Disclaimer: This is an indicative syllabus only and may be subject to changes. The final and official syllabus will be distributed by the Instructor during the first day of class.

The American University of Rome
Art History Program

Department or degree program mission statement, student learning objectives, as appropriate

Course Title: Raphael and The High Renaissance in Florence and Rome
Course Number: AH 404
Credits & hours: 3 credits
Pre/Co-Requisites: A lower-level Art History course or permission of the instructor

Course description
This course will examine the career and achievements of Raphael (1483-1520), and will consider the artist in the context of the High Renaissance in Florence and Rome. It will consider the sources and documents for his career, as well as the later historiography, and it will include study of the many works by Raphael in Rome and in the Vatican Museums. An extensive literature discusses Raphael’s work, and an exceptionally rich and thorough discussion of the artist’s works is therefore possible. The course will look at both historical and contemporary writings on the artist. Raphael’s collaboration with other artists, his workshop organization and his impact on a generation of followers will also be examined.

Required Textbook (subject to change)
- E. Gerlini, Villa Farnesina alla Lungara, Rome 2000
- J. Meyer zur Capellen, Raphael; a critical catalogue of his Paintings; Volume I. The beginning in Umbria and Florence ca.1500-1508, Landshut, 2001.
- J. Meyer zur Capellen, Raphael; a critical catalogue of his Paintings; Volume II. The Religious Paintings ca. 1508-1520, Münster, 2005.
- J. Meyer zur Capellen, Raphael; a critical catalogue of his paintings; Volume III. The Roman Portraits, Münster, 2008.
Magazine, CXLII, 2000, pp. 4-12.


Recommended Readings (subject to change)

- E. Gerlini, Villa Farnesina alla Lungara, Rome 2000
Course Learning Objectives
At the end of the course, students will be able to:

1. demonstrate a thorough knowledge of the course content (facts related to artworks, dates, etc.; historical contexts art-related terms and techniques)
2. to master advanced analytical and intellectual skills necessary to engage course content, with particular attention to the integration of up-to-date theoretical investigation, comparison of arguments, synthesis, and formulation of independent intellectual positions
3. to develop advanced research skills, particularly in the use of primary source material, and state-of-research secondary material, and oral presentation, and to develop critical approach to modern visual culture and to advance their critical thinking in general

Course Learning Activities

- In class analysis and discussions (CLO 1-3): Each week students will read the scheduled texts in preparation for class discussion. Students will be asked to participate in class discussions and to present their responses to scheduled texts and particular topics during the class. They will be expected to answer orally to questions stemming from the assigned readings and the topic for that week. Active participation will be monitored and an overall mark of 10% for class discussion will be awarded.
- On-site classes (CLO 1-3): Students are expected to be prepared for on-site classes. Students are also expected to participate actively in on-site class by discussing the topic of the class. One of the short in-class presentations (described below) will usually be presented on-site without a powerpoint illustration and will make up 15% of the overall grade (i.e. half of the 30% allocated below for in-class presentations).
- Short in-class presentations (CLO 1-3): Students are expected to make two short in-class oral presentations during the course. Presentations will serve as an introduction to the scheduled class topic(s) and class discussion; they must be based on the readings scheduled for that class and additional research. Presentations should demonstrate that students 1) understood relevant written/visual materials related to the class topic, 2) are able to formulate relevant and intellectually challenging questions that steam from the readings and that can stimulate in-class discussion. These two in-class presentations make up 30% of the grade for this course (15%+15%). One of these in-class presentations will usually be presented on-site without a powerpoint illustration; and one will usually be presented in-class and with a powerpoint illustration.
- Oral presentations (CLO 1-3): Students will make two oral presentations as a power point or other appropriate presentations, in consultation with professor. Students are expected to make a well structured and organized presentation, which should be approximately 15 minutes long, followed by discussion. The purpose of this presentation is to expand students' understanding of a particular topic, and to teach them how to structure their oral presentations, establishing links between knowledge they obtained during the classes, class readings and their individual preparations for the presentation. Students are expected to demonstrate the ability to clearly articulate their thoughts and express them to the audience in a limited
amount of time.

