class. If students are using their phones for any reason (which includes text messaging or using TikTok, Instagram, Snapchat, Facebook, etc.) I will issue one (1) warning after which time I will count every instance of use as a late to class / early departure. That being said, three (3) instances of in-class engagement with non-related devices or applications (or any combination of the two) will result in one (1) absence.

### **Breaks and Rest**

It is important for students to rest. If students do not take the time to rest, they cannot fully engage with the course material in a meaningful way. That said, all students should have designated times during the day to take a break. They should also have a routine of regular sleeping hours, as well as restricting the use of portable electronics such as cellphones and laptops for several hours before bedtime. For more resources on how to cultivate a better work-life balance as a student, please contact Health & Wellness Services at FHSU, 785-628-4401.

### **ADA**

FHSU is committed to full compliance with the Americans with Disabilities Act of 1990 as amended (ADA) and Section 504 of the Rehabilitation Act of 1973. These and other federal, state and local laws prohibit discrimination against qualified persons with disabilities. Under the ADA, "disability" means a physical or mental impairment that substantially limits a major life activity of an individual; a record of such an impairment; or being regarded as having such an impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself. For information pertaining to services, activities, and facilities that are accessible to persons with disabilities, contact the Human Resource Office, Sheridan Hall Room 110, 600 Park Street, Hays, KS 67601, (785) 628-4462.

Students can also visit the following page for more information:

<https://fhsu.edu/president/Compliance-Office/Americans-with-Disabilities-Act/index.html>

### **Harassment**

It is expected that all students enrolled in this course will abide by the terms and conditions of student conduct and academic honesty as cited in the FHSU campus-wide policy. FHSU is committed to creating and maintaining a community in which students, faculty, administrative, and academic staff can learn and work together in an atmosphere that enhances productivity and draws on the diversity of its members; an atmosphere free from all forms of disrespectful conduct, harassment, exploitation or intimidation, including sexual. No form of harassment will be tolerated in this class.

### **Title IX**

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer and the FHSU Title IX Coordinator, at [alschaffer@fhsu.edu](mailto:alschaffer@fhsu.edu) or 785-628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of student reporting options, and assist with any concerns you may have.

For more information, please visit: <https://www.fhsu.edu/judicial/gender-based-violence-misconduct-policy/>

FHSU community members can also speak *confidentially* with a Fort Hays State University professional who works in a healthcare or counseling role:

- Health & Wellness Services (formerly Student Health Center), 785-628-4293
- Options Domestic and Sexual Violence Services, 785-625-4202

### Student Support Services

- Tiger Tech  
<http://www.fhsu.edu/tigertech/>
- Forsyth Library  
<http://www.fhsu.edu/library>
- Writing Center  
<https://www.fhsu.edu/WritingCenter/>

Survey of Art History II – Schedule*				
Spring 2022				
*Subject to change				
Unit 1	Week 1	Monday	1/17	No Class – MLK Jr. Day
		Wednesday	1/19	Intro to the Course
		Friday	1/21	Chapter 18: Fourteenth-Century Art in Europe <ul style="list-style-type: none"> <li>• Cimabue</li> <li>• Giotto</li> </ul>
	Week 2	Monday	1/24	• Giotto
		Wednesday	1/26	• Duccio • Simone Martini and Lippo Memmi
	Week 3	Monday	1/31	• Ambrogio Lorenzetti
		Wednesday	2/2	• Jean Pucelle
		Friday	2/4	Chapter 19: Fifteenth-Century in Northern Europe <ul style="list-style-type: none"> <li>• Jan van Eyck</li> <li>• Melchior Broederlam</li> </ul>
	Week 4	Monday	2/7	• Claus Sluter • Paul, Herman, and Jean Limbourg (aka the Limbourg Brothers)
		Wednesday	2/9	• Master of the Unicorn Tapestries • Master of Flémalle
		Friday	2/11	• Jan and Hubert van Eyck
	Week 5	Monday	2/14	• Rogier van der Weyden • Hugo van der Goes
		Wednesday	2/16	Exam 1 Review
		Friday	2/18	Exam 1 (100 points)

