Art 326: Northern Renaissance Art  
Spring, 2011  
TTh, 2:00-3:15

Course Objectives and Description  
This course will investigate Northern Renaissance art of the fifteenth and sixteenth centuries, concentrating on painting. Students will be introduced to the major artists, subjects, and stylistic developments during this time period. Additional emphasis will be placed on issues such as iconography, stylistic developments, social context, patronage, techniques, and recent developments in the field. Students will also be introduced to current research methods appropriate for art historical inquiry. Students are expected to actively participate in the course through regular attendance, class discussions, outside readings, and completion of all assignments.

Required Textbooks  
- Additional readings to be assigned.

Optional Book  
- James Snyder, Northern Renaissance Art, revised edition, 2005 (useful as general reference but expensive).

Grading  
Students will be evaluated by the following criteria:  
Research Paper 30%  
Mid-term Exam 30%  
Final Exam 30%  
Presentations, Discussion, and Attendance 10%
Schedule of Classes
*Denotes articles that ALL students should read before class.

January 13: Class rescheduled due to trustee meeting
*For next time read Julien Chapius, “Early Netherlandish Painting: Shifting Perspectives,” in From VE 2 B, pp. 3-21.

January 18: The Origins of Early Netherlandish Art until ca. 1420
*Be prepared to discuss the assigned reading by Chapius.

January 20, 25: Jan Van Eyck, Iconography, and the Arnolfini Portrait
All students must read:
*From VE2B, pp. 79-85 and catalogue# (henceforth cat.) 1.
*Excerpts from Erwin Panofsky, Early Netherlandish Painting, Its Origin and Character, 2 vols., Cambridge, MA, 1953 [PDF on fileserver].

Presentation Articles


*Video on the Arnolfini Portrait

January 27: Jan van Eyck (except the Arnolfini Portrait)
All students must read:

Presentation Articles


February 1: Robert Campin
* From VE2B, cat. 2, 20, 47
* Panofsky excerpts

Presentation Articles


February 3: Rogier van der Weyden, and Religious Imagination
* From VE2B, 139-145; cat. 10, 23, 45, 46

Presentation Articles


**February 8: Petrus Christus and Dieric Bouts**

*From VE2B, 3, 4, 5, 21, 22 (Christus);*  
*From VE2B, 205-211; cat. 6, 24, 26, 50, 52, 53, 58 (Bouts)*

**Presentation Articles**


**February 10: Class rescheduled due to College Art Association Conference**

**February 15: Mysticism and Madness: Ghent and Hugo van der goes and Geertgen Tot Sint Jans**

*From VE2B, cat. 30, 31*

**Presentation Articles:**


Nevet Dolev, “Gaspar Ofhuy's Chronicle and Hugo van der Goes,” *Assaph*, 4, 1999, 125-137 [see me for this article].

**February 17: Hans Memling and Bruges**

*From VE2B, cat. 11, 12, 27, 28, 29, 32, 54, 55, 56*

*Brochure from Prayers and Portraits: Unfolding the Netherlandish Diptych*

**Presentation Articles**


**February 22: Gerard David**

*From VE2B, 273-281; cat. 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 84*

**Presentation Articles**


**February 24: German Painting and Sculpture: Matthias Grünewald (Mathis Gothart Neithart)**

**Presentation Articles**


March 1: Hieronymus Bosch

*From VE2B, cat. 64, 66*

**Presentation Articles:**


March 3: Bosch (cont.)

**Presentation Articles:**


March 8: Catch up and Discussion

March 10: Mid-Term

*Spring Recess*

March 22: Germany in the Later 15th Century (Sculpture and Prints)
March 24, 29, 31: Albrecht Dürer

Presentation Articles:


April 5: Cranach and the Reformation

Presentation Articles:

April 7: More responses to Dürer and Religion (Albrecht Altdorfer and Hans Baldung Grien)

**Presentation Articles:**


April 12: Hans Holbein the Younger

*Video on Holbein’s Ambassadors*

**Presentation Articles:**


April 14: Pieter Bruegel the Elder

*From VE2B, 379-385; cat. 102*

**Presentation Articles:**


April 19: Discussion of Craig Harbison, *The Mirror of the Artist*

**Required Reading:**

**Easter Recess**
April 26: Later Masters (Jan Gossart, Lucas van Leyden, Maerten van Heemskerck and others)

From VE2B, 319-327; cat. 38, 99 (Massys); 39, 40 (Gossart); 42 (Heemskerck); 41, 100, 101 (Isenbrandt)

Presentation Articles:


April 28: Visit to Memphis Brooks Museum (depending on exhibits)


Final Exam Scheduled for Friday, May 6th, 8:30 a.m.

Note that the schedule may be modified during the semester to accommodate a museum visit and other special opportunities.
Notes on Graded Assignments:

Class Presentations
Each student will lead two class discussions based on reading assignments. Students may choose any article or book chapter(s) listed on the syllabus under “Presentation Articles”. Alternative readings are occasionally acceptable but must be approved beforehand. I strongly encourage using PowerPoint as a presentation tool. Students are responsible for finding or scanning their own visuals.

Students should prepare to address the following four issues:
1-- What is the subject of the article and why was it written? In other words, why should anyone care to read and discuss this piece in the first place.
2-- What are the methods used to address the issue? Each author has a definite strategy or methodological approach to the material, which you should identify and discuss.
3-- What are the conclusions reached? What do we learn from the study?
4-- What is your critical reaction to the article? This is of crucial importance. Did the article make sense? Do you think the conclusions are valid? What did the author ignore? Could there have been an alternative conclusion? Would a different method have helped? Is this the definitive word on the subject?

Presentation Style
I strongly encourage all students to use PowerPoint presentations though there is some room for variation. Preparation and execution will be crucial to your grade. You may choose to work from note cards or no notes at all; you may also choose to read from a script. In any case, the student must be prepared to respond to questions, lead discussion, and otherwise show competency with the material presented. This is a good chance to experiment and try new methods.

Images
Excellent images are available on the web and are perfectly appropriate to use for educational purposes. Most images are easily found on the web but students should be prepared to scan select or obscure images on occasion.

Final Copy
After the in-class presentation, each student will submit the PowerPoint presentation to my inbox on the academic volume and a separate written version of their findings. The content should essentially cover the same material as covered in class with the addition of responses to questions, new ideas, and discussion. The written copy (2-3 pages) is due within a week of the oral presentation. The grade for this assignment will be based upon both the oral and written versions.

Note: You may use any notes that you prepare yourself but students will NOT be allowed to read from the article during the class presentation unless specifically quoting a passage or referring to an image. This is to be your own synthesis of the material.
Paper Assignment
Each student will choose a paper topic in consultation with the instructor. The possibilities are endless and students are encouraged to find a topic that is creative, original, and that they find personally interesting. Papers should be written in a format consistent with MLA guidelines and spelling, grammar, style, etc., will all be taken into account. All sources consulted must be cited, and important visual points should be supported by illustrations.

Important: Students are expected to do independent research and locate their own source material. Many of these sources are listed on the syllabus but students are expected to consult articles and books not listed. Additionally, students are encouraged to consult on-line resources for peer-reviewed publications (especially the BHA and JSTOR). Length of paper should be about 8-10 pages with no extraneous filler.

Class Participation
Students are expected to actively participate in class discussions, to raise questions, to complete reading assignments, and generally contribute to class activities. Excessive absences (3 or more) may result in a lower grade.

Please visit the following site for help using electronic resources:
Guide to Art History Research Using Digital Resources
http://www.rhodes.edu/images/content/Art_Docs/Electronic_Resources_Guide_%283%29.pdf