

## Subject card

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          |                                         |                                     |                                                                                                                                                |            |     |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----|
| Subject name and code                       | Painters about Painting in their Paintings, PG_00179373                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Field of study                              | History of Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Date of commencement of studies             | October 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          | Academic year of realisation of subject |                                     | 2025/2026                                                                                                                                      |            |     |
| Education level                             | Bachelor's studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          | Subject group                           |                                     | Obligatory subject group in the field of study<br>Optional subject group<br>Subject group related to scientific research in the field of study |            |     |
| Mode of study                               | full-time studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | Mode of delivery                        |                                     | at the university                                                                                                                              |            |     |
| Year of study                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | Language of instruction                 |                                     | Polish                                                                                                                                         |            |     |
| Semester of study                           | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | ECTS credits                            |                                     | 3.0                                                                                                                                            |            |     |
| Learning profile                            | academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          | Assessment form                         |                                     | credit                                                                                                                                         |            |     |
| Conducting unit                             | Division of Art Theory -> Institute of Art History -> Faculty of History -> Rector                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          | dr Beata Purc                           |                                     |                                                                                                                                                |            |     |
|                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          | dr Beata Purc                           |                                     |                                                                                                                                                |            |     |
| Lesson types                                | Lesson type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Lecture                                                  | Tutorial                                | Laboratory                          | Project                                                                                                                                        | Seminar    | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30.0                                                     | 0.0                                     | 0.0                                 | 0.0                                                                                                                                            | 0.0        | 30  |
|                                             | E-learning hours included: 0.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Learning activity and number of study hours | Learning activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Participation in didactic classes included in study plan |                                         | Participation in consultation hours |                                                                                                                                                | Self-study | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30                                                       |                                         | 2.0                                 |                                                                                                                                                | 45.0       | 77  |
| Subject objectives                          | The lecture explores the concept of painting as seen in works of art from the early modern period, in which artists reflected on their profession, the practice of painting, and its value. European artworks will be examined, highlighting the artist's work methods, the artist's role in society, and the messages conveyed through painting. Of particular interest are the representations, which included allegories of painting, as well as concepts evoking ancient artists and self-portraits of the painters themselves, the models they used, and pictorial concepts in which the painter is equal to the poet and scholar. Furthermore, the lecture explores images of the painter's studio and academic education, and finally, emphasizes artistic freedom in painting. This fascinating issue is linked to the growing importance of the painter and painting itself, both in Italy and north of the Alps. |                                                          |                                         |                                     |                                                                                                                                                |            |     |

