

# Arts of Spanish Golden Age

**ARH4930. Spring Semester, 2020 (3 credit hours)**

**ARH6916. Spring Semester, 2020 (3 credit hours)**

Monday: Period 5 (11:45- 12:35); Wednesday: Periods 5-6 (11:45- 1:40)

Room: FAC 201

Final exam: May 1, 12:30- 2:30pm

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**Course Description:** The Spanish Golden Age, or “Siglo de Oro” (Golden Century), lasted roughly 150 years, from the discovery of the Americas in 1492 to the mid-seventeenth century. This period of political and cultural ascendance, which saw the Spanish empire take root at home and across the Atlantic and Asia, gave rise to many of Spain’s greatest cultural achievements. This course examines the artworks and artists that made this period special, as well as the patrons and colonial politics underpinning the period’s achievements. We will focus, in particular, on painters such as El Greco, Francisco de Zurbarán, and Diego Velázquez, connecting their artistic production to artistic movements throughout Europe and to the broader trends of the baroque. We will explore the remarkable corpus of polychrome sculpture produced by sculptors such as Juan Martínez Montañés during the period, and examine their role in religious rituals and processions. We will also examine the major architectural trends and monuments from the period, including the Escorial and the Buen Retiro Palace in Madrid. Lastly, we will examine the connections between Spain and its overseas Viceroyalties in the Americas, situating the “golden age” within the arc of Spanish imperialism and the extractivist politics of colonialism. This survey of painting, sculpture, and architecture from the period will help students understand the ideas and values underpinning this singular moment in artistic history, as well as the place of Spanish golden age art within a broader European and global context.

## **Expected Learning Outcomes**

- Comprehend the cultural constitution of “Golden Age Spain,” including geographical and cultural diversity and the historical connection between the church and the crown.
- Recognize, interpret, and analyze art and architecture created by the major figures from the period based on style, content and contextual analysis.
- Comprehend the historiography of the region—that is, the history of how Spanish art has been understood by scholars and collectors during the past 500 years.
- Compare early-modern worldviews with those of our modern-day culture.
- Improve writing skills by completing a research paper, as well as several smaller writing

assignments.

**Required Reading:** There is no required textbook for the course. Instead, we will rely on numerous book chapters and articles available on our Canvas page.

## **Requirements and Grading:**

### **Requirements:**

All students must:

- (1) attend class (see attendance policy below)
- (2) complete assigned readings **before** the classes for which they are assigned
- (3) participate in class discussions and activities
- (4) complete homework assignments, including reading analysis assignments (graduate students will also complete an additional bibliography assignment)
- (5) write a research paper investigating the significance of a single Golden Age artwork (graduates students will complete creative project in lieu of paper or complete revisions for the paper as per agreement with instructor).
- (6) Attend and complete the in-class midterm and final examinations.

### **Grading:**

- 15% Attendance & Participation
- 10% Reading Analysis Assignments
- 25% Research Paper
- 25% Midterm Exam
- 25% Final Exam

**Attendance and Participation (15%):** Attendance is extremely important for this class, as many of our learning outcomes can only be achieved by attending class and participating fully in the lecture and discussion. We will circulate a sign-in sheet each day in class. You will be allowed **THREE** un-penalized absences, which assumes that you will need a day here or there because you are sick, etc. For each subsequent absence you will lose 2 points from the "Attendance and Participation" portion of your final grade. Note that this system doesn't distinguish between excused and unexcused absences (with the exception of various serious circumstances), so plan accordingly. Excessive absences are grounds for receiving a failing grade for the class, and failure to sign in on the attendance sheet will be counted as an absence.

The graduate students will complete an additional bibliography assignment prior to week three that will identify and schedule additional readings tailored to their individual goals. After that date, it is expected that they complete those readings on the assigned day. Completion of that goal will be counted toward participation.

