

SUNY Broome General Education
Course Proposal and Revision Form

I. Course Information/Signature Page

Date: 11/6/2022

Course Title: History of Western Art II

Proposed Course Title (only for courses proposing new titles through Curriculum Committee):

[Click here to enter proposed course title.](#)

Department/Subject Designator: ART 103

Number credits: 3

Pre-requisites/Co-requisites: [Click here to enter pre-req/co-reqs.](#)


Sponsor Proposer: Patricia Evans, Chair

Sponsor Department(s): Art and Design

Cross-listed proposer (if applicable): [Click here to enter cross-listed proposer.](#)

Cross-listed department (if applicable): [Click here to enter cross-listed department.](#)

Effective semester/year of Proposed GE Addition: Spring 2023

<i>Approvals</i>		<i>Yes</i>	<i>No</i>
Sponsoring Department: Patricia Evans	<i>Patricia Evans</i>	11/06/2022	x
Comments:			
Department Chair: Patricia Evans	<i>Patricia Evans</i>	11/06/2022	x
Comments:			
Sponsoring Division: (Dean signs for Division)		Date 10 NOV 2022	X
Comments:			
Cross-listed Department (if applicable): (Chair signs for Department)		Date	
Comments:			
Cross-listed Division (if applicable): (Dean signs for Division)		Date	
Comments:			
<i>These signatures will be obtained upon approval of the course as a General Education course</i>			
General Education Committee: (Chair signs for Committee)		Date	
Comments:			
Registrar:		Date	
Comments:			
VPAA/CAO:		Date	
Comments:			

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II. SUNY GER Categories

a. Select a category for which the course is proposed to become a General Education course. *Please note that your course must meet the learning outcomes for the specific General Education category selected and include the SUNY general education learning outcomes.*

- Mathematics
- Natural Sciences
- Diversity: Equity, Inclusion, and Social Justice
- U.S. History and Civic Engagement
- Social Sciences
- World History and Global Awareness
- Humanities
- The Arts
- World Language
- Communication (Written)
- Communication (Oral)

b. Select any infused competencies for which your course meets. *Please note that if selected, your course must demonstrate that it meets these learning outcomes.*

- Critical Thinking
- Information Literacy

III. Student Learning Outcomes

a. List the course student learning outcomes.

1. **Demonstrate** knowledge of the conventions and methods of at least one of the humanities.
2. **Recognize** and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.
3. **Demonstrate** an understanding of at least one principal form of artistic expression and the creative process inherent therein.

IV. Catalogue Description

a. Please enter the actual description of this course as will be listed in the SUNY Broome College Catalogue.

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Survey of the visual arts in Western culture from the early Renaissance until today, revealing the ways that the world and the thoughts of men and women have changed during this period, and how evolving ideas are reflected in works of art. Slide lecture format.

V. Topical Outline

Please describe the specific topics which will be addressed within this course. *You should ensure that your topical list meets the General Education category student learning outcomes.*

The Early Renaissance

- Humanism
- Medici family
- Giotto
- Renaissance
- Florence Baptistery Doors
- Filippo Brunelleschi
- Lorenzo Ghiberti
- Sacrifice of Isaac
- Florence Cathedral Dome
- Santo Spirito, Florence
- Linear Perspective
- Ghiberti's East Baptistery Doors
- 15th Century Painting – Masaccio
- The Brancacci Chapel
- Chiaroscuro
- Masaccio
- Aerial or atmospheric perspective
- Gentile a Fabriano
- Donatello's David
- Leon Battista Alberti
- Rucellai Palace
- Andrea del Castagno, David and Goliath
- Andrea del Verrocchio, sculptor
- Paolo Uccello (1397-1475)
- Equestrian Portraits
- Donatello's Gattamelata
- State Portraits
- Piero della Francesca (1439-1492)
- Fra Angelico (1400-1455)
- Filippo Lippi (1406-1469)
- Andrea Mantegna (1430-1506)
- Sandro Botticelli (1445-1510)
- Fifteenth-Century Painting in Netherlands
- Neoplatonism

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- Jan van Eyck, The Ghent Altarpiece, Man in a Red Turban, and Aranoflini
- Rogier van der Weyden