| Learning outcomes | Course outcome                                                                                                                                                                                                                                                                    | Subject outcome                                                                                                                                                                                                                                                         | Method of verification                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                   | [HISTSZL3_K04] Is willing to acknowledge and respect different points of view determined by different national and cultural backgrounds; show understanding of the world of values and attitudes of people in different periods and historical contexts                           | K_U04 Is able to use theoretical approaches and research paradigms appropriate for art sciences in the scope relevant to the subject matter of the faculty.                                                                                                             | [SK1] oral statement/conversation/discussion |
|                   | [HISTSZL3_U11] Is able to plan and organise his/her work effectively, independently acquiring and consolidating knowledge in a structured and systematic manner                                                                                                                   | K_U11 Is able to effectively plan and organise their work independently, preparing their final assignment/presentation.                                                                                                                                                 | [SU6] demonstration of practical skills      |
|                   | [HISTSZL3_W06] Knows to an advanced degree the research methods and tools of the art historian's workshop, in particular the methods of analysis and interpretation of art products of different epochs                                                                           | K_W06 Has an advanced knowledge of research methods and tools used by art historians, in particular methods of analysis and interpretation of specific types of visual arts and architecture                                                                            | [SW5] implementation of a problem task       |
|                   | [HISTSZL3_U04] Is able to use theoretical approaches and research paradigms appropriate to the art sciences and cultural knowledge of the era                                                                                                                                     | K_U04 Is able to use theoretical approaches and research paradigms appropriate for art sciences in the scope relevant to the subject matter of the faculty.                                                                                                             | [SU6] demonstration of practical skills      |
|                   | [HISTSZL3_U05] Is able to retrieve information (using bibliographies, archival aids, databases, various resources available on the Internet, etc.) and critically analyse, classify, categorise and synthesise it in order to solve a problem formulated by him/herself or others | K_U05 Is able to obtain information (using bibliographies, archival aids, databases, various resources available on the Internet, etc.) and critically analyse it, and present it in the form of a presentation or final project.                                       | [SU1] oral statement/conversation/discussion |
|                   | [HISTSZL3_U01] Can correctly select sources and correctly apply research methods appropriate to the research skills of an art historian in order to solve a problem formulated by himself or others                                                                               | K_U01 Is able to correctly select sources and apply research methods in order to describe the analysed issue or present the problem that is the subject of the elective course.                                                                                         | [SU6] demonstration of practical skills      |
|                   | [HISTSZL3_K02] Is ready to take action to protect and promote the cultural heritage of the region, Poland and Europe                                                                                                                                                              | K_K02 Is prepared to take action to protect and promote cultural heritage in a given area, using the knowledge and skills acquired in class.                                                                                                                            | [SK1] oral statement/conversation/discussion |
|                   | [HISTSZL3_W05] Has advanced knowledge of the relationship between art history and other humanities and social sciences: history, cultural studies, philosophy, psychology, economics, sociology, ethnology, anthropology, theology                                                | K_W05 Has advanced knowledge of the connections between art history and other humanities and social sciences, is able to relate the analysed artistic phenomena to philosophical, economic, historical, etc. aspects (depending on the subject of the elective course). | [SW1] oral statement/conversation/discussion |
|                   | [HISTSZL3_K06] Has a belief in the importance of behaving in a professional manner, reflecting on ethical issues and is willing to adhere to the principles of professional ethics                                                                                                | K_K06 Believes in the importance of behaving professionally and reflecting on ethical issues in aspects related to the subject matter of the course.                                                                                                                    | [SK1] oral statement/conversation/discussion |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                               |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------|
