

University of Florida
ARH 3871/ARH 6917– Spring 2018
FAC 201

Tues. Per. 4-5 (10:40-12:35)
Thurs. Per. 5 (11:45-12:35)

***GENDER, REPRESENTATION
AND THE VISUAL ARTS ca 1500-1900***

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Office hours: T 12:45-1:45; Th. 12:45-1:45 and by app't

Course Description

The focus of this course is the gendering of pictorial practice, and how we, as historians, can understand the practices of representing gendered subjects in European art from the Renaissance to the nineteenth century. Particular consideration will be given to the historical contexts, conceptions of gender and cultural attitudes— especially, though not exclusively— towards women, which conditioned their experiences and artistic practices.

Themes addressed in the course include: women's self-representation, work and leisure as they relate to notions of the public and private in art, the ways in which women negotiated the structures of art institutions, their relationship to patronage and the art market. We will be exploring the ways in which women as artists and beholders have produced or assumed a range of different positions in relation to representing, looking and being represented. In this context, issues having to do with the sexual politics of looking (particularly looking at the nude) are of special interest. Also to be addressed are questions of race, conceptions of masculinity and how they intersect with constructions of gender in art and culture.

Readings will focus on the work of specific artists, many of them women, but will also involve some theoretical inquiry into larger categories of gender, sexuality, "otherness" and race. Issues of the gaze will figure prominently. The course will thus include materials from the fields of history, literary and film theory, gender and cultural studies. Pre-req: ARH 2051 or permission of instructor.

Objectives

This course will emphasize the development of critical thinking skills, writing and research on issues (art historical and otherwise) of gender and representation. Students will learn how to participate in the public production of knowledge via Wikipedia. They will also expand their visual literacy by becoming conversant with art by women (and others) in the Western tradition.

General Education Learning Outcomes:

ARH 3871 (passed with a grade of C or better) satisfies the university's General Education Requirement for Humanities and Diversity. It is also a 2000 word Gordon Rule course.

Humanities (H)

The humanities requirement enables students to think critically about what artists and thinkers (past and present) have to teach us about the nonmaterial qualities of human beings and human values. In courses in the humanities, students become acquainted with the enduring products --in words, words, sounds, paint, stone, metal, and many other media -- in which thoughtful and gifted human beings have attempted to meet our individual and collective needs for emotional, spiritual, or intellectual fulfillment. Humanities courses address major intellectual, cultural, and aesthetic achievements. Students consider questions of ultimate meaning and study human activities, artifacts, and artifacts, and values in the context of the ages in which they were produced.

Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups and have an impact on U. S. society. These courses guide students to analyze and to evaluate their own cultural

norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. If you wish to read further about General Education see UF website on Gen Ed (<http://gened.aa.ufl.edu/subject-area-objectives.aspx>) and [Student Learning Outcomes \(pdf\)](#) (<http://gened.aa.ufl.edu/student-learning-outcomes.aspx>)

E2 Writing Credit: This course fulfills 2000 words of the University Writing Requirement. Writing that counts towards the UF Writing Requirement will be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English. To receive the E2 credit, you must turn in all assigned papers and you must pass this course with a grade of C or better.

Required Texts

Weekly Readings for Discussion -- available on ARES (electronic reserve). Many, not all are also accessible through JSTOR. You must be logged on through VPN or from campus to access JSTOR sites as well as ARES. Let me know if you need instructions for remote log on.

About On-line Weekly Readings & How to Get Access to them.

Unless otherwise noted, all discussion readings for this course are accessible through [ARES](#) (Link: <http://cms.uflib.ufl.edu/afa/Index.aspx>). Some longer readings may be posted on the on [e-learning/Canvas](#) under [Course Assignments](#) for this course. It will take you time to download the articles – so please plan accordingly. Please let me know immediately if you are having problems accessing the readings. I can help!