High Renaissance

- Leonardo da Vinci, Vitruvian man, 1485-90
- Last Supper
- Madonna and Child with Saint Anne
- Mona Lisa, 1503-5
- Michelangelo Buonarroti, Peita, 1498-1500
- Michelangelo, David 1501
- Sistine Chapel Ceiling Frescoes
- Michelangelo, Creation of Adam, 1510
- Michelangelo, Last Judgment
- Raphael, Madonna of the Meadow
- Raphael, School of Athens, 1509
- Titian, Pesaro Madonna, 1519-26

Mannerism and the Later Sixteenth Century in Italy

- The Reformation
- Politics and Religion
- Mannerism
- Jacopo da Pontoromo, 1494-1597
- Parmigianino, Madonna, and Child with Angels
- Agnolo Bronzini
- Cellini – Mannerist Sculpture
- Giambologna
- Counter-Reformation
- Paolo Veronese, Last Supper, renamed Christ in the House of Levi, 1573
- Jacopo Tintoretto, Last Supper, 1590
- El Greco, 1541-1614
- El Greco, Burial of the Count of Orgaz, 1586-88
- Andrea Palladio, Villa Rotunda, Vicenza, 1566-70
- Andrea Palladio, San Giorgio Maggiore, Venice, begun 1565

Sixteenth-Century Painting in Northern Europe

- The Netherlands
- Humanism in the North
- Martin Luther (1483-1546)
- Hieronymus Bosch (1450-1516)

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- Bosh – Garden of Earthly Delights – triptych (1510-15)
- Pieter Bruegel the Elder (1529-65)
- Pieter Bruegel, Landscape with the Fall of Icarus, 1554-55
- Pieter Bruegel, Netherlandish Proverbs, 1559
- Catrina Van Hemessen, (1528-87), Self-Portrait, 1548
- Albrecht Dürer, German
- Albrecht Dürer, Self-Portrait, 1498
- Matthias Grunewald, Crucifixion with Saint Sebastian
- Lucas Cranach the Elder (1472-1553)
- Hans Holbein the Younger

The Baroque Style in Western Europe

- Baroque Style
- Bernini – St. Peter’s Basilica
- Claude Perrault, Lois Le Vau, and Charles Le Brun, Louvre, Paris 1667-70
- Versailles
- Christopher Wren – St. Paul’s Cathedral, London
- Gianlorenzo Bernini, David
- Caravaggio, Boy with Basket of Fruit. C.1594
- Giovanni Battista Gaulli, Triumph of the Name Jesus , 1676-79
- Peter Paul Rubens (1577-1649)
- Caravaggio
- Rembrandt
- Gian Lorenzo Bernini
- Peter Paul Rubens
- Diego Velázquez
- Johannes Vermeer
- Anthony van Dyck
- Frans Hals

Chap Rococo and the Eighteenth Century Beyond the West

- The Netherlands
- The Age of Enlightenment
- Antoine Watteau (1684-1721)
- Jean-Honore’ Fragonard (1732-1806)
- Adelaide Labille-Guiard
- Jean-Baptiste Chardin
- Thomas Gainsborough
- William Hogarth
- Rococco Architecture in Germany
- Matthaus Daniel Poppelmann
- Dominikus Zimmermann
- Architecture Revivals in England
- Gothic Revival: Horace Walpole
- Classicism: Lord Burlington and Robert Adam

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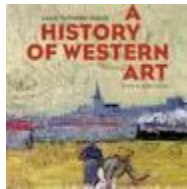
- The Classical Revival in Painting
- Angelica Kauffmann
- John Singleton Copley
- Rococo and the Eighteenth Century
- Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries
- Romanticism: The Late Eighteenth and Early Nineteenth Centuries
- Nineteenth-Century Realism
- Nineteenth-Century Impressionism
- Post-Impressionism and the Late Nineteenth Century
- The Early Twentieth Century: Picasso, Fauvism, Expressionism, and Matisse
- Cubism, Futurism, and Related Twentieth-Century Styles
- Dada, Surrealism, Social Realism, and Abstraction
- Abstract Expressionism
- Pop Art, Op Art, and Minimalism
- Innovation, Continuity, and Globalization