| Subject contents                | <p>1. How the Invention of Painting and Ancient Anecdotes About Painting Were Depicted in Modern Art</p> <p>2. Topic: Ancient Women Painters</p> <p>3. St. Luke Painting the Madonna</p> <p>4. Pictura as a Female Painter</p> <p>5. Painters and Their Self-Portraits in Late Medieval and Early Renaissance Art</p> <p>6. Self-Portrait as a Work's Signature</p> <p>7. The Painter's Self-Portrait in 16th-Century Italian Painting</p> <p>8. Trade and Sale of Paintings and Other Works of Art in the 15th-18th Centuries</p> <p>9. Painted Picture Galleries</p> <p>10. The Mirror and Imitation Nature</p> <p>11. Painters and Self-Portraits in the 17th-Early 19th Centuries</p> <p>12. Painting and the Sense of Sight: Allegories</p> <p>13. The Painter in the Studio</p> <p>14. The Painter and His Models</p> <p>15. The Painter's Portrait in Still Life</p> <p>16. The Painter and Truffle-Loeil Painting: New Concepts in Painting</p> |                   |                               |
| Prerequisites and co-requisites |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                               |
| Assessment methods and criteria | Subject passing criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Passing threshold | Percentage of the final grade |
|                                 | Attendance is required. A passing grade of 70% is required. Active participation in the class will include developing a presentation of a selected work, reflecting on the painter's profession. In the event of absence, the material must be reviewed during individual consultations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 70.0%             | 100.0%                        |

|                     |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recommended reading | Basic literature | <ol style="list-style-type: none"> <li>1. Hans-Joachim Raupps, Untersuchungen zu Künstlerbildnis und Kunstlerdarstellung in der Niederlanden im 17. Jahrhundert, Hildesheim 1984</li> <li>2. Matthias Winner, Die Quellen der <i>Pictura-Allegorien</i> in gemalten Bildergalerien des 17. Jahrhunderts zu Antwerpen, Phil. Diss., Köln 1957</li> <li>3. Hermann Ulrich Asemissen, Jan Vermeer. Die Malkunst. Aspekte eines Berufsbildes, Frankfurt-Main 1988</li> <li>4. Autobiographie und Selbstportrait in der Renaissance, Hrsg. Gunter Schweikert, Köln 1989, s. 174-190</li> <li>5. Hermann Ulrich Asemissen, Gunter Schweikhart, Malerei als Thema der Malerei, Berlin 1994</li> <li>6. Martin Warnke Hofkünste zur vorgerchesichte des modernen Künstlers, Köln 1985</li> <li>7. Oskar Bätschmann Ausstellungskünstler. Kult und Karriere im modernen Kunstsystem, Köln 1996</li> <li>8. Victor I. Stoichita, Das selbstbewußte Bild, vom Ursprung der Metamalerei, Munchen 1998 (wersja polska: Ustanowienie obrazu, Gdańsk 2011)</li> <li>9. The Learned Eye: Regarding Art, Theory, and the Artist's Reputation, ed. Marieke van den Doel, Natasja van Eck i inni, Amsterdam 2005</li> <li>10. Georg W. Koltzsch , Der Maler und sein Modell, Geschichte und Deutung eines Bildthemas, Köln 2000</li> <li>11. Bernd Ebert, Über den Tod hinaus, [w:] Unsterblich! Der Kult des Künstlers, Berlin 2008, s. 73-78</li> <li>12. Hans-Joachim Raupps, Das Imaga des malers in niederländischen atelierbildern und Beitrag Rembrands, [w:] Welt-Bild Museum, Hg. Andreas Blühm, Anja Ebert, Köln 2011, s. 11-23</li> <li>13. Andrzej Pieńkos, Pracownia i dom artysty XIX i XX wieku. Mitologia i rzeczywistość. Materiały z konferencji IHS UW i SHS w Warszawie, Warszawa 2002</li> </ol> |
|---------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | Supplementary literature                                                                                                                | <p>1. Götz, O.: Albrecht Dürer. Deutsche Landschaften, Leipzig 1922</p> <p>2. Im Licht von Lorrain. Landschaftsmalerei aus drei Jahrhunderten, München 1983, red. M. Roethlisberger</p> <p>3. Christopher Brown, Dutch landscape. The early years. Haarlem and Amsterdam 1590-1650, Katalog wystawy National Gallery, London 1986</p> <p>4. Hamm, U, Landschaftsmalerei. Theorie und Entwicklung europäischer Landschaftsmalerei, Stuttgart 1988</p> <p>5. Oskar Bätschmann, Entfernung der Natur. Landschaftsmalerei 1750-1920, Köln 1989</p> <p>6. Landschaftsmalerei. Geschichte der klassischen Bildgattungen in Quellentexten und Kommentaren, Bd.3, wyd. W. Busch, Berlin 1997</p> <p>7. Charlotte. Klonk, Science and the perception of nature. British landscape art in the late eighteenth and early nineteenth centuries, New Haven London 1996</p> <p>8. Svetlana Alpers, Kunst als Beschreibung Holländische Malerei des 17. Jahrhunderts. Dumont, Köln 1998</p> <p>9. H.-W. van <i>Helsdingen</i>. <i>Notes on Poussin's Late Mythological Landscapes</i>. Simiolus 29, 2002, nr. ¾, ss. 152-183</p> <p>10. Monahan, P.: Handbuch der Landschaftsmalerei, Augsburg 1997</p> <p>11. Büttner Nils, Landschaftsmalerei, München 2006</p> <p>12. Michel Weemans, Herri met de Bless Sleeping Peddler. An Exegetical and Anthropomorphic Landscape, Art Bulletin 88, (2006), s. 459-81</p> <p>13. Norbert Wolf, Landschaftsmalerei, Köln 2008</p> <p>14. Prawda natury. Prawda Sztuki. Studia nad znaczeniem reprezentacji natury, pod red. Ryszarda Kasperowicza i Elżbiety Wolickiej, Lublin 2002</p> <p>15. Andrzej Pieńkos, Oświeceniowe laboratorium natury, w poszukiwaniu mediów poznania, RHS, 2014, s. 97-108</p> |
|                                                                | eResources addresses                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Example issues/<br>example questions/<br>tasks being completed | <p>Self-portrait of the artist in reflective surfaces.</p> <p>Painter's studio</p> <p>Women Painters in the 16th and 17th Centuries</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Work placement                                                 | Not applicable                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Document generated electronically. Does not require a seal or signature.