



## WESTERN CIVILISATION THROUGH ART II (Syllabus)

**Fall Semester, 2007**

**Lecturer:** Dr. Konstantinos Giakoumis

**Contact Hours:** Fridays, 16.00–17.00

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**Classes:** *Thursdays, 19:00-20:00 (Independent Study)*

### **Course Description:**

This course examines the important events, people, movements, developments and trends that contributed in the making of world civilisations, especially Western civilisations. It also aims at providing an understanding, knowledge and appreciation of major art historical phenomena and works of high aesthetic quality in architecture, sculpture, painting, and other visual art forms. The course begins with an overview of the creative forces that unleashed the Renaissance spirit and art, and ends with an overview of the Cold War. In addition, students look at major forms of artistic expression from the early Renaissance (14<sup>th</sup> Century), to the emergence of post-Modernism (late 20<sup>th</sup> Century) and learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. It is, therefore, anticipated that students will gain an incisive view of major events and developments from the 14<sup>th</sup> Century to the present day, analyse and evaluate their importance in a critical fashion, develop insights beyond a mere repetition of dates, places, and artists, and come to a greater understanding of the trends and movements that have shaped civilisations and cultures throughout the ages.

### **Course Outline:**

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| <b>I</b>   | 10/11 | Course introduction, subjects, and requirements. How to write the research paper. History and Art History: its object and problems. <u>Thinking Skills:</u> Periodization in history; primary and secondary sources.   |
| <b>II</b>  | 10/18 | RENAISSANCE THOUGHT AND ART IN ITALY: FROM GOTHIC TO RENAISSANCE. <u>Thinking Skills:</u> Primary and Secondary Sources. Analyzing primary sources often tells us more than their authors had in mind. <u>Readings:</u> <b>1)</b> Kleiner et al., Chapter 19. <b>2)</b> Adams, Chapter 12. <b>3)</b> Brummett at al., Chapter 15. <i>Titles of papers and outlines due.</i>                              |
| <b>III</b> | 10/25 | THE EARLY AND HIGH RENAISSANCE IN ITALY. <u>Thinking Skills:</u> Relationships between facts, opinions, sources and interpretations; Understanding, evaluating and producing descriptions of art objects. <u>Readings:</u> <b>1)</b> Kleiner et al., Chapters 21-22. <b>2)</b> Adams, Chapters 13-14.  |
| <b>IV</b>  | 11/01 | RENAISSANCE THOUGHT AND ART IN NORTHERN EUROPE. MANNERISM. <u>Thinking Skills:</u> Comparing and contrasting a variety of artworks unveils important evidence on social structures, economies, politics and cultures. <u>Readings:</u> <b>1)</b> Kleiner et al., Chapter 20 and pp. 673-687. <b>2)</b> Adams, Chapters 15. <b>3)</b> Brummett at al., Chapter 15.  |
| <b>V</b>   | 11/08 | THE PROTESTANT REFORMATION AND THE POLITICAL TRANSFORMATION OF EUROPE (1500-1650); 16 <sup>TH</sup> CENTURY ART IN NORTHERN EUROPE. <u>Thinking Skills:</u> Relating social groups and the individuals in (art) historical understanding. <u>Readings:</u> <b>1)</b> Kleiner et al., Chapter 23. <b>2)</b> Adams, Chapter 16. <b>3)</b> Brummett at al., Chapters 16-17. <b>4)</b> Reilly, Chapters 1-2. |
| <b>VI</b>  | 11/15 | FROM ABSOLUTISM TO THE OLD REGIME (1648-1774); LIMITED CENTRAL POWER IN THE CAPITALIST WORLD (1600-1789). BAROQUE AND ROCOCO ART. <u>Thinking Skills:</u> Comparing and contrasting internationally offers valuable information on social structures, economies, politics and cultures. <u>Readings:</u> <b>1)</b> Kleiner et al., Chapter 24. <b>2)</b> Adams, Chapters 17-18. <b>3)</b> Brummett at    |

