Spanish Art: From El Greco to Goya

ARTH 3392-N, MLART 5392-N
Department of Fine Arts and Drama,
University of St. Thomas
Spring 2018, Tues/Thurs, 2:10-3:25 pm,
Cullen 204

Professor: Melisa Palermo
Office hours: Tuesday and Thursday, 1:00-2:00, and
by appointment Office: Art History Building, 1204
Colquitt Street, Room 203
Phone: 713-525-3854
E-mail: ramosmj@stthom.edu

Course Description
This course concentrates on Spanish painting between the
last quarter of the Sixteenth Century and the first quarter of
the Nineteenth Century. Some examples of sculpture and architecture may be included when these
are relevant to the discussion of style periods in general. Among the artists studied are El Greco,
Ribalta, Ribera, Zurbaran, Juan Sánchez Cotán, Juan van der Hamen, Velázquez, Murillo, Cano,
Valdez Leal, court painters of the Habsburg and Bourbon courts, both Spanish and foreign, and
Goya. Greatest attention will be given to the careers of El Greco, Diego Velazquez, and Francisco
Goya, whose art will be examined in detail as examples of general stylistic periods in the history
of Spanish paintings and also as the creations of individual artistic personalities. They are among
the greatest masters in the history of art. The aim is to familiarize the students with painting and
painters in Spain’s “golden age” spanning Mannerism, Baroque, Rococo, Neo-Classicism, and
Romanticism. Geographical, historical, and political concerns are addressed in the introduction to
the course and are part of the textbooks.

Organized more or less chronologically and by city, following “From El Greco to Goya” by
Janis Tomlinson and “Painting in Spain 1600-1700” by Jonathan Brown. Every few weeks we
will cover a new chapter, expanding on the artists covered with supplemental readings (found on
Blackboard)

Class meetings will consist of lectures illustrated by PowerPoint presentations, and discussions.
Student Learning Outcomes
Students in the course will:
1) gain knowledge of works of art produced in Spain and Spanish Empire and their historical contexts;
2) learn to recognize and identify well-known works of art produced in the Spanish Empire;
3) learn to describe and analyze the formal characteristics of works of art using specialized vocabulary;
4) and develop skills of interpretation, reading, communication, and research, including the ability to write a research essay that advances an original argument.

Online Resources
The Blackboard website is an essential component of the course: https://blackboard.stthom.edu/

I will use Blackboard to make accessible readings, PowerPoints, and other course documents. If you have any difficulty finding these resources on the site, please let me know right away. In addition, I will use your UST e-mail address to contact you outside of class time. Therefore, I ask that you check it regularly.

Evaluation

<table>
<thead>
<tr>
<th>Work Required</th>
<th>Date</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (2)</td>
<td>TBD</td>
<td>150</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>February 27</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>March 8</td>
<td>200</td>
</tr>
<tr>
<td>Research Essay</td>
<td>April 24</td>
<td>250</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 10 (3-5:30 PM)</td>
<td>250</td>
</tr>
<tr>
<td>Participation (including online discussions)</td>
<td>throughout the term</td>
<td>100</td>
</tr>
</tbody>
</table>

Course Requirements

The textbooks for the course are:


These should be available for purchase at the campus bookstore but online retailers may have them as well. The Tomlinson textbook provides a chronologically that we will follow and illustrates many of the works we will study. Further required readings, chosen to stimulate class discussion, will be posted on Blackboard or placed on reserve at Doherty Library (they are not listed here). Suggested readings provide broader historical context and show the various methodologies art historians use to write about art.

Quizzes There will be two quizzes, one before the midterm and one after. These may cover topics/images that we have discussed and they may draw heavily from the readings and class
El Greco to Goya

Note: Regardless of whether a reading response is assigned, students are expected to read all readings by the due date and come to class ready to discuss them. Please print out all readings apart from the textbook and bring them to class with you.

The research proposal (1 ½-2 pages) will present your preliminary research on your essay topic. It will consist of a statement in paragraph form defining your topic and outlining your argument, your methodological approach, the problems inherent to the topic, and the direction of your research, complemented by a bibliography of at least eight scholarly sources, at least four of which must be printed only—not on the web. Online sources must be scholarly too, such as e-books or articles in academic journals. Graduate students must provide an annotated bibliography.

You are free to choose your own topic, but it must concern Spanish art of the period from 1561 to 1828. See the ideas for formulating your topic below. We will discuss topic ideas and the research and writing of essays in class. A good starting point is the Art History Resources at Doherty Library webpage: http://campusguides.stthom.edu/arthistory.

The final research essay (6-8 pages for undergraduates, 12-15 pages for graduates, not including bibliography and illustrations) will develop the ideas explored in your proposal. The essay must be complete with footnotes, a bibliography, and illustrations, and must conform to MLA or Chicago style. Scans of images must be included as illustrations at the end of the text, with figure references in the text. All illustrations must be numbered and identified with captions.

The midterm exam will consist of slide identifications with short-answer questions, a vocabulary section, and comparative essays.

The final exam will be composed of slide identifications with short-answer questions, comparative essays, and a comprehensive essay. Possible questions or topics for the comprehensive essay will be distributed beforehand.

Research Essay Ideas
1. A case study of an artwork or building that has attracted considerable attention in art history. Compare and contrast several interpretations. Which is the most convincing? Why?

