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## TOPICS: GIOTTO TO CARAVAGGIO: RELIGIOUS ICONOGRAPHY in Spring 2019 (AH3091B)

<b>Course Code</b>	AH3091B	<b>Professor(s)</b>	Mathilde Bert
<b>Prerequisites</b>	None	<b>Office Number</b>	C-504
<b>Class Schedule</b>	MR: 15:20-16:40 in C-101 R: 16:55-18:15 in V-1	<b>Office Hours</b>	By appointment
<b>Credits</b>	4	<b>Email</b>	mbert@aup.edu
<b>Semester</b>	Spring 2019	<b>Office Tel. Ext.</b>	

### Course Description

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While the Renaissance is best known for the revival of classical forms and subject-matters, religious art in fact dominated the art production in the 15th and 16th centuries. While responding to a serie of conventions and traditions, religious subjects could offer artists the more ambitious and prestigious commissions, as they were more often than secular subjects intended for public display. Sacred images also faced artists with important conceptual challenges, such as how to represent the invisible and the unspeakable mysteries of Christianity. In this course, we will examine how painters addressed these and other challenges, beginning in the late 13th century with Giotto to the early 17th century. Attention will be paid to the traditional functions of religious images, as well as to new ideas developped in the context of the Counter-Reformation. The course will be structured thematically, and will emphasize episodes from the lives of the Virgin and Christ, as well as important themes from the Old Testament, and the lives of the saints. By comparing the images to the textual sources on which they are based, we will get a sense of the great creativity of this particularly rich period of Western art.

### Course Learning Outcomes

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### General Education

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The general education program at AUP consists of four requirements: Speaking the World,

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Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the Comparing Worlds Past and Present requirement and as such has the following learning outcomes:

**-Cross-cultural awareness**

**-Establishing historical chronology**

**-Comparison of visual culture(s) across several time periods and cultures**

## Course Outline

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**Note:** the readings that are not from your required purchase will be either posted on our Blackboard site or are available on-line.

**Monday, January 21st** Introduction to class – What is religious iconography?

**Thursday, January 24th** Historical background and methodology

### I. THE OLD TESTAMENT

**Monday, January 28th** Adam and Eve

Reading: Hall, pp. 4-5; Bible [=Vulgate], Genesis, chap. 1:26-31, chap. 2:7-25, chap. 3.

**Thursday, January 31st** Cain and Abel, Noah

Reading: Hall, pp. 57-58, 232-233; Bible[=Vulgate], Genesis, chap. 4:1-15, chap. 6-9.

**Monday, February 4th** The Sacrifice of Isaac, Jacob

Reading: Hall, pp. 3, 168-170; Bible[=Vulgate], Genesis, chap. 22, chap. 25: 19-34, chap. 27, chap. 28:1-5.

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**Thursday, February 7th Moses**

Readings: Hall, pp. 95-97, 187; Bible[=Vulgate], Exodus, chap. 2:1-10, chap. 3: 1-10, chap. 14:19-31, chap. 16:11-36; chap. 17-1-7; chap. 19, chap. 20, chap. 32:1-24; chap. 37; Numbers, chap. 11:7-9, chap. 20:1-13, chap. 21, 4-9; Janet Cox-Rearick, Bronzino's Chapel of Eleonora in the Palazzo Vecchio, chap. 7, "The Stories of Moses", Berkeley/Los Angeles/Oxford, University of California Press, 1993, 213-237.

**Monday, February 11th David, Judith, Susanna**

Readings: Hall, pp. 95-97, 187, 303-304; Bible[=Vulgate], Samuhel I, chap. 17; Samuhel II, chap. 11: 2-17; Daniel, chap. 13.

**II. THE NEW TESTAMENT**

**Thursday, February 14th The Life of the Virgin Mary before the Annunciation - I**

**SUBJECTS FOR RESEARCH PAPERS ON BLACKBOARD**

Reading: Hall, pp. 175-6, 227-228, 260-261, 206-207; Voragine, "The Birth of the Blessed Virgin Mary", pp. 535-9.

**Monday, February 18th The Life of the Virgin Mary before the Annunciation - II**

**FORMAL ANALYSIS DUE AT THE BEGINNING OF THE CLASS.**

Reading: Hall, pp. 175-6, 227-228, 260-261, 206-207; Voragine, "The Birth of the Blessed Virgin Mary", pp. 535-9.

