

Art 1012  
Fall 2025

Instructor Gwendolyn Shaw

Email [gwendolyn.shaw@baruch.cuny.edu](mailto:gwendolyn.shaw@baruch.cuny.edu)

Course Art 1012 -NF (39315)

Room B Vert 7-210

Fall 2025 Fridays, 2:30-5:25pm

### Course Description

In this class we will examine works of art from across time and geography from about 1500, from Europe to Asia, the Americas, and beyond. We will discuss painting and sculpture, textiles, ceramics, built environment, and more. More to the point, you will explore and commune with the world of the visual, moving beyond simply “what” is being depicted to break down and analyze what is being communicated visually—how is it telling you what it is, and why do you think so? What choices were made by the person who did the making or creating, and how do they influence the work and what you make of it?

### Learning Outcomes

1. Recognize and be conversant with visual language to describe and interpret objects
2. Apply formal analysis to a known or unknown work of art
3. Research and apply contextual analysis, socio-historical information, and cultural history to an object, linking it to formal analysis
4. Become familiar with New York City’s cultural landscape and places to see and engage with visual arts

### Readings

Readings for this course will be distributed as links and PDFs via the course site. Types of sources include primary sources, museum websites, scholarly articles, critical essays, and Smarthistory.org essays and videos.

Readings will include materials from, but not be limited to:

Smarthistory: The Center for Public Art History, [www.smarthistory.org](http://www.smarthistory.org).

The Metropolitan Museum of Art’s Timeline of Art History, [www.metmuseum.org/toah](http://www.metmuseum.org/toah).

*Art in Time: A World History of Styles and Movements* (New York: Phaidon, 2014).

In addition to the readings, this course will require museum visits, most of which offer free entry with a CUNY (or Baruch College) ID card. You will be required to visit some if not all of the following:

- The Brooklyn Museum
- The Metropolitan Museum of Art
- The Museum of Modern Art
- The Whitney Museum of American Art
- Another museum with an emphasis on a Non-Western art and culture (your choice)

### Assignments:

I will never assign anything that is not also available in writing—all assignments will be turned in via Canvas. Every. Single. One. Please do not email them to me unless instructed otherwise.

You may rewrite any assignment to improve it or incorporate feedback, and your grade will be changed accordingly.

Assignments	Percent of final grade
10 Posts	20
Formal Analysis Paper	10
Museum Visit Assignments	30
In-class work	25
Final Project	15

### Accessibility Policy

I will make any and all reasonable accommodations per Baruch College and CUNY policy, as well as on an as needed basis. Please see me or the office in charge of Disability Services for assistance.

### Attendance Policy

\*\*This is an in-person class. Please try to attend class—you will get more out of this class the more you attend and keep up with assignments/readings. That said, if you are not feeling well, please DO NOT COME TO CLASS (don't ride the train, go to the store or the library, etc.). Please take good care of yourself and we will figure out ways to make sure that everyone has access to a healthy learning environment and a good educational experience in this class.

Not surprisingly, students who attend class often do better than those who do not. Chronic lateness and absences will adversely affect your grade.

Attending class and being present is about more than just being physically in class: when you are distracted by technology, devices, conversations, etc., you are not able to be fully present in class. Please be responsible and respectful with your devices, conversation, and other items that demand your attention. More than two absences will begin to adversely affect your grade. Excessive lateness is tantamount to being absent, and will also affect your grade negatively over time.

**A note on blog posts:** In general, I expect blog posts to be about 200-250 words long. Assigned “papers” and more substantial writings (often ones that have their own assignment page) should be longer and more thoughtful, about 500-600 words. EVERY BLOG POST SHOULD INCLUDE A PICTURE! Be sure to make that picture the “featured image” on the post. Otherwise our site will look ugly. All work for this course should be submitted via the site.

Assignments turned in late will be docked one full letter grade/ten percentage points, meaning that the highest grade you could hope to receive on any late work submitted would be a B. Please be in touch if you are unable to meet due dates for support or an extension.

### **Good to Know:**

There are a few things you can do to make sure you are getting the fullest credit (and learning) for all aspects of this course:

1. Come to class and be present (actually *present* in both mind and body)
2. Be on time, or as timely as possible. Chronic lateness is tantamount to absences after a certain point
3. Do all projects and assigned course work
4. Make sure that the work you do is your own. This is ultimately about your own knowledge base and learning process.
5. Write it down.

