Matisse, Picasso, Dalí and the Mediterranean

Course Details

Course Designator & Number:  BCLA 3011
Number of Credits:  3
Language of Instruction:  English
Contact Hours: 45
Instructor: Matthew Clear

Course Description

The work of these three international artists with distinct cultural roots is explored on an individual basis within the wider framework of European art movements. In each case, we will study the acceptance and/or rejection of tradition, the interaction with French art and artists, and personal experience. We will also pay attention to the role of both outside stimuli (war, relationships) and inner forces (memory, imagination). The course will include course related excursions to the Picasso Museum, the MNAC (Catalan National Museum of Art) as well as a trip to the Dalí Theatre Museum in Figueres.

Course Objectives

By the end of the course students are able to:

- Apply basic art historical tools to describe and explain a painting
- Identify the most important facts in the lives of these three painters (Matisse, Picasso and Dalí) and apply them to the analysis of their oeuvre
- Distinguish the key features and symbols that appear in the art works and interpret their meaning
- Describe the different periods in which their work is classified
- Compare the most important avant-garde movements of the late 19th century
Methodology

Lectures, readings, class activities, field studies and student presentations.

Recommended Reading / Materials

Art General


Matisse

Picasso

- Baldassari, Anne (ed.), The Surrealist Picasso, Paris: Flammarion, 2005
- Rafart i Planas, Claustre, Picasso’s Las Meninas, Barcelona: Editorial Meteor[S], 2001
- Stein, Gertrude, Picasso, Madrid: Biblioteca La Esfera, 2002

- Dimensión Dalí. La obsesión de un genio por la ciencia, Joan Ubeda, Susi Marquès and Eli Pons (dirs), Medipro, 2004
- Exhibition catalogue, Dalí. Mass Culture. s.l.: Fundació La Caixa, 2004
- Jiménez-Frontin, J.L., Teatre Museu Dalí, Barcelona: Tusquets-Electra, 2004
- Romero, Luís, Torero al-lucinogen, Barcelona: Editorial Mediterrània, s.d. (text also in English)
- Rojas, Carlos, Salvador Dalí, Or the Art of Spitting on Your Mother’s Portrait, Alma
Amell (trans.), University Park: Pennsylvania State University, 1993


**Grading**

**Grading Rubric**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score or Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not</td>
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worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Participation in class</td>
<td>15%</td>
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<tr>
<td>Term paper</td>
<td>15%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final oral exam</td>
<td>30%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Details

- **Midterm and final Exams (60%)**: slide test and short essay questions on course content, two of them based on images of paintings that we analysed in greater depth in class.
- **Class presentation (10%)**: Students must give the rest of the class a 10 to 15-minute presentation on a specific aspect of one of the three artists studied, individually or in groups of up to three. This normally consists of preliminary preparation for the student’s term paper. A clear PowerPoint will be required and other material is also encouraged (films clips, handouts etc.).
- **Term paper (15%)**: Individually or in groups of up to three students choose a topic suitable for a research paper. The teacher will approve topics and aid students in locating valid sources (libraries, museums, etc). This paper has a minimum length of 2600 words (1 students), 3700 (2 students), 4300 (3 students).
• **Participation (15%)**: This includes attendance, participation in class discussions, the forwarding of pertinent questions, familiarity with the Reader texts and responses.

## Course Content

### Unit 1

- Introduction. How to look at paintings.

### Unit 2

- Introduction. How to look at paintings.

### Unit 3

- The Beginnings of Modern Art II: Impressionism, Post Impressionism

### Unit 4

- Matisse 1 The Early Years

### Unit 5

- Field trip to the Museu Nacional d’Art de Catalunya (MNAC) to investigate late 19th and early 20th century artistic traditions in situ.

### Unit 6

- Matisse 2: Fauvism and beyond
Unit 7

- Matisse 3: maturity

Unit 8

- Matisse 4 Old Age and the Cut-Outs

Unit 9


Unit 10


Unit 11

- Revision

Unit 12

- Midterm exam

Unit 13

- Picasso 3. Return to order. Picasso and Surrealism. Guernica and the war period
Unit 14

- Picasso 4: The re-interpretation of Old Masters from the past. The final years.

Unit 15

- Field Study: Museu Picasso, Barcelona.

Unit 16

- The rivalry and friendship of Matisse and Picasso.

Unit 17


Unit 18


Unit 19

- Class presentations 2

Unit 20

- Day trip to Dalí theatre-museum, Port Lligat & Cadaqués
Unit 21


Unit 22


Unit 23

Revision and final round-up

Unit 9

Final exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or
misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](https://learningabroad.umn.edu).