**Thursday, February 21st The Annunciation**

Reading: Hall, pp. 20-21, 348, 35-36; Bible, The Gospel According to Luke (Evangelium Secundum Lucam), chap. 1: 26-38, 36-56; Paul J. Cardile, "Observations on the Iconography of Leonardo da Vinci's Uffizi Annunciation", *Studies in Iconography*, vol. 7-8, 1981-2, 189-208.

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**Monday, February 25th The Visitation, the Assumption**

**Thursday, February 28th Research session AUP Library**

**March 4th-15th SPRING BREAK**

**Monday, March 18th MIDTERM EXAM**

**Thursday, March 21st The infancy of Christ - I**

Readings: Hall, pp. 226-7 (Nativity), p. 7 (Adoration of the Shepherds), pp. 71-2 (Circumcision of Christ), pp. 259-260 (Presentation in the Temple); Bible, Gospel According to Luke, chap. 2:1-38; Voragine, chapter 13, "The Circumcision of the Lord".

**Monday, March 25th The infancy of Christ - II**

Readings: Hall, p. 6 (Adoration of the Magi), p. 211 (Massacre of the Innocents), pp. 128-9 (Flight into Egypt), p. 41 (The Baptism of Christ); Bible, Gospel According to Matthew, chap. 2:1-17

**Thursday, March 28th Visit of the Custodia Library (TBC)**

**Monday, April 1st The Passion of Christ**

Reading: Hall, pp. 194-196 (Last Supper), pp. 11-12 (Agony in the Garden), p. 49 (Betrayal), p. 218 (Mocking of Christ), p. 127 (Flagellation), p. 82-83 (Crowning with Thorns), pp. 113-114 (Ecce homo), p. 274 (Road to Calvary), pp. 83-89 (Crucifixion, Descent from the Cross), pp. 254-255 (Pietà/ Lamentation), pp. 117-118 (Entombment), pp. 271-272 (Resurrection)

**Thursday, April 4th No class – Trip to Rome**

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**Monday, April 8th Icons related to the New Testament: the Virgin and Child and the Holy Conversation**

**ANNOTATED BIBLIOGRAPHY DUE**

Readings: Hall, pp. 339-342; Leo Steinberg, *The Sexuality of Christ* (excerpt on Blackboard).

Additional recommended reading: David L. Clark, "Filippino Lippi's *The Virgin inspiring St Bernard* and Florentine Humanism", *Studies in Iconography*, vol. 7-8, 1981-2, 175-188; Jacqueline Marie Musacchio, "The Madonna and Child, a host of saints, and domestic devotion in Renaissance Florence", in G. Neher and R. Shepherd, *Revaluing Renaissance Art*, Cambridge, University Press, 148-164.

**III. THE SAINTS**

**Thursday April 11th John the Baptist and Mary Magdalene**

Readings: Hall, pp. 178-9; Bible, Gospel According to Matthew, chap. 3: 5-6; Mark, chap. 1:6; chap. 6: 17-28; Luke, chap. 1:5-22; 57-64, 80; chap. 3: 1-17; Stephanie Solum, "Choosing the Child Baptist: Beyond a Civic Icon" in *Women, patronage, and salvation in Renaissance Florence: Lucrezia Tornabuoni and the Chapel of the Medici Palace*, Farnham (GB), Ashgate, 2015, 81-108; Hall, pp. 208-210; Bible, Gospel According to Luke, chap. 7: 36-50, chap. 10: 38-42; John, chap. 20:14-18; Voragine, chap. 96, "Mary Magdalene".

TELL STUDENTS THAT SOLUM'S CHAPTER IS ABOUT THE ADORATION BY FILIPPO LIPPI

**Monday, April 15th Cosmas and Damian**

Reading: Hall, p. 79; Voragine, chap. 143, "Cosmas and Damian".

**Thursday, April 18th Louvre Visit**

**Monday, April 22nd No class**

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**Thursday, April 25th Sebastian**

Reading: Hall, pp. 285-286; Voragine, chap. 23; David Rosand, "Titian's Saint Sebastians", *Artibus et Historiae*, vol. 15, n°30, 1995, pp. 23-39.

**Monday, April 29th Jerome**

**FINAL PAPER DUE AT THE BEGINNING OF CLASS**

Reading: Hall, pp. 173-174. Richard Stapleford, "Botticelli's Saint Augustine", *The Art Bulletin*, vol. 76, n°1, 1994, pp. 69-80.