<b>Unit 2</b>	<b>Week 6</b>	Monday	2/21	<b>Chapter 20: Renaissance Art in Fifteenth-Century Italy</b> <ul style="list-style-type: none"> <li>• Brunelleschi</li> <li>• Ghiberti</li> </ul>
		Wednesday	2/23	<ul style="list-style-type: none"> <li>• Donatello</li> <li>• Ghiberti</li> </ul>
		Friday	2/25	<ul style="list-style-type: none"> <li>• Masaccio</li> <li>• Domenico Ghirlandaio</li> </ul>
	<b>Week 7</b>	Monday	2/28	<ul style="list-style-type: none"> <li>• Botticelli</li> </ul>
		Wednesday	3/2	<ul style="list-style-type: none"> <li>• Andrea Mantegna</li> <li>• Giovanni Bellini</li> </ul>
		Friday	3/4	<b>Chapter 21: Sixteenth-Century Art in Italy</b> <ul style="list-style-type: none"> <li>• Leonardo da Vinci</li> </ul>
	<b>Week 8</b>	Monday	3/7	<ul style="list-style-type: none"> <li>• Leonardo da Vinci</li> <li>• Raphael</li> </ul>
		Wednesday	3/9	<ul style="list-style-type: none"> <li>• Michelangelo</li> </ul>
		Friday	3/11	<ul style="list-style-type: none"> <li>• Michelangelo</li> </ul>
	<b>Week 9</b>	Monday	3/14	No Class – Spring Break
		Wednesday	3/16	No Class – Spring Break
		Friday	3/18	No Class – Spring Break
	<b>Week 10</b>	Monday	3/21	Comparative Analysis (200 points) assigned <ul style="list-style-type: none"> <li>• Titian</li> <li>• Veronese</li> </ul>
		Wednesday	3/23	<ul style="list-style-type: none"> <li>• Pontormo</li> <li>• Parmigianino</li> <li>• Bronzino</li> <li>• Michelangelo</li> </ul>
		Friday	3/25	Exam 2 Review
	<b>Week 11</b>	Monday	3/28	<b>Exam 2 (100 Points)</b>
<b>Unit 3</b>		Wednesday	3/30	<b>Chapter 22: Sixteenth-Century Art in Northern Europe and the Iberian Peninsula</b> <ul style="list-style-type: none"> <li>• Durer</li> <li>• Grunewald</li> </ul>
		Friday	4/1	<ul style="list-style-type: none"> <li>• El Greco</li> <li>• Bosch</li> </ul>
	<b>Week 12</b>	Monday	4/4	<b>Comparative Analysis due (200 points)</b> <ul style="list-style-type: none"> <li>• Brueghel</li> </ul>
		Wednesday	4/6	<ul style="list-style-type: none"> <li>• Holbein</li> </ul>
		Friday	4/7	<b>Chapter 23: Seventeenth-Century Art in Europe</b> <ul style="list-style-type: none"> <li>• Bernini</li> </ul>
	<b>Week 13</b>	Monday	4/11	<ul style="list-style-type: none"> <li>• Caravaggio</li> <li>• Gentileschi</li> </ul>
		Wednesday	4/13	<ul style="list-style-type: none"> <li>• Velazquez</li> </ul>
		Friday	4/15	<ul style="list-style-type: none"> <li>• Rubens</li> <li>• Rubens and Snyders</li> </ul>
	<b>Week 14</b>	Monday	4/18	<ul style="list-style-type: none"> <li>• Rembrandt</li> </ul>
		Wednesday	4/20	<ul style="list-style-type: none"> <li>• Vermeer</li> </ul>
		Friday	4/22	No Class - Conference
	<b>Week 15</b>	Monday	4/25	<b>Chapter 30: European and American Art, 1715-1840</b>

				<ul style="list-style-type: none"> <li>• Watteau</li> </ul>
		Wednesday	4/27	<ul style="list-style-type: none"> <li>• Fragonard</li> <li>• Boucher</li> </ul>
		Friday	4/29	<ul style="list-style-type: none"> <li>• Greuze</li> </ul>
	<b>Week 16</b>	Monday	5/2	<ul style="list-style-type: none"> <li>• Vigee-Lebrun, David</li> </ul>
		Wednesday	5/4	<ul style="list-style-type: none"> <li>• Goya</li> </ul>
		Friday	5/6	Final Exam Review
	<b>Week 17</b>	Monday	5/9	No Class
		Wednesday	5/11	Final Exam (200 points)
		Friday	5/13	No Class