2. A case study of a single artist. Compare and contrast several works. What are their similarities and differences, and how can they be assessed in relation to the artist’s biography, as well as cultural, social, political, and other factors?

3. An examination of an art movement, for example, Mannerism, Baroque, Rococo, or Romanticism in Spanish Art. Compare and contrast several works by artists in the group. What are their similarities and differences, and how can they be assessed in relation to the artists’ stated aims and the writings of critics of the time?

4. An examination of several artworks dealing with a particular theme. How do they express the needs of the patron/viewer? How do they reflect culture/society of Spain during their period?

5. A comparison of two artworks of the same theme but from different periods. They could
be from different places (within the Spanish realm) or times. What are the similarities and differences between the works, and what is the significance of these similarities and differences? Why do the artworks differ?

Note: Students are encouraged to choose artworks that they can examine in person, at the MFAH or Menil Collection, for example.

**Course Policies**

**Attendance:** Students are expected to attend every class meeting. The only acceptable reasons for missing class are: religious observance, illness, family emergency, and co-curricular activities such as intercollegiate athletics. In the case of absence for religious reasons, please let me know in advance. In the case of a medical or family emergency, provide a note from a doctor or counselor. In the case of co-curricular activities, a coach or other leader must submit an excused absence form. Students who miss more than one class without permission will have their participation grade lowered by one point (out of ten) for each absence. Students who arrive late or leave early will likewise have their participation grade lowered.

**Participation:** The success of the course depends on the active participation of all class members. Therefore, it is essential that students keep up with the readings and writing assignments and contribute to discussions, this includes online discussion boards.

**Food:** Please do not eat in class.

**Laptops and Cellphones:** Please turn off and put away your laptops and phones.

**Late Work:** Assignments are due at the beginning of class on the specified date. Responses will not be accepted late. If you fail to submit a response on time, your grade for the work will be zero. Essays submitted later on the day they are due will be considered one day late. A student will lose a grade step for each day an essay is late. (An example of a grade step is the difference between a B and a B-.) No work will be accepted after the last day of class.

**Class Cancellations:** If class has to be cancelled for any reason, weather, sickness, etc. there will be every effort made to make this up in an online format where I will post resources and discussion topics over the topic of the lecture. Participation in this format is expected.

**Academic Integrity:** The UST Student Handbook states that “every offense against academic honesty seriously undermines the teaching-learning process for which the University exists”. In keeping with this view, students are expected to be honest when taking their exams, to cite sources in their essays, and to submit their own work. Students may not submit work for one course that has already been used for another course. Cheating, plagiarizing, or any other form of academic dishonesty will lead either to a mark of zero for the work in question or to the grade of ‘F’ for the course, and to a formal University procedure.

You must cite all sources used, whether printed or online. If you are unsure about what to cite or how to cite it, please see me during my office hours. You can also find links to citation style guides on the Doherty Library Research Guide webpage:


**Disability Services:** Students with a suspected or documented disability may be eligible to receive academic accommodations. Faculty must be notified that exam accommodations have
been approved well before the exam. For more information, see the Disability Services FAQ on the UST website or contact the Coordinator, Tiffany Devereux. She may be reached by e-mail at deveret@stthom.edu or by phone at 713-525-2169 or 6953.

Schedule of Classes and Assignments (Subject to Revision)


Required Reading
Tomlinson, Introduction
Tomlinson, Ch. 1 p. 21-41
Tomlinson, Ch. 2 p. 43-59

Week 2. Jan 30-February 1. El Greco
Required Reading
See Blackboard for articles

Week 3. February 6-8. Baroque Spain, Sanchez-Cotan, Zurbaran, Ribalta

Required Reading
Tomlinson Ch. 3, pp. 62-81
Brown, Ch. 8, pp. 131-146

Required Reading
Brown, Ch. 9, pp. 147-163

Week 5. February 20-22. Baroque Spain, Velazquez
Required Reading
Herbert Cook, Pacheco, the Master of Velazquez, The Burlington Magazine for Connoisseurs, Vol. 12, No. 59 (Feb., 1908), pp. 295-300

Week 6. Feb. 27-March 1. Velazquez and Madrid
*Research Proposal Due*
Required Reading
Brown, Ch. 11, 179-198

Week 7. March 6-8. MIDTERM Review and EXAM.

Suggested Reading: Review previous articles

*No class March 15. SPRING BREAK.*

Week 8. March 20-22. Murillo and Valdez Leal
Required Reading
Brown, Ch. 13, 212-231

Week 9. March 27-29 (No Class on Holy Thursday). The Hapsburg Court 1598-1655
Required Reading
Tomlinson, Ch. 4

**Week 10. April 3-5. Paintings at Court**
Required Reading
Tomlinson, Ch. 5, 1655-1700

**Week 11. April 10-12 Painting under the Bourbon Monarchy.**
Required Reading
Tomlinson, Ch. 6, 119-137
Symmons, ch. 1 and 2

**Week 12 April 17-19. Goya**
Required Reading
Tomlinson, Ch.7.
Symmons, Ch. 4

**Week 13. April 24-26. Goya**
*RESEARCH ESSAY DUE*

Required Reading
Symmons, Ch. 5 and Ch. 7

**Week 14. May 1-3.**
Graduate Student Presentations
Exam Review

*The final exam will be on Wednesday, May 10, 3-5:30 PM*