* **Note:** You will find various supporting course materials (guidelines for papers, etc.) under **Resources** on the e-learning site

Recommended Texts

§ Whitney Chadwick, *Women, Art and Society* (5th ed., 2012)

Chadwick is available through on-line vendors such as Amazon.com, as well as the UF Bookstore.

Though we will not be devoting discussion to it, this material is an important supplement to lectures and discussion.

§ *Guerilla Girls Bedside Companion to the History of Western Art* (1998)

Essential Reference Texts

- Delia Gaze et. al, *Dictionary of Women Artists* (Ref. section of [Architecture and Fine Arts Library](#))
- [Grove Dictionary of Art](#) (see link under Oxford Art On-line) NOTE: If you are using a computer off campus you must use VPN software or the REMOTE LOGON to access this and other on-line sources available through the UF library.

A useful on-line source, [Writing About Art](#) .

Course Format and Requirements:

Basic Requirements

- Attendance at all class meetings (including a visit to the Harn Museum on 1/30)
- Weekly readings and active participation in discussions

- Three short reading response papers
- A group presentation of discussion reading
- Two slide quizzes
- Class blog entry on a relevant artist or subject
- A brief in-class introduction of a relevant artist
- A group research project for upload on Wikipedia & attendance at the Harn's Wikipedia Edit-a-Thon on Art and Feminism (Sunday, 4/7)

Format

This course will combine lectures and discussion of readings and visual evidence. It is therefore essential that you attend all class meetings; b) actively participate in class discussion; c) do the readings (not necessarily in that order). Discussion of readings is an integral part of course work, and depends upon your keeping abreast of the assigned texts completing them before class. In most cases discussions will take place on Tuesdays.

Class Participation Includes :

- Attendance (See **Attendance and Grading Policies**, below.)
 - Active Participation in Class Discussion
 - Possible Pop Quizzes on Reading Assignments
 - Posting relevant images or other material to the class blog
 - Short Introduction of a Woman Artist: A very brief gloss on an assigned artist that includes her name, nationality, dates and an example of her work. Also part of the participation grade.
- Note: See [Canvas – under Course Assignments](#) for a list of possible women artists. (You may choose artists not on the list.)

Here is the info you need to post to the **class blog: [Gender and Representation in Art History](#)**. *Be sure to include your name with your post (and date it).*

Cut & Paste this link: <https://genderrepresentationart-ohmy.tumblr.com/>

To post, login to tumblr: <https://www.tumblr.com/login>

Use this email: genderrepresentation3871@gmail.com

And this password: hydegenderclass

Readings for Discussion :

You will receive key questions to guide your reading the week before we discuss the material in class. You are responsible for all assigned reading. I STRONGLY URGE YOU TO PRINT OUT AND TAKE NOTES ON READINGS TO PREPARE FOR CLASS DISCUSSION FOR AND POSSIBLE POP QUIZZES. YOU SHOULD ALSO BRING READINGS WITH YOU TO CLASS.

Pop Quizzes on Readings: If I feel they are needed, there will be unannounced quizzes (5 minutes) with a question pertaining to the day's reading. These will be folded into the participation grade (though will not amount to more than 15% of the participation grade)

Reading in Chadwick:

Though we will not be devoting as much class discussion to it, this material is an important supplement to lectures and discussion.

Peer Teaching/Creative Group Presentation

In addition to the responsibility of all students for each week's assigned readings, at various points throughout the semester small groups (panels) of four or five students will be responsible for teaching the discussion readings assigned for a given day to the class. (Sometimes the readings are organized as pairs of conflicting interpretations of the same visual material or the issues. It is up to your panel to decide how best to present this material to the class.) Usually discussions will take place on Tuesdays. The group is responsible for 40-50 minutes of class time, your group should meet at least twice outside of class to prepare for the presentation, and once with me. **NO LATER THAN A WEEK BEFORE YOU PRESENT YOU MUST MAKE AN APPOINTMENT TO MEET WITH ME. BY THAT TIME YOUR GROUP SHOULD HAVE DONE THE READINGS AND MET ONCE ALREADY TO PREPARE FOR OUR MEETING.** Only one grade is assigned to the panel as a group, even though individual as well as group work is required. Further details on the panel presentation will be posted to the syllabus soon. You will also receive a second individual grade for the short paper you will be asked to write in connection with your panel's readings.