**Thursday, May 2nd Louvre Visit**

**Monday, May 6th Revision**

**Thursday, May 16th, 3:30 FINAL EXAM**

**Please note:** All assignments, readings, and dates listed on the syllabus may change. If they do so you will be informed promptly, and the posted syllabus online will be updated as needed.

You should do the readings before each class, read actively and critically, and come to class prepared to apply what you have read to the images shown in class.

More information about the assignments will be posted on Blackboard.

## Textbooks

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Title	Author	Publisher	ISBN	Required
Dictionary of Subjects and Symbols in Art	Hall	9780813343938	9780813343938	Yes

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## Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

**IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.**

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

## Grading Policy

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There will be a short formal analysis, midterm exam, final exam, and a research paper. Both writing assignments and the exams must be completed to pass the course. In addition, attendance, short in-class presentations and short response papers will be required as well. Your grade will be calculated as follows:

-Attendance/Participation: 15% (This will include your oral presentations and short response papers)

-Formal analysis (due Febr. 18): 15%

-Midterm: 20%

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-Annotated bibliography (due Apr. 8): 5%

-Research Paper (due Apr. 29): 20%

-Final Exam: 25%

**Grading Rubric:**

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: 63-66

***My personal approach to grading is outlined in an extensive rubric at the end of this syllabus.***

Make-up exams will only be given in the case of extreme and documented medical/personal emergencies, and the Professor must be notified of the situation PRIOR to the exam. Late papers will receive grade penalties and will not be accepted more than one week after their due dates. Evidence of plagiarism/fraud will be reported to the Office of Academic Integrity and will result in a failing grade for the course, regardless of all other work.

Late work: Each day that an assignment is late it will be deducted one third of a grade, (i.e. a B+ will become a B the first day late, a B- the second, and so on).

## **Other**

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**ATTENDANCE:** Required. A maximum of two excused absences will be tolerated and



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thereafter will affect your overall grade. Excused absences are limited to the major religious holidays and documented illness and must be supported by a written statement from a doctor. Excessive lateness (more than twice) will count as an absence. Unexcused absences will be taken into consideration in evaluating the final course grade. It is the student's responsibility to make up the work if a class is missed. *Excessive absences - more than **FOUR (4)** times - OR lateness - more than **SIX (6)** times, regardless of the excuses - will result in failure of the course, regardless of other grades received.* You must notify me by e-mail within 24 hours of any legitimate medical or personal emergency, and submit written documentation as soon as you return to class.

**MUSEUM VISITS:** Two visits are planned two to the Musée du Louvre (April 18, May 2). Another visit is planned at the INHA library (March 21 - TBC). For these visits, we will use the longer class time on Thursdays (periods 5 and 6) to ensure that everyone has enough time to get there and back without missing any other classes.

For the Louvre visits, we will meet under the reversed pyramid. Do not forget to bring your student card.

**CLASSROOM DECORUM:** Since classes at AUP are small, it is extremely important to be considerate of your fellow classmates and your professors. I ask that the following measures be respected in my class:

1. You are expected to arrive on time. If you are more than 15 minutes late, you may be asked to leave, since it will be counted in any case as an absence (rather than as lateness).
2. Class lasts only one hour and twenty minutes. Please use the facilities before or after.
3. No eating allowed in class.

All phones & other electronic devices MUST be turned off for the duration of the class. The one exception is that I will allow you to take notes on a tablet/laptop. However, if it becomes clear that you are using the device for purposes other than taking notes (i.e. Facebook, etc.), you will be asked to turn off your computer immediately for the rest of that class. If it happens again, you will lose the privilege of using your device to take notes in my class for the rest of the semester.

### **GENERAL GRADING RUBRIC**

<b>A (93-100)</b>	<b>Exceptional Performance</b> Particular areas of weakness in the rubric below will adjust a grade to an A- (90-92.5)
Course Content	Mastery of factual material and key abstract concepts in both written and oral participation.  Independent synthesis of readings, lectures and class discussion.  Personal positions are conceived and expressed with a clear

