

BAROQUE ART AND ARCHITECTURE



ARTH2641-20

Summer 2025

MTWTH 10:45-12:40

Instructor: Barrett Tilney

Location: Reiss 152

Office hours: 15 minutes before and after class in the classroom, and by appointment

e-mail: tilneyb@georgetown.edu

DESCRIPTION: This course introduces students to painting, sculpture, and some architecture produced in Europe in the seventeenth century - the age of the Baroque. In this century of remarkably varied artistic production, regional distinctions arise in the context of explosive scientific discoveries, significant political changes, transformed religious beliefs, and wide-reaching trade and exploration. We will examine selected works of art produced by artists such as Caravaggio, Velazquez, Poussin, Rubens, Rembrandt, and Vermeer in Italy, Spain, France, Flanders, and the Dutch Republic in the framework of the cultural, political, religious, and intellectual changes that make the art of this period distinctive. In addition to in-class lectures, we will take weekly field trips to local museums to study the artworks in person.

COURSE OBJECTIVES:

By the end of the course you will be able to:

- identify major works, artists, and schools from the Baroque period
- understand the artworks in their historical and cultural contexts
- critically look at, analyze, and describe the works of art

PREREQUISITES: None.

ASSIGNMENTS, REQUIREMENTS AND CLASS POLICIES:

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Your grade for this course will be based on three tests, one final exam, 1 final paper/project (in several parts), and several short museum assignments. Test dates and due dates for the papers and assignments are on the attached schedule. Plan accordingly. Make-up examinations and extensions will only be given in documented emergencies. In such cases, I must be notified immediately, or you will receive a 0 for that assignment.

EXAMS: Exams will focus mainly on the material presented and discussed in class. In addition to being able to identify the works studied in class (artist -if known, title, date, location, period), you will be expected to discuss the works in relation to issues/ contexts addressed in class (e.g. patron, function, original location, iconography, materials and techniques - and use appropriate terms).

IMAGES FOR THE CLASSES AND EXAMS: Links to a pdf of the major works of art to be discussed in each lecture will be posted on the Canvas schedule. Additional pdfs of the works of art on which you will be tested for the exams (not all in the textbook) will be posted on Canvas before each exam or quiz.

READING ASSIGNMENTS: Reading assignments are listed on the attached schedule. There is no required textbook for the course. Instead, links to articles will be posted on the Canvas schedule page.

WRITING ASSIGNMENTS: The details of the writing assignments will be distributed at a later date. In general, unless otherwise specified, I expect all written assignments to be typed (double-spaced), carefully proofread, and submitted to Canvas.

ATTENDANCE: Subject to University Guidelines, attendance is expected in-person and I will take roll at the beginning of every class. In-person attendance and participation are critical for your learning and enjoyment of the class. However, you should not attend class if you are ill. In the case of an absence, it is your responsibility to ask a classmate for notes.

CLASS ENGAGEMENT: Attendance means more than occupying a seat in the classroom. It also involves being actively engaged. It is important to pay attention, look and listen carefully, take notes, and contribute to class discussions. The works that you are required to identify and discuss are not necessarily in your assigned text. What I emphasize in class is what I will focus on in exams. Carefully looking at and discussing the works will help you absorb the information for the quizzes and exams.

CELL PHONES: Cell phones are disruptive. Please ensure that they are turned off during class.

ACADEMIC HONESTY: Please take note and follow the Georgetown University honor

code: "As signatories to the Georgetown University Honor Pledge, and indeed simply as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the

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Standards of Conduct outlined in the Georgetown Honor System and on the Honor Council website. As faculty, I too am obligated to uphold the Honor System, and will report all suspected cases of academic *dishonesty*."

ACCOMMODATIONS: Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Title IX Syllabus Statement (endorsed by Faculty Senate)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

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(Above statement and TIX faculty resources found at: <https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form \(https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/\)](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

STUDENT SUPPORT SERVICES:

- [Academic Resource Center](#) Links to an external site.
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#) Links to an external site.
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#) Links to an external site.
- (202) 687-4798

GRADING:

TESTS 55% 15% each for 2 out of 3 Mon- day tests- drop the lowest grade of the 3
25% for final test

PARTICIPATION/PAPERS

AND MUSEUM ASSIGNMENTS 45% 15% final paper
25% for 5 museum looking assignments- including presentation (5% each)

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LECTURE SCHEDULE, SLIDES, AND ASSIGNMENTS

Note: The class topics depend upon the progress of this class and are therefore subject to change. Adjust reading assignments accordingly. The reading links for the class period are available for that day.

There is no required text available for purchase. All required reading assignments are accessible through links on the Canvas page. If you are interested in a general text as support, I recommend purchasing a used book on Amazon that is now out of print: Anne Sutherland Harris, Seventeenth-Century Art and Architecture, second edition, 2008. I also included the relevant pages in Harris, should you be so inclined.

Week 1

July 7 INTRODUCTION and ITALY: The Counter-Reformation, The Council of Trent, and the Visual Arts.

July 8 ITALY -BOLOGNA AND ROME: Carracci and Caravaggio.

read: LINK (Harris, pp. 33-49)

July 9 ITALY ROME – Caravaggisti and Roman Baroque Classicism; Bolognese School

read: LINK (Harris, pp. 50-77)

July 10 MUSEUM VISIT - nga

Week 2

July 14 TEST 1/Bernini and Borromini

read: LINK (Harris, 85-108)

July 15 ITALY - ceiling painting and NAPLES

read: LINK (Harris, pp 79-84, 108-113)

July 16 MUSEUM VISIT

July 17 SPAIN - polychrome sculpture

read: LINK (Harris, pp. 113-133, 134-141, 199-207)

Week 3

July 21. TEST 2/SPAIN - painting in Seville

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read: [LINK](#) (Harris, pp. 207-236)

July 22 SPAIN - Diego Velazquez

read: [LINK](#) (Harris, pp. 236-249)

July 23. MUSEUM VISIT

July 24. FLANDERS - Peter Paul Rubens

read: [LINK](#) (Harris, pp. 165-174)

Week 4

July 28. TEST 3/FLANDERS

read: [LINK](#) (Harris, pp. 165-186)

July 29. FLANDERS AND THE DUTCH

REPUBLIC read: [LINK](#) (Harris, pp. 186-197)

July 30. MUSEUM VISIT

July 31. DUTCH REPUBLIC

read: [LINK](#) (Harris, pp. 323-339, 368-379, 379-391)

Week 5

August 4. TEST 4/DUTCH REPUBLIC - Rembrandt's workshop

read: [LINK](#) (Harris, pp. 345-368)

August 5. FRANCE - Lorraine and Paris

read: [LINK](#) (Harris, pp. 270-314)

August 6 FRANCE - Court of Louis XIV

read: LINK (Harris, pp. 253-266, 315-321)

August 7. FINAL EXAM

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