



OGLETHORPE
UNIVERSITY

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Course Description

This course focuses on the major artists and art movements of the Italian Renaissance period, up to and including the Mannerists, from 1250-1600. This course critically examines the paintings, architecture, and sculpture of the European late Gothic to the beginning of the Baroque. In addition, students will explore the classical world of Rome and Roman architecture as a background to the Italian Renaissance. Instruction will center on the visual arts as political, social, religious, and mythological evocations and reflections of the periods investigated. Taught in an interdisciplinary format, the course also incorporates the history, science, politics, and economics which relate to the visual arts of Italy.

Overall Structure of Course and Methods of Instruction

Lecturing and taking notes are a time-honored tradition, but not necessarily the best way to learn. Students learn best by doing: thus, you will be asked to fully participate in discussions both inside and outside the class through oral reports, internet chat-rooms, and forums, and oral discussions in small groups and in class at sites.

All classes will be conducted solely as undergraduate discussion/research presentations, with the professor as moderator, questioner, and commentator on the art. All visual images will be assigned from the text or the internet, and research areas given in the order the images are presented in the text.

Students will be assigned to present or discuss assigned paintings, sculpture, or architecture as individual reports at sites and online. Thus, students should come prepared with notes, questions, or ideas about the assigned works, and present research findings either in class or online in Moodle.

The 5 weeks of intensive aesthetic investigation into the art and architecture of Rome and Florence will be approximately divided accordingly:

- Week 1: Roman Architecture and Art as Foundation/Tricento Beginnings and Late Gothic, Giotto
- Week 2: Early Renaissance and Florence
- Week 3: The Second Renaissance Style
- Week 4: Leonardo, Michelangelo, and Rome
- Week 5: Rafello through the Mannerists

Course Goals & Learning Objectives

1. Identify by title, artist, and school the major visual representation of selected centuries in Italian art with an assessed accuracy of 70%.
2. Analyze the major classical aesthetic trends that helped influence and shape the visual arts during the Italian Renaissance, as evidenced in essays, forums, and a journal.
3. Explore the classical and Christian principles found in the visual arts of the Italian Renaissance, demonstrating the ability to explore these areas in essays, forums, and a journal, assessed in at least a 70% rubric rating.
4. Investigate the artistic and humanist constructs and methods used during the Italian Renaissance, evidenced in research demonstrated in a journal.
5. Develop a deeper appreciation and understanding of the visual arts within their cultural context, as evidenced in essays, forums, and a journal.

LeadAbroad Mission & Values

LeadAbroad is committed to leveraging the international experience for a student's personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- Creating *trusting relationships* with those from different cultures
- Identifying your *purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

Classroom Ethos:

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our every increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.
- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.

- Do not leave the room during class unless it is absolutely necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

Methods of Assessment

All grades for Assessment Methods utilize the following grading scale:

A= 93-100; A- =90-92;
B+ = 87-89; B = 83-86; B- = 80-82;
C+ = 77-79; C= 73-76; C- = 70-72
D+ = 67-69; D = 60-66; F= 59 and below

Rubric

Class discussion grades will be based upon your presentation, questions, responses, and ideas BOTH WITHIN THE GROUP, IN CLASS, and in Moodle FORUM, demonstrating understanding of the material read, as well as your individual input. Class participation counts as 1/3 of your total grade.

ESSAY EXAMS:

You will be given **THREE out-of-class essay exams**, all of which you will submit one week after the discussion questions are given to you. You will return them via Moodle uploaded—no hardcopy will be accepted. The essay must be typed, research style using APA or MLA, double-spaced, **usually 5-7 pages** total for each. Your final will be one of these out-of-class essays.

Essay exams count collectively as 1/3 of the final grade.

REPORTS/PARTICIPATION:

You are required to give at least **2-4 oral presentations**, in class or online, or at the museums we visit or at specific locales of 10-15 minutes on selected topics found in the readings and research and assigned to you.

You develop a handout with a picture of your image, with sufficient analysis and then analyze what we are seeing. Discuss the essential points. Please review the points about making Oral Presentations in the course materials in Moodle.