* Note: [See e-learning/Canvas – Course Assignments](#) for details on the group presentation and individual paper related to it.

Papers:

There are three papers for this course.

1. Two short reading response papers (2 pages/500 words each), **first one due before spring break; second one due before the last day of class on April 24.** These should identify the central argument and engage thoughtfully with one or more of the day's readings, and **are due on or before the day** we discuss the readings.
2. One 3 page paper (1000 words), typewritten/double-spaced) **due the day of your Peer Teaching/Panel Presentation.** For this paper write about one image of your choosing in relation to one or two key concepts found in at least one of the readings presented in your Panel Presentation.

See this [link from the Duke University Writing Studio](#) for guidelines on writing a good response paper.

Wikipedia Group Research Project:

There will be a group research project for this class that will culminate in a text to be uploaded at the Wikipedia Edit-a-thon on Feminism and Art Research Paper that will take place at the Harn Museum of Art on **SUNDAY April 7**. For information on the Art + Feminism Edit-a-thon see: <http://www.artandfeminism.org/our-story/> . Details about this assignment and my expectations for it will be forthcoming soon.

Examinations & Quizzes:

No exams in this class. There will be 2 slide quizzes (approx. 20-25 slides each). One week before the quiz, I will post images I expect you to know in a powerpoint document that you can download from the [Files in e-learning/Canvas](#).

Attendance & Grading Policies

Attendance is required. Tuesday absences count as two because we meet for two periods. Unexcused early departures of more than 15 minutes count as an ABSENCE. Except in extenuating circumstances, more than **three** unexcused absences will affect your final course grade. After three , I may opt to drop your final grade a half-step for every additional unexcused absence (B to B-, B- to C etc.). Excused absences require documentation (note from a doctor, etc.)

Grades for this class will be determined by class participation, presentations, quizzes and written assignments. The breakdown of grades is as follows:

Grading

- Class participation (see above) & Attendance 25%
- Response Papers 15%
- Panel presentation 15%
- Short Paper (relating to presentation) 5%
- Slide Quizzes 20%
- Wikipedia Research Project 20% (includes in-class assignment, annotated bibliographies, Wiki article or additions)

<i>Grading Scale for this Course :</i>	C+ 80
A 97	C 77
A- 93	C- 73
B+ 90	D 70
B 87	F 60
B- 83	

GRADUATE STUDENTS TAKING THIS COURSE AS COGNATE ARH 6917

To fulfill requirements for graduate credit for this class, grads are expected to do all assigned coursework (including quizzes and Wikipedia group research project) with the following changes in requirements:

Reading Questions: Grad students will not do group panel presentations, but each week (**starting week 3**) should post reading questions on Canvas that pertain to TWO of the assigned readings for that week's discussion.

These questions are due to me no later than 8 pm the night before we discuss the readings in class.

Response Papers: Grads will also write 5 short response papers (2-3 pages/750-1000 words) on readings of your choice (assigned or recommended for a given week). **Your response should be submitted to me via CANVAS no later than 10 pm on the night before the reading is being discussed.** It should consist of a few paragraphs that first summarize the main points of the readings being discussed that day. It should also thoughtfully address some issue raised in one or more of the readings. Your response may take the form of a question or observation, or take up questions I suggest beforehand to the class. You will receive one final collective grade for these email response papers.

See this [link from the Duke University Writing Studio](#) for guidelines on writing a good response paper.

