

**VISUAL AND PERFORMING ARTS STUDIES  
ACADEMIC YEAR 2023-2024  
HISTORY OF ART CRITICISM**

General information	
Year of the course	II Year
Academic calendar (starting and ending date)	II Semester (26/02/2024 – 15/05/2024)
Credits (CFU/ETCS):	6
SSD	M-FIL/04
Language	Italian
Mode of attendance	Attendance is regulated by Article 4(2) of the Study Course Regulations

Professor/ Lecturer	
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Department and address	Palazzo Ateneo
Virtual room	Teams: 7aq0ict
Office Hours (and modalities: e.g., by appointment, on line, etc.)	We receive by appointment to be agreed by email on Tuesdays from 10.30 to 15

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
150	42		108
CFU/ETCS			
6			

<b>Learning Objectives</b>	The course aims to strengthen the knowledge and understanding of phenomena related to the visual arts, providing the tools capable of giving a critical reading.
<b>Course prerequisites</b>	"No prior knowledge required"

<b>Teaching strategie</b>	Frontal lessons
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	Knowledge of specific vocabulary. Definition of the concept of "third landscape" and its declination in the field of contemporary art.
<b>Applying knowledge and understanding on:</b>	At the end of the course, students will be able to argue with respect to contemporary critical theories on the representation of the landscape by

	inserting them into a broader and more complex general framework of the history of western aesthetics and art criticism
<b>Soft skills</b>	Through the reading and analysis of the texts and references to case studies, students will be able to orient themselves with respect to the theoretical positions of an ecological nature both in the artistic and in the philosophical-critical fields. At the end of the course, the student must be able to place the theoretical positions that pertain to this research area temporally and ideologically. At the end of the course, the student must be able to argue the topics and issues covered by the course in a clear and understandable way, even by a non-specialist audience. At the end of the course the student should be able to select and use primary and secondary sources.
<b>Syllabus</b>	
<b>Content knowledge</b>	After going through the essential questions of Western art criticism, we will analyze the concept of "third landscape" starting from Clément's manifesto on the third landscape, trying to investigate how poor art has conditioned this vision
<b>Texts and readings</b>	Lionello Venturi, <i>Storia della critica d'arte</i> , Einaudi Michael Jakob, <i>Il paesaggio</i> , Il Mulino, Bologna 2009 Stefano Zorzi, <i>Parola di Burri. I pensieri di una vita</i> , Electa, Milano 2016 Massimo Recalcati, <i>Alberto Burri. Il grande cretto di Ghibellina</i> , Magonza 2018 Gilles Clément, <i>Giardini, paesaggio e genio naturale</i> , Quodlibet 2012 Gilles Clément, <i>Manifesto del Terzo paesaggio</i> , Quodlibet 2004 Maristella Trombetta, <i>Postfazione</i> in Anna D'Elia, <i>Arte per il pianeta</i> , Meltemi 2023
<b>Notes, additional materials</b>	Further bibliographic indications will be provided during the course and made available on the teacher's page
<b>Repository</b>	

<b>Assessment</b>	
Assessment methods	Oral exam
Assessment criteria	The student must be able to argue with respect to the questions posed by the teacher using the lexicon and theoretical references provided both in class and in the texts in the program
Final exam and grading criteria	The final exam consists in an oral interview with passing grades from 18 to 30 cum laude. A test in which students relate to the topics inaccurately, cannot reconstruct the contexts, express themselves with common and non-specific language, and do not know how to argue the reasons for what they claim is evaluated as insufficient; a test in which the students' understanding of the concepts, contexts and protagonists is not entirely accurate, and expressed by means of a correct but simple exposition, with adequate language but with limited use of specific terms is evaluated as sufficient (18-21); a test in which students express their knowledge of the concepts, protagonists, and cultural and social contexts with only a few inaccuracies, through correct language and with the use of specific terms is evaluated as fair (22-24); a test in which students answer the questions comprehensively, citing protagonists and theoretical-critical references correctly, with accurate and specific language, showing that they have



	developed a cross-cultural understanding of the topics addressed during the module is evaluated as good (25-27); a test in which students are able to discuss the topics addressed during the module with a systematic approach, making precise references to the historical and theoretical contexts, demonstrating ability to master critical language skills and to develop a coherent and cohesive argumentation is evaluated as excellent (28-30). Laude is awarded when students demonstrate excellent acquisition of the cross-curricular competencies expressed in the learning outcomes.
<b>Further information</b>	