SUPPLEMENTARY EXAM#1

NAME____________________________

The Supplementary Exam serves three purposes:

1) completing the exam will increase your understanding of the material the class covers;
2) because the results of the supplementary exam will be “folded” into the grade of the regular exam, you will have more over control the grade you receive in the class;
3) if you missed the regular exam (only owing to extraordinary circumstances–explained through written documentation), the supplementary exam becomes your makeup exam. Please note that only one Supplementary can be taken in lieu of the regular exam.

In any case, please attach this paper to the front of your response.

I. For a makeup exam: please answer three of the questions.

II. To supplement your regular exam: you may answer any or all of the questions—the more questions you respond to, the greater the effect on your original grade—remember that quality is the determinative. Length will vary—about three pages per question, double-spaced. Due not later than Friday, NOON, 12:00, last day of Finals Week.

Questions

1. PERSPECTIVE. Please describe how the new use of perspective is symbolic of the new individuality of the Renaissance. Cite specific examples.

2. NORTHERN RENAISSANCE. In what ways are the works of Jan van Eyck, Hugo van der Goes, and Bosch similar, and in what ways do you think they are different?

3. GIOTTO. Giotto is said to have ´turned Greek into Latin,´ that is, to have replaced the Byzantine style with one native to Italy. Please elaborate on what is implied by this phrase and describe the influences on and the impact of Giotto on his contemporaries. Be specific about his effect on approaches to treatment of the figure, landscape, and narrative.

SOME GENERAL COMMENTS ABOUT ESSAY WRITING. Let's assume that before the examination you have read the assigned material and thoroughly reviewed the textbook. Here are some practical suggestions.

1. Take a moment to jot down, as a sort of outline or source of further inspiration, a few ideas that strike you after you have thought a little about the question. You may at the outset realize there are, say, three points you want to make, and unless you jot these down—three key words will do—you may spend all the allotted time on one point. Develop your argument based on those key points.
2. Answer the question. Avoid tangential material, don't just 'fill-in'.
4. A good essay on an historical question will offer a nice combination of argument and evidence; that is, the thesis will be supported by concrete details (names, dates, etc.). A discussion cannot be convincing if it does not specify certain works as representative—of certain years.
5. Write for the uninitiated, not for the instructor. When you write, assume you are the instructor and your audience is others in the class. Write in an explanatory manner and in complete sentences so your thoughts are completed.