**Reading Analysis Assignments (10%):** In preparation for class discussion on three days you will complete a two-page analysis worksheet for our assigned reading. These short assignments are designed to help you learn to read critically and engage with diverse approaches to artworks

and visual culture. Your goal is to read the article with an eye toward the author's approach, use of evidence, and main thesis or idea. These worksheets will help you to develop the skills required to engage with scholarly material, read critically, and identify strong organization and argumentation. The RAA's will be discussed in-depth during class, but they should be completed *before* the start of class on the day indicated (when we cover the material in lecture) and uploaded to canvas. No late assignments will be accepted.

Dates:

Week 2: Monday, Jan 13

Week 7: Wed. Feb 19 (Two Articles)

Week 12: Wed. March 18

**Exams (50%):** These exams are designed to evaluate your understanding of the big themes and issues raised in class, as well as the basic facts, concepts and historical realities we have learned about. At the end of each week, I will post the lectures and key artworks from that week on canvas, and you can use those powerpoints as a guide for preparing for the test. That being said, the majority of the material on the exam will be delivered through lecture and class discussion- and so there is no substitute for attending class and taking thorough notes. The tests will include a combination of image-based short answer questions (requiring you to identify the image, write about its content, and connect it to key themes and issues discussed in class) and brief essays addressing larger themes that connect material from multiple sections of class. The tests will be offered only during the scheduled time, and absence may only be excused by a doctor's note.

**Final Research Paper Assignment (25%):** Each of you will select a single artwork rooted in a material we touch upon in class and write a research paper that advances an argument about the artwork. Undergraduate papers should be 5-7 pages in length (2x spaced, times new roman, normal margins). Graduate papers should be 12-15 pages. Each writing assignment will be graded following a rubric that values the essay's organizational structure, including its thesis, body, conclusion, and bibliography. Points will be assigned for these elements as well as proper support of the thesis, overall clarity, proper citation of sources, and correct style (punctuation, spelling, grammar, syntax). More precise details will be forthcoming.

Note that graduate students pursuing an MFA will be allowed to complete a creative project in place of the research paper. MA and PhD students in art history will complete their final papers, complete a peer-review process, and undertake revisions.

Note, for writing help and support:

- For assistance with writing, students can find help at the Writing Studio:  
<https://writing.ufl.edu/writing-studio/>
- Since the Chicago Manual of Style is preferred for art history, this style guide is recommended: <http://www.chicagomanualofstyle.org/home.html>

**Grading Scale**

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

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87–89 B+	84–86 B	80–83 B-
77–79 C+	74–76 C	70–73 C-
67–69 D+	64–66 D	60–63 D-
59 and below F		

If you have questions about how grade points are assigned by the University, go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Reminders and Requirements**

**UF Requirements and Policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Statement Regarding the Honor Pledge:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Accommodations:** I, along with the rest of the University community, am working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Diversity Statement:** The intent is that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. The intent is also to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be our responsibility. The intent is that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.

**Changes to the Syllabus:** While this document provides guidelines for the class, I do reserve the right to change the syllabus at any time during the semester if the need arises. Each class is different, and sometimes it takes some tweaking to get the right readings, topics, and assignments. Being flexible with the syllabus allows us to get it right.

### **Notes on Technology and Communication**

- **Communication and Respect:** We all must strive to be good communicators to make this class successful. This means listening respectfully to others in class (faculty and students) and engaging in respectful conversation. It also, perhaps just as importantly, means maintaining professional standards while communicating via email and outside of class. With that in mind, please use formal, respectful, and professional standards when corresponding via email. This means beginning emails with a formal greeting, employing proper grammar, and avoiding unprofessional colloquialisms.
- **Laptop computers:** We will have a laptop free classroom this term. In a small class like this, I prefer that we all use notebooks rather than laptops because this allows us to engage without distractions or barriers. If you know that computers are required for you to achieve the learning outcomes, please come speak to me in week one about accommodations.
- **Cell Phones:** Please refrain from texting during class. If it becomes a problem, I will simply ask you to put your phone away. If it happens repeatedly, I will ask you nicely to leave class and mark you absent for the day.
- **Canvas:** Please make sure that you are familiar with our course site on Canvas so that you will have access to announcements, assignments and readings, and pptx presentations and study guides.
- **Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

### **COURSE SCHEDULE**

An exact schedule for readings will be provided to enrolled students on the first day of class.