Final Project – Create an Anthology: Over the course of the term you should assemble a collection of materials related to an important idea or theme being discussed in class. These materials can be scholarly essays – or even websites Alternatively these could be creative work such as short stories, poems, plays, or works of art or music. You should write an introduction (7-10 pages) in which you explain the central theme of your anthology and the rationale for including each item in it. Alternatively you can do an appropriate studio/research project to be decided in consultation with me.

Additional Meetings & Readings: Grads will meet with me as a group several times during the course of the semester -- we will need to schedule these meetings by the second week of classes. Additional readings (usually drawn from the Recommended Readings) will be assigned for these meetings.

Grading for Grads

- Participation in discussion and attendance 25%
- Reading Questions 5%
- Response Papers 20%
- Slide Quizzes 10%
- Wikipedia Project 20% (includes in-class assignment, annotated bibliographies, Wiki article or additions)

Classroom Demeanor

Active discussion of the material is expected; lively commentary, personal opinion, creative thinking, insightful analysis are strongly encouraged. Any comparisons and contrasts to contemporary problems and issues enhance our discussion. Feel free to talk about the course material to one another, to pose questions to one another and to the instructor, to challenge, to contest, to argue your point. Be respectful of the opinions of other students; respect ideas that are different from your own. Do not hesitate to put your hand up during lecture to ask questions or to ask for clarification of something you do not understand.

Please abide by these rules of the road:

1. Arrive on time and do not walk in and out of class unless it is a necessity. Walking in and out while the class is in progress is disruptive to the other students and is impolite to the professor.
2. If you are going to use mobile phone, laptop, tablet etc. during class, please sit in the back of the room.
3. Any web surfing, email answering, Facebook tending, etc. will be treated as a violation of the attendance policy and the day of the violation will be counted as an unexcused absence.
4. Please do not come to class if you are ill with the flu or any other contagious illness. Illness constitutes an excused absence.

Other necessary information

- All course assignments, and changes to the syllabus will be posted to [e-learning/Canvas](#). I will post study guides, some readings, powerpoints from lectures, etc under [Files](#) .
- Announcements about the course — any change in an assignment, class scheduling, etc. — will be posted via e-mail. Please get into the habit of checking for messages the day before class to be sure there hasn't been a change of plans.
- Do not hesitate to email me with any problems or question you may have; I will answer your emails as promptly as I can – though I do not check email as often on the weekends (often not at all on Saturdays). If you are having any difficulty with the course, please be sure to make an appointment to come to office hours so I can help you! I truly want everyone to do well in this class
- The acceptance of a late paper without loss of credit. Papers will be marked down for every day they are late, unless a prior arrangement is made (for a worthy reason) with me.
- You must complete all course requirements in order to pass the course.
- Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these

assessments are available to students at <https://evaluations.ufl.edu/results/>

- **Classroom Accommodation:** Students requesting classroom accommodation must first register with the [Dean of Students Office](#) . The Dean of Students Office will provide documentation to the student who must then provide this documentation to professor when requesting accommodation.

- **Academic Honesty:** As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form in the [Undergraduate Catalog](#). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail [here](#).

Keep in mind that plagiarism is a serious violation of the student academic honor code . University policy recommends that, as a minimum , instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students.

It is plagiarism if you present the ideas or words of someone else as your own. You are responsible for understanding the University's definitions of plagiarism and academic dishonesty. See the [Student Honor Code](#) . Ask me if you have any questions!!

<i>Important Dates</i>	
Jan. 30	Harn Museum visit
Feb. 1	No class meeting
Feb. 15	Slide Quiz #1
Feb. 20	Proposals for Wikipedia projects due
Mar. 22	Research Day – No class meeting
Mar. 23	FRIDAY, Annotated Bibliographies due for Wikipedia projects
Mar. 29	Slide Quiz #2
April 7	SUNDAY, Art & Feminism Wikipedia-edit-a-thon
May 2	Final Projects– Due by 5pm on Canvas