

Beth S. Gersh-Nesic  
Picasso  
Purchase College, Fall 2015  
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## **Picasso: The Man, His Art and His Critics**

### **Syllabus:**

- Sept. 3 Introduction; Film on Picasso
- Sept. 10 The Early Years: 1890-1901
- Sept. 17 Blue Period, 1901-1904  
Reading: Reff, "Themes of Love and Death ..." in *Picasso in Retrospect*
- Sept. 24 Rose Period, 1904-1906 (including Gosol Period, 1906)  
Reading: Reff "Harlequins, Saltimbanques, Clowns, and Fools."
- Oct. 1 *Les Femmes d'Alger (O.J.)* and African Period, 1907;  
Cézannisme: 1908-1909  
Reading: Steinberg, "The Philosophical Brothel," Parts I and II.
- Oct. 8 Cézannisme: 1908-1909.  
Reading: Rosenblum, "Picasso and the Typography of Cubism" in *Picasso in Retrospect*.
- Oct. 15 **Midterm ID in class.** Analytic Cubism lecture
- Oct. 22 **Midterm essays due.** Synthetic Cubism lecture  
Reading: Reff, "Picasso's Three Musicians ..."
- Oct. 29 Post WWI Classicism and Cubism. Reading: Reff, "Picasso's Three Musicians ..."
- Nov. 5 Surrealism: late 1920s-1930s--(early Marie-Thérèse) **Paper Proposals Due**  
Reading: Reff, "Picasso's Three Musicians ..." Reading: Nochlin, "Picasso's Color ..." and McCully, *The Thirties*.

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- Nov. 12      *Guernica* and World War II: late 1930s-early 1950s  
Reading: Clark, "The *Guernica* Mural..." in *Picasso in Perspective*
- Nov. 19      The Late Years: mid-1950s-early 1970s.  
Reading: Galassi, "Picasso in the Studio of Velázquez"
- Nov. 26      Thanksgiving
- Dec. 3      Sculpture and Ceramics; Film "The Mystery of Picasso." **First Draft Due**  
Reading: Bowness, "Picasso's Sculpture" in *Picasso in Retrospect*.
- Dec. 10      **Sharing our papers.**
- Dec. 17      **Endterm ID Exam. Sharing papers. Polished paper due.**

### Required Textbooks:

- Brigitte Léal, Christine Piot and Marie-Laure Bernadac, *Picasso: The Monograph, 1881-1973*, (Ediciones Poligrafa)
- One other book about Picasso (bibliography on Moodle)

### Description:

Deified, demonized or mythologized, Pablo Picasso remains indisputably the consummate artist of the twentieth century. Painter, sculptor, print-maker, ceramicist, set-designer, Picasso absorbed the techniques and traditions culled from various western and non-western art sources and gave back to the history of art through his influence on other artists. His numerous styles, from his early academic exercises through the Blue Period, the Rose Period, the African Period, Cubism and Surrealism, testify to a protean mind matched by a virtuoso hand. This course will present a survey of Picasso's career by focusing on the various methods art historians and critics have used to write about Picasso's life and work.

Picasso was also a celebrity, and as such, we will discuss the significance of what the name "Picasso" means today and the cult of the "genius" in the art world then and now.

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**Mission:**

The purpose of this course is to study Picasso, his work and the relationships that influenced his work—among the living and the dead. We will also investigate the history of literature on the artist. The course demands an enormous amount of reading and critical thinking. Please note that this course is not just about Picasso's body of work; it is about the history of art filtered through the influences on and the influence of this extraordinary artist.

**Requirements:**

- Read Brigitte Léal, Christine Piot and Marie-Laure Bernadac, *Picasso: The Monograph, 1881-1973*, (Ediciones Poligrafa)
- One other book on Picasso
- Post responses to each article on Moodle. **moodle.purchase.edu**
- Take the midterm and final exams.
- Write a proposal for your project
- Write a rough draft for the project paper.
- Write a final, polished paper.

**Exams:**

The midterm and final exam will include 10 slides that must be identified with title, date, and period, and one at home essay. The essays will demonstrate your familiarity with the readings that apply to that work of art.

**Papers:**

The paper will be a book report. Each student will read a book on Picasso and discuss the merits and flaws in the author's approach to Picasso's work. Pairs or trios of students are highly recommended for this task. Team presentations will offer an opportunity to share these reports and enhance our knowledge from different perspectives.

**Rubrics for the paper will be posted on Moodle. In order to receive full credit for the paper, you must submit the proposal (on time), the rough draft and the final, polished paper. Failure to submit one of the above (proposal, draft or final paper) will result in an F for the paper project.**

**Grading:**

Midterm—25%  
Final ID - 25%  
Discussion posts—25%  
Paper—25%

**Attendance:**

It is in your best interest to attend each lecture. Failure to attend more than three lectures will result in a lowering of your grade.

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### **Weekly Discussion Responses:**

**You must respond to the weekly discussion. I welcome your research on the internet that delves into topics beyond the books and video so that more information is brought to the class's attention. Try to be ambitious and energetic in your search for more information. Ask questions and consider other ways to analyze these works of art. Only**

kind emoticons will be accepted. ☺

**Discussion posts are due by 8 am on Wednesdays.**

### **Grading:**

A – Appealing: A sound understanding of the method; no less than 100 words. No more than 5 typos. Plus a substantive response to one classmate, 25 words at least.

B – Banal: Weak understanding of the method or less than 100 words or full of typos. Plus a substantive response to one classmate, 25 words at least. (Good but late late.)

C – Careless: Little understanding of the method or less than 50 or poorly written.

D – Disappointing: Little understanding of the method or no effort put into the writing.

F – Forgettable. Sloppy, texting usage, many typos, failure to capitalize, failure to punctuate properly, poorly written or a superficial response. Or disrespectful to your fellow classmates.

**No response for that week.**

### **"NETIQUETTE" GUIDELINES—Students must:**

- Communicate respectfully.
- Provide constructive and relevant feedback to peers.
- Be clear, use standard English and do not abbreviate. Spell-check, revise and edit before posting. Use appropriate subject headers.
- Be polite and careful. Do not use all UPPERCASE LETTERS or multiple exclamation marks, as they are difficult to read and sometimes it is difficult to understand the tone of the message.
- Avoid sarcasm and irony, which can be misinterpreted by readers.
- Be inclusive: send group messages to all members of the class and the instructor

**Academic Integrity Policy:** <http://www.purchase.edu/Policies/academicintegrity.aspx>

### **ADA compliance: Documented Disabilities**

Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If a student needs accommodations, he or she must first register with the Office of Special Student Services; please call 914-251-6390; or email [accommodations@purchase.edu](mailto:accommodations@purchase.edu)

You can find a description of special student services provided by the Counseling Center at: <http://www.purchase.edu/Departments/SpecialStudentServices/>

Moodle is ADA compliant; you can find the accessibility specification for Moodle at: [http://docs.moodle.org/en/Moodle\\_Accessibility\\_Specification](http://docs.moodle.org/en/Moodle_Accessibility_Specification)