It is expected and encouraged that you take your own notes over the course of this class. I am not trying to micromanage you—it is just easier to write it down so that you don’t have to remember verbatim later. (Slides will also be posted to Canvas, FYI). Large points, artists, titles of works, dates, and other important information is a good start. Write down things that interest *you*, that you want to know more about, or that relate to other things you know or are learning about in other classes. Learning science has determined that we retain more—and are able to make meaning out of what we retain—when we write things down.

### **Course Schedule**

Material posted on Canvas should be viewed/read *by the day that material comes up on the course schedule*. Please be prepared to discuss that day’s content. Based on the intro survey and class input/discussion, we will decide the course’s content schedule on Day 1. Most of our course reading will come from [Smarthistory](#) and the [Met’s Timeline of Art History](#)

1	Aug 29		Introductions and Overview
2	Sept 5		Critical Pedagogy and Formal Analysis Art and the Early Modern Period
3	Sept 12	Field Trip	Field Trip: Visit to the NYPL's Treasures exhibition
4	Sept 19		Early and High Renaissance
5	Sept 26		Early and High Renaissance
6	Oct 3		17th c. Europe: Baroque Art to the Enlightenment
7	Oct 10	Field Trip	Field Trip: Visit the Metropolitan Museum of Art
8	Oct 17		19th c. Art: Realism, Impressionism, Post Impressionism
9	Oct 24		No Class--CUNY Monday schedule
10	Oct 31		19th c. Art: Realism, Impressionism, Post Impressionism
11	Nov 7		20th c. Art: Futurism, Cubism, Dada, Surrealism
12	Nov 14		TBD
13	Nov 21		American Art before 1945 Abstract Expressionism to Minimalism
14	Nov 28		No class
15	Dec 5	Field Trip	Field Trip: Visit the Museum of Modern Art
16	Dec 12	Last Day	

## Grading

Baruch uses a 4.0 grade point average scale to determine a student's academic standing.

F	0.0	below 60.0
D	1.0	60.0-67.0
D+	1.3	67.1-69.9
C-	1.7	70.0-72.9
C	2.0	73.0-77.0
C+	2.3	77.1-79.9
B-	2.7	80.0-82.9
B	3.0	83.0-87.0
B+	3.3	87.1-89.9
A-	3.7	90.0-92.9
A	4.0	93.0-100.0

## Explanation

Excellent (A, A-).  
Very good (B+, B, B-).  
Average (C+, C).  
Poor (C-, D+, D).  
Failure (F).

### Grading Standards

Not that it needs to be stated, but students cannot earn credit for work that they do not do or turn in; I will not give credit for work that I do not see and therefore cannot evaluate.

### Delays

In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival.

### \*\*Generative AI Policy

I am a firm believer that thinking is a skill and it is important, and that school is a place where we can learn and think about things together. I also believe that writing and reading are very closely tied to thinking: writing helps us work through thoughts and ideas, and thinking comes through writing.

Using AI assistive tools impairs the ability to think; even if you think it will improve what you turn in, I am almost exclusively interested in knowing your own thoughts and feelings about what we will be engaging with in this course, regardless of how “polished” or “refined” it is. Your own ideas are so much more interesting to me than anything you could find online or in print.

Critical thinking and remembering things is a skill that expands and contracts depending on how much you use it, like a muscle. I encourage you to use it or risk losing it.

It sounds lame, but it is true: the only person you are ultimately harming by not doing your own work is you and your future self.

**I strongly prefer that you do not use any AI generative tools unless otherwise instructed. I ask that you do not use any GenAI resources for information that you will then turn in to me for credit without paraphrasing (literally putting it in your own words) and or citing verbatim (with some kind of citation) and then expanding upon it.**

### \*\*Academic Honesty and Integrity

I am almost exclusively interested in knowing your own thoughts and feelings about what we will be engaging with in this course. Your own ideas are so much more interesting to me than anything you could find or generate online or in print. It sounds lame, but it is true: the only person you are ultimately harming by not doing your own work is you and your future self.