VI. List of Sample Readings

https://archive.org/details/A_History_of_Western_Art/page/n9/mode/2up

[A History of Western Art - Internet Archive](https://archive.org/details/A_History_of_Western_Art/page/n9/mode/2up)

https://archive.org/details/A_History_of_Western_Art



Chapter 15: The Early Renaissance

Chapter 16: The High Renaissance in Italy

Chapter 17: Mannerism and the Later Sixteenth-Century in Italy

Chapter 18: Sixteenth-Century Painting in Northern Europe

Chapter 19: The Baroque Style in Western Europe

Chapter 20: Rococo and the Eighteenth Century

Chapter 21: Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries

Chapter 22: Romanticism: The Late Eighteenth and Early Nineteenth Centuries

Chapter 23: Nineteenth-Century Realism

Chapter 24: Nineteenth-Century Impressionism

Chapter 25: Post-Impressionism and the Late Nineteenth Century

Chapter 26: The Early Twentieth Century: Picasso, Fauvism, Expressionism, and Matisse

Chapter 27: Cubism, Futurism, and Related Twentieth-Century Styles

Chapter 28: Dada, Surrealism, Social Realism, and Abstraction

Chapter 29: Abstract Expressionism

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Chapter 30: Pop Art, Op Art, and Minimalism

Chapter 31: Innovation, Continuity, and Globalization

[Click here to describe the specific readings for this course.](#)

VII. Syllabus

It is encouraged, but not required, that you attach a copy of the course syllabus to facilitate review of your course. The syllabus should indicate that completion of this course will satisfy the specified SUNY-GER area(s).

VIII. SUNY Broome General Education Assessment Plan

Both SUNY and Middle States require that the College's General Education Curriculum be regularly assessed in order to ensure its rigor and quality. As mandated by SUNY, SUNY Broome is required to develop and implement periodic evaluation of assessment of student achievement of student learning outcomes associated with the SUNY General Education Requirement.

Please complete the General Education Assessment Plan form. This form outlines the assessment schedule for the next 3 years of planned SLO assessments. **If you have questions about completing this section of the form, please contact the Chair of the General Education Committee, your division GEC representative, or the Dean of Institutional Effectiveness.**

Submission Instructions: Email the completed **General Education Course Proposal Form**, including Assessment Plan, copy of the course syllabus, course readings, and any supporting material to the Chair of the General Education Committee.

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SUNY Broome General Education Course Assessment Map & Plan
SUNY Broome GE Course SLO Alignment with SUNY-GER Course Alignment/SUNY Broome ILOs

Course Title and Number: Please list the course number and title here: **ART 103– History of Western Art II**

SUNY-GER Category: Please list the name of the SUNY–GER category here: **The Arts, HUM**

Assessment Schedule: Please list the assessment schedule here, including semester and year it will occur; if assessment is done each semester, please indicate this.

Fall 2019, Fall 2022, Fall 2025, Fall 2028

Which SUNY Broome ILO do you believe this course maps to, if any:

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<p style="text-align: center;">SUNY Broome Course SLO <i>(every course SLO should be listed, as stated within the college catalogue & course syllabus)</i></p>	<p style="text-align: center;">SUNY Broome ILO <i>(If an SLO maps to a SUNY Broome ILO, indicate it here by naming the ILO; otherwise leave blank)</i></p>	<p style="text-align: center;">Assessment Timeline <i>(indicate the frequency in which assessment occurs, including semester and year within assessment cycle)</i> <i>*All SLOs must be assessed at least once every 3 years</i></p>	<p style="text-align: center;">Learning Activity <i>(indicate the learning activity used to assess the SLO)</i></p>	<p style="text-align: center;">Criteria for Success/Benchmark <i>(indicate the <u>criteria</u> used to assess SLO & the <u>benchmark</u> for success)</i></p>
<p>1. Demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.</p>		<p>Every 3 years--- Fall 2019, Fall 2022, Fall 2025, Fall 2028</p>	<p>Written comparative analysis and written discussions.</p>	<p>80% of the students receive an 80% or above.</p>
<p>2. Demonstrate knowledge of the conventions and methods of at least one of the humanities.</p>		<p>Every 3 years --- <i>Fall 2019, Fall 2022, Fall 2025, Fall 2028</i></p>	<p>Written comparative analysis and written discussions.</p>	<p>80% of the students receive an 80% or above.</p>
<p>3. Recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.</p>		<p>Every 3 years --- <i>Fall 2019, Fall 2022, Fall 2025, Fall 2028</i></p>	<p>Written comparative analysis and written discussions.</p>	<p>80% of the students receiving an 80% or above.</p>

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