In addition, this class requires a high level of participation. You are required to attend online on Moodle when assigned to do so, at night, on an assigned evening and submit a **2-3 paragraph** post and respond to your colleagues in a **weekly FORUM on Moodle**. **The responses are usually due Sunday night.**

You are also required to attend class with **no more than 1 absence allowed**. Any more than one absence, without legitimate excuse, and you will be dropped from the course. There is no reason to miss a class; any online activity and FORUMS are archived on Moodle, and you can also access the class and what was discussed at any time.

In addition, any visit or exploration of a site or attendance at a museum will be required of all students.

Reports/Participation (oral reports and 4 forums) count collectively as 1/3 of the final grade.

FIELD JOURNAL:

Each student will upload at the session's end a field journal, with optional photos images, or sketches if you wish to include them. Please keep a hardcopy of the journal if you wish, but give me only the upload in Moodle. Please use Word. Make sure that you have clearly marked the research paper in a filename.

You are required in this journal to provide all of your observations, notes, and facts you have accumulated over our 5 weeks together from sites, museums, and ruins.

Observations and field journal notes MUST include:

- your assessment of architecture and terms learned
- terms you learned and definitions given about ancient Rome and paintings using the glossary and from talks
- a timeline you create from early Rome through the Baroque
- questions, left unanswered often, you may have about any sculpture or painting.
- any observations you make about sites we do not or cannot see together often assigned on a forum for you to experience in Rome.

Remember, this is an aesthetic and intellectual inquiry, not a diary; use the journal to reflect, develop ideas, or give insights you may have from your readings, your actual experiences of the sites, or any pertinent info you found we do not have time to discuss in class.

You can embed images in the journal if you wish but keep them small and balanced. I am looking for your analysis and writing.

The journal should be **a minimum of 30 pages.**

The field journal counts as 1/3 of the final grade.

IN-CLASS RESEARCH AND ORAL PRESENTATIONS:

You will be assigned specific sites, monuments, churches, or art individually.

Each day at the site, you will present at certain times, and I will let you know who does what report when on Moodle. You will use the internet, your texts, selected articles, films, and visuals to define, shape, and develop your report on assigned artists or periods in Renaissance art. You will present to the class the research, discussion points, hypotheses, and ideas.

You will be guided and prompted by your professor.

HOW TO DO IT

Show up on time to your site or museum. Everyone must pay attention and TAKE NOTES on what is being said. Please, no side conversations—respect the presenter.

Avoid rambling, disjointed, disorganized presentations. SPEAK LOUDLY ENOUGH FOR ALL TO HEAR, AS YOU ARE ADDRESSING THE CLASS, not just the Professor. You may use PowerPoint or the internet for images if we can see them outside.

Again, avoid rambling, digressive, or personal remarks about the image. Instead, analyze, evaluate, and help your classmates understand symbolism, historical context, and meaning.

It is much more effective to hand out copies of your points to all of us.

EACH STUDENT WILL HAVE 10-15 MINUTES TO PRESENT—NO MORE WILL BE ALLOWED IN ORDER TO FINISH THAT WEEK'S ASSIGNMENT.

The Professor will serve as mentor, guide, reference, and commentator on the presentations, and reserves the right to correct, challenge, or encourage further research in the areas being discussed.

PRESENTATIONS

Each person will have an opportunity to speak and present. Make sure you address the whole class, not just the professor, and use concise art terms, dates, place names, and specific info to define the subject.

You must speak loudly in some places, as we will be near tourists and traffic.

We will gather around you as you speak in a circle. Questions are welcomed after the report.

We will often give reports on the additional readings in the text on art that may not be in front of us, so be prepared to have a visual for all to see on the handout.

Be prepared on some occasions to go over the class time by 15 minutes as we have to walk to find our sites.

ISSUES TO CONSIDER:

- How was it made, when, where, and of what, and why?
- Who made it, and what is the context?
- What are the specific thematic aspects of the art?
- How does it compare to another piece of art or architecture we have seen, and why?

- Why is it interesting, and why it does it still appeal to us, or does it?
- What math or science is involved, if any?
- Any recent theories or ideas about the work?

Participation and Attendance

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

Attendance:

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2nd absence 2.5% deduction from overall grade
- 3rd absence additional 2.5% deduction from overall grade
- 4th absence additional 5% deduction from overall grade
- 5th absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Participation

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).

- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

Five-Week Class Schedule

DATE	TOPIC	READING
Week 1	<p>Introduction: The Roman and Tricento Background</p> <p>Brunelleschi, Scientific Perspective, Ghiberti, and the Humanist Tradition</p> <p>(Note: Week 1 will be in Rome and the weekend in Florence; weeks 2-4 we will continue to discuss what we saw in Florence)</p>	Ch. 1-4 Text, Campbell and Cole
Week 2	Design, Palace, Church, Sacred Space, and Oil Painting	Ch. 5-9 Text, Campbell and Cole
Week 3	<p>1480-1530: Migration of Artists, Myth Works, Art and Human Body</p> <p>Rome after 1527: Art and Invasion</p> <p>1st Essay uploaded by midnight</p>	Chs 10-15 Text, Campbell and Cole
Week 4	<p>Literate Art, Design and late Michelangelo, Villas and Ceilings</p> <p>2nd Essay Uploaded by midnight</p>	Chs 16—18 Text, Campbell and Cole
Week 5	<p>Art, Architecture and Urbanism in Reformation Rome</p> <p>Mannerist Sculpture of Michelangelo; Andrea del Sarto, Pontormo, Rosso, Correggio, Parmigianino and Sangello Architecture</p> <p>Giorgione, Titian, Dosso Dossi, and Tintoretto</p> <p>Sansovino, Palladio, and architecture</p> <p>M's Last Judgment, St. Peter's Dome,</p>	Chs. 19-21

	Cellini, Ammanati, Giovanni Bologna, Bronzino, and Vasari	
	3rd Essay Uploaded by midnight	

This is a flexible syllabus, and some changes may occur in content, with possible time adjustments made as needed in class and at specific sites in the cities. Please remain aware of possible changes announced in class. In addition, many of the works we will review we will be standing near, giving reports by them, and will not necessarily always correspond to your readings for that week. There is no classroom per se for this course; we will meet at the Map Room and go to sites each day and find places to work and give reports. We will also meet online for information about the next day or for Forums when necessary.

Most of the course deals with sophisticated concepts in Renaissance ideals about Christianity and the classical world. It is assumed that students have at least some rudimentary understanding of Christian symbolism, the Old and New Testament, and mythological symbolism from Greek and Roman cultures. Discussion of Christian doctrine in relation to the images or architecture does not imply in any way indoctrination; Renaissance beliefs may differ from your own; students are asked to view this as intellectual, cultural, and aesthetic examination, and not as religious teaching.

Field Journal Upload, by

Monday	Section A	Fora Boarium
Tuesday	Section B	Fora Boarium
Wednesday	Section A	Colosseum and Roman Forum
Thursday	Section B	Colosseum and Roman Forum
FLORENCE	Friday - Sunday	Uffizi and Museo d'Opera (Bargello optional)
Monday	Section A	Classroom
Tuesday	Section B	Classroom
Wednesday	Section A	Pantheon (free), Villa Farnese, four churches, Palazzo Altemps, Piazza Navona, etc
Thursday	Section B	Pantheon (free), Villa Farnese, four churches, Palazzo Altemps, Piazza Navona, etc
Monday	Section A	Vatican Museums and Basilica
Tuesday	Section B	Vatican Museums and Basilica
Wednesday	Section A	Capitoline Museo
Thursday	Section B	Capitoline Museo
Monday	Section A	Campo di Fiori, Cancelleria-- Leonardo Exhibit
Tuesday	Section B	Campo di Fiori, Cancelleria-- Leonardo Exhibit
Wednesday	Section A	Galleria Borghese and Gardens
Thursday	Section B	Galleria Borghese and Gardens

Monday	Section A	Chiesa del Gesu, Sant Ignazio
Tuesday	Section B	Chiesa del Gesu, Sant Ignazio
Wednesday	Section A	Aventine Hill: Cestius Pyramid, Protestant Cemetery then to Trastevere and S. Maria Church.. Or Spanish Steps area
Thursday	Section B	Aventine Hill: Cestius Pyramid, Protestant Cemetery then to Trastevere and S. Maria Church.. Or Spanish Steps area

Academic Policies

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers. Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire.”

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2 Copying another person's work or participation in such an effort.

- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7 Making unauthorized copies of graded work for future distribution.
- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.