Written work	<p>sense of the argumentative structure, conceptual terminology and/or disciplinary methodology of course readings.</p> <p>Written work demonstrates factual precision, clear organization and personal style.</p> <p>Demonstration of superior research skills through use of peer-reviewed and press-edited sources.</p> <p>Demonstrated analysis and evaluation of research sources and successful citation to support independent ideas.</p> <p>Demonstrated understanding of relevance of subject matter to course and field.</p> <p>Effectively integrates academic guidance of professor and peers in the conceptual development of assignments.</p>
Class participation	<p>Regular participation in class discussion that actively expands collective inquiry, is relevant to topic of discussion, makes links to prior discussion and readings, and responds to others' contributions.</p> <p>Attentive presence in class.</p> <p>Behavior is respectful and actively contributes to effective learning environment.</p> <p>Arrives on time to class and is well prepared for class discussion and activities.</p>
Miscellaneous	<p>Actively seeks clarification of course material from professor.</p> <p>Communicates in timely fashion any difficulties in meeting course objectives.</p> <p>Accesses available academic supports such as Writing Center or Language Tutors if needed.</p> <p>All assignments turned in.</p> <p>No unexcused absences.</p>
<b>B (83-86.9)</b>	<p><b>Above Average Performance</b> Particular areas of strength or weakness in the rubric below will adjust a grade to a B+ (87-89.9) or B- (80-82.9)</p>
Course Content	<p>Basic mastery of factual material and ability to articulate majority of core abstract concepts with occasional factual and/or conceptual errors.</p>
Written work	<p>Written work demonstrates grasp of course material and basic</p>

	<p>comprehension of key concepts with occasional factual and/or conceptual errors.</p> <p>Thesis-based compositions with occasional lack of clarity in argumentative structure and a reliance on paraphrase or personal opinion.</p> <p>Limited independent analysis of cited sources and occasional ineffective use of citations.</p> <p>Effectively integrates academic guidance of professor and peers in the conceptual development of assignments.</p>
Class participation	<p>Regular participation in class discussion that is relevant to topic of conversation and responds to others' contributions.</p> <p>Attentive presence in class.</p> <p>Behavior towards classmate and professor is respectful and actively contributes to effective learning environment.</p> <p>Arrives on time to class and is well prepared for class discussion and activities.</p>
Miscellaneous	<p>Actively seeks clarification of course material from professor.</p> <p>Communicates in a timely manner any difficulties in meeting course objectives.</p> <p>Accesses available academic supports such as Writing Center or Language Tutors if needed.</p> <p>All assignments turned in.</p> <p>No more than two unexcused absences.</p>
<b>C (73-76.9)</b>	<p><b>Average Performance</b> Particular areas of strength or weakness in the rubric below will adjust a grade to a C+ (77-79.9) or C- (70-72.9)</p>
Course Material	<p>Frequent miscomprehension of factual and conceptual material in written and oral participation, with regular factual errors and regular difficulty in articulating core abstract concepts.</p>
Written work	<p>Disorganization in written work, lack of thesis-based argumentation, limited analysis of sources and ineffective use of citation, occasional difficulties of syntax and grammar that impede comprehension.</p> <p>Minimal integration of academic guidance of peers and professor in the development of assignments, difficulty in meeting objectives</p>

	of assignment.
Class participation	<p>Infrequent participation in class discussion with contributions that are generally relevant and responsive to other's contributions.</p> <p>Occasionally inattentive in class, respectful behaviour towards professor and classmates that contributes to effective learning environment.</p> <p>Occasionally tardy to class and unprepared for class discussion and activity.</p>
Miscellaneous	<p>No demonstrable effort to seek clarification of course material from professor or to communicate difficulties in meeting course objectives.</p> <p>Does not access available support such as Writing Center or Language Tutors</p> <p>Completes all assignments</p> <p>No more than three unexcused absences.</p>
<b>D (60-66.5)</b>	<b>Below Average Performance</b> Particular areas of strength in the rubric below will adjust a grade to a D+ (67-69.9)
Course Material	Limited comprehension of course material in written and oral participation demonstrated by frequent factual errors and inability to articulate core abstract concepts.
Written work	Disorganization in written work with frequent factual and conceptual errors, no discernible argumentative structure, ineffective use of sources, comprehension impeded by regular errors of grammar and syntax, consistent inability to meet stated objective of assessments, no integration of academic guidance of peers or professors in the development of assignments.
Class participation	<p>Participation in class demonstrates little attention to topic of discussion or the contributions of others.</p> <p>Often inattentive in class.</p> <p>Behavior disrupts classroom and distracts from effective learning environment.</p>
Miscellaneous	<p>No demonstrable effort to seek clarification of course material from professor or to communicate difficulties in meeting course objectives.</p> <p>No attempt to access academic supports such as Writing Center or Language Tutors</p> <p>All assignments turned in</p>

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	No more than four unexcused absences
<b>F</b>	<b>Unable to Award Credit for Course or Final Average Below 60</b>
	At least one missing assignment
	More than four unexcused absences