- Papers (CLO 1-3): Students are required to write two papers on topics related to the course and course materials. Papers should have students' name and the topic of the paper clearly written on the front page. Papers should be written in 12-point plain type (Times New Roman), and be formatted with 1.5 spaced lines. Pages should be numbered. Images should be appropriately captioned (e.g. correct name of the monument/artwork, name of the artist, date, location, etc.). Papers are expected to: show knowledge and deep understanding of the scholarly books and articles relevant to the topic; address the topic directly; present a lucid thesis and a persuasive argument in its defense; use correct grammar, punctuation, and sentence construction; make ample and appropriate use of quotations; weave together thesis and argument, quotations and interpretations; reveal thoughtfulness, originality and insight. Papers handed over after the schedule due date will not be accepted. The required papers are as follows:
  i/ mid-term paper: 1000 words (usually a catalogue entry on a single work of art), assessed as 10% of the course.
  ii/ The course has no final exam, instead a 4000 word term paper is to be submitted. This paper is 50% of the grade for this course.

**Assessment tools**

<table>
<thead>
<tr>
<th>Participation in class discussions</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Oral presentations (2, each15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50%</td>
</tr>
</tbody>
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## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings</th>
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</table>
| 1 x 3 hours | **Introduction. Raphael: Saint or Sinner? The man, the myth and the journey.**  
Introduction. Distribution of assignments and explanation of structure and visits. Lecture on Raphael, the man, the myth and the journey from Urbino to Rome. | Pope Hennessy 1970, 9-37. |
| 1 x 7 hours | **Visit: Raphael in the Pinacoteca Vaticana**  
Tutor-led visit to the Vatican Museums, concentrating on his panel paintings in the Pinacoteca.  
| 1 x 3 hours | **Sources and Biographies / Raphael in Umbria and the Marche (to 1505)**  
Class discussion of the sources for our knowledge of Raphael including the early biographies and Vasari’s Life of the artist. | Vasari 1996 edn. I, 710-748.  
Shearman 2003 (optional). |
| 1 x 3 hours | **Visit: Raphael in Roman collections**  
Tutor-led visit to the Galleria Borghese, the Palazzo Barberini and Palazzo Doria-Pamphili. | Meyer zur Capellen I, 233-46, 290-93, 317-18; III, 130-34, 144-49. |
| 1 x 3 hours | **Raphael and the renaissance altarpiece / Raphael in and out of Florence**  
Meyer zur Capellen 1996, 98-141. |
| 1 x 3 hours | **Raphael in the Rome of Julius II** | Chapman, Henry & Plazzotta 2004, 50-60, 281-93 |
| 1 x 3 hours | **The Vatican Stanze / Raphael’s Portraits** | Shearman 1971, 369-424. |
| 1 x 3 hours | **Raphael in the Rome of Leo X / Raphael and the Antique** | Henry & Joannides 2012/13, 17-85. |
| 1 x 3 hours | **Visit: Raphael in Rome – churches and a villa** | Shearman 1961.  
Gerlini 2000. |
| 1 x 3 hours | **Raphael’s boys and beyond / Change in Raphael** | Hall 1999.  
Henry 2012 (optional). |
ATTENDANCE POLICY

In keeping with AUR’s mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University’s attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Automatically Accepted Absences
Students will not be penalized for one absence from classes meeting once a week;
Students will not be penalized for three absences from classes meeting twice a week;
Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor’s specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:
- Students will not be penalized for two absences from class.

2.0. Tolerated Absences
Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG’s “Ambassador Program” (Student Government initiative)
- Religious Holidays
  The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please verify with the Dean’s Office for the list of accepted absences for religious holidays)
Not attending a class due to the observance of a religious holiday will not be penalized but will be counted as an absence. Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.
3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No instructor may penalize a student more than one-third of a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Grade Point Average
A student’s grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades
Grades are posted on a secure area of the University’s official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GPA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>90 – 93.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>87 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83 – 86.99</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>80 – 82.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>77 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73 – 76.99</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>70 – 72.99</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60 – 69.99</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>59.99 – 0</td>
</tr>
<tr>
<td>WU</td>
<td>0.00</td>
<td>Unofficial withdrawal counts as an F</td>
</tr>
<tr>
<td>P</td>
<td>0.00</td>
<td>Applicable to development courses</td>
</tr>
</tbody>
</table>

Grades not computed into the grade point average are:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AUDIT (AU)</td>
<td>Only possible when the student registers for a course at the beginning of the semester as an audit student</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average</td>
</tr>
<tr>
<td>P</td>
<td>Pass grade is applicable to courses as indicated in the catalog.</td>
</tr>
<tr>
<td>WIP</td>
<td>Work in progress</td>
</tr>
</tbody>
</table>