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|             |       | al., Chapter 18. <i>Detailed Outlines and Annotated Bibliography Due.</i>   |
| <b>VII</b>  | 11/22 | THE SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT. NEO-CLASSICISM AND ROMANTICISM. <u>Art Historical Thinking Skills</u> : Diversities in judging the past; understanding and evaluating historical change; distinguishing causes of change. <u>Readings</u> : 1) Kleiner et al., Chapter 28. 2) Adams, Chapters 19-20. 3) Brummett at al., Chapters 19-21. 4) Reilly, Chapter 5.   |
| <b>VIII</b> | 11/29 | THE FRENCH AND INDUSTRIAL REVOLUTIONS AND THEIR IMPACT ON EUROPE AND THE AMERICAS (1774-1825). <u>Historical Thinking Skills</u> : Diversities in judging the past. <u>Readings</u> : 1) Brummett at al., Chapter 22. 2) Reilly, Chapters 6-7.  |
| <b>IX</b>   | 12/06 | THE CENTURY OF WESTERN DOMINANCE AND THE TRIUMPH OF THE MIDDLE CLASSES: The Development of States in the West (1815-1871) AND Western Economic, Scientific, Intellectual, and Cultural Accomplishments, 1815-1914. <u>Thinking Skills</u> : Evaluating alternate theses; understanding how and why developments and events are interpreted and re-interpreted. <u>Readings</u> : 1) Brummett at al., Chapter 23-26. 2) Reilly, Chapters 7-8.. <i>First research paper drafts due.</i> |
| <b>X</b>    | 12/13 | REALISM, IMPRESSIONISM, POST-IMPRESSIONISM AND SYMBOLISM. <u>Thinking Skills</u> : Shifting evidence: social, economic, political and cultural. <u>Readings</u> : 1) Kleiner et al., Chapter 29. 2) Adams, Chapters 19-22.  |
| <b>XI</b>   | 12/20 | WESTERN POLITICS AND DIPLOMATIC FAILURE, 1871-1914. <u>Thinking Skills</u> : Sifting evidence: 'Before' and 'After'. <u>Readings</u> : 1) Brummett at al., Chapter 27. 2) Reilly, Chapter 9. <i>First Drafts of Research Papers Due.</i>  |
| <b>XII</b>  | 01/10 | EXPRESSIONISM AND MODERN ART. <u>Thinking Skills</u> : Close-reading and interpreting a variety of art historical sources. <u>Readings</u> : 1) Kleiner et al., Chapter 33. 2) Adams, Chapter 24.   |
| <b>XIII</b> | 01/17 | WINNING THE WAR AND LOSING THE PEACE, 1914-1939; AUTHORITARIAN POWERS: Russia, Italy, and Germany (1917-1939). CUBISM AND ABSTRACT. <u>Art Historical Thinking Skills</u> : Using Literature in History and Art History. <u>Readings</u> : 1) Kleiner et al., Chapters 33-34. 2) Adams, Chapters 25-27. 3) Brummett at al., Chapter 28. 4) Reilly, Chapter 10. <i>Research papers due.</i>  |
| <b>XIV</b>  | 01/24 | WESTERN WEAKNESS, DIPLOMATIC FAILURE, WORLD WAR II AND THE COLD WAR. <u>Thinking Skills</u> : Understanding Processes. <u>Readings</u> : 1) Brummett at al., Chapters 29-32. 2) Reilly, Chapters 11-12. <i>Research Papers presentations.</i>   |
| <b>XV</b>   | 01/31 | <b>FINAL EXAM.</b>  |

### **Textbooks:**

Adams L. (2003), *Art Across Time*, New York: McGraw-Hill Publ.

Brummet P., Edgar R. R., Hacket N. J., Jewsbury G. F., Taylor A. M., Bailkey N. M., Lewis C. J., Wallbank T. W. (2003), *Civilization: Past and Present*, Twelfth Edition, New York: Longman.

Kleiner F. S., Mamiya C. J., Tansey R. G. (2006), *Gardner's Art Through The Ages*, Fort Worth – Philadelphia – San Diego – New York – Orlando – Austin – San Antonio – Toronto – Montreal – London – Sydney – Tokyo: Harcourt College Publishers.

Reilly K. (2004), *Worlds of History: A Comparative Reader*, v. 2, Bedford/St Martin's (copies available in the library).

### **Additional Readings and Other Materials:**

Additional readings shall be assigned from other books, articles, or in-class handouts on a case-by-case basis. Various audio-visual materials shall be included in class presentations.

### **Supplemental Web-based Research:**

Students are expected to supplement their textbook readings with Web-based research, and specific reading assignments may be made from these websites:

- <http://www.fordham.edu/halsall/mod/modsbook.html>
- [http://wps.ablongman.com/long\\_brummett\\_cpp\\_11/0,10860,2352410-,00.html](http://wps.ablongman.com/long_brummett_cpp_11/0,10860,2352410-,00.html) (companion web-site to the principal textbook).

**Term Paper:**

Students will be required to write a term paper on a subject either of their own choice, or chosen from a list after consulting with the instructor. Topics suggested by the students are subject to approval and involve an oral in-class presentation. (See notes on plagiarism). The 40% grade of the term paper is to be divided under the following components: 1) A well-focused and thought research paper proposal and a sophisticated annotated bibliography: 10%. 3) Submission of the paper's first draft: 10%. 5) Evaluation of the final draft: 20%.

**Basis for Student Evaluation:**

- |   |      |
|---|------|
| 1. Attendance, participation and preparation: | 10 % |
| 2. Assignments:                               | 30 % |
| 3. Term Paper:                                | 40 % |
| 4. Final Exam:                                | 20 % |

**Grading Scale:**

| Letter Grade | Percent (%) | Generally Accepted Meaning                                       |
|--------------|-------------|--|
| A            | 96-100      | Outstanding work   |
| A-           | 90-95       |  |
| B+           | 87-89       | Good work, distinctly above average                              |
| B            | 83-86       |  |
| B-           | 80-82       |  |
| C+           | 77-79       | Acceptable work  |
| C            | 73-76       |  |
| C-           | 70-72       |  |
| D+           | 67-69       | Work that is significantly below average                         |
| D            | 63-66       |  |
| D-           | 60-62       |  |
| F            | 0-59        | Work that does not meet minimum standards for passing the course |

**Individual Tutorials:**

Students are welcome to arrange a tutorial session with the instructor on an individual basis. An announcement of my office hours is placed outside my office, Administrational Building, 2<sup>nd</sup> floor.

**General Policies:**

1. Regular attendance is expected. If there is an urgent reason to be absent, please email the instructor in advance. A student may not enter an examination without having justified all of his/her absences.
2. Assignments will be collected at the beginning of the class session. There will be a 10% daily deduction for late assignments (up to 2 days only, thereafter no grade will be given) unless you make special arrangements with the instructor in advance via email communications.
3. Any violation of academic honesty principles, e.g. plagiarism, will result in an automatic F on the course, in line with UNYT's Honour Code policies.
4. Make-up exams will be given only in the case of a confirmed medical excuse. If possible, please advise the instructor in advance by email.

**Please Note:** STUDENTS: If you feel that you have special learning difficulties, please, make an appointment with Ms. A. Gramo. Ms. Anxhela Gramo is trained to help students with learning difficulties. She has offered to provide this service to our students, just as it is offered in all American universities.