

Thinking Women on Both Sides of the Easel
Graduate Seminar in 18th Century Art

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<https://ufl.zoom.us/j/5689455106>

Seminar Description

This seminar takes seriously the late Mary D. Sheriff's call to engage in strategic reinterpretation by addressing new protagonists and subjects and fresh questions in the study of eighteenth-century art. The "new protagonists" and subjects here are largely women and girls who were significant agents, historical actors (particularly as artists), or subject matter in eighteenth-century visual culture. We will explore how visual representations, from paintings to fashion illustrations, contribute to the process of gender formation. We will be attentive to questions of canon formation and models for how to write women back into (art) history. We will seek to reclaim the subversive power of reinterpretation, recognizing the power of images to resist authoritative meaning.

Course Objectives

This is a focused research seminar in which students will pursue individual interests that build on key readings and concepts discussed collectively in class meetings. Seminar participants will become conversant with the work and careers of artists who largely have not been included in the dominant accounts of art history. Students will also be able to discuss the ways in which the gender offers a useful lens for understanding aspects of art and culture as well as cultural politics. Our study of women artists during the first part of the course will provide a model and a set of questions applicable to other historical contexts. There will be a strong emphasis on questions of art historical methodology, on critical reading and discussion of issues/concepts presented in assigned readings on close examination of images, and on research and writing. Development of oral presentation skills, also a course objective.

Required Readings & Reserves (Electronic and otherwise)

Readings

Most of the assigned readings are available on-line via Canvas/e-learning.

<https://elearning.ufl.edu/>

Some readings and additional research materials will be on traditional reserve at the Architecture and Fine Arts Library, or electronic reserve (ARES) <https://ares.uflib.ufl.edu/>. You must be logged on through remote log on, VPN or from campus to access these sites. Let me know if you need instructions for remote log on.) Hard copy books on reserve are also listed on the ARES site for this course.

IF YOU HAVE PROBLEMS ACCESSING THE READINGS LET ME KNOW ASAP.

You will also find a file of “Background Reading” in Canvas, if you would need help with context for the eighteenth-century.

Seminar Format

Part 1. The first two-thirds of the semester will be organized around a series of round-table discussions of selected images and readings, as well as short written and oral assignments.

Part 2. The last quarter of the semester will consist of completing a draft of a sustained research paper, a peer review and workshopping of that paper, and producing a shorter version of this paper to be presented at the end as polished, conference-style talk.

Grading and Assignments

I calculate grades in this course using a point system. Participation and assignments have corresponding point values that add up to a maximum of 100. Point values for assignments are listed below. I use this scale in determining your final grade.

Grading Scale

A	95-100 points
A-	90-94
B+	85-89
B	80-84
B-	75-79
C	70-74

Participation (20 points)

- **Reading and Discussion:** We will all get the most out of this seminar if everyone turns up for class (see **Attendance Policy** below) and is prepared to engage. To that end each member of the seminar is expected to read all the assigned essays for a given class. Close, informed discussion of the texts and images is a necessity for the success of the seminar; as is engaging one another in ideas and debate. Not completing the reading and/or failing to participate places a greater burden on others. I understand that other commitments can sometimes keep you from being able to read everything that is assigned. If this occurs, I recommend skimming or reading selections from each of the assigned materials so that you can participate at least minimally in seminar.
- **Peer Workshopping of Research Papers.** You will be asked to read and provide written feedback on each other's 20-25 page research papers.

Class Provocation (10 points)

During Part I of the semester, we will begin with one student assigned to present questions, commentary or visual materials (for no more than 10 minutes), designed to provoke conversation concerning that day's readings. The goal is not to summarize the readings, but to highlight key arguments, ideas or questions. At the same time, the provocation should address all of the assigned materials individually and/or thematically.

Reading Abstracts (15 points)

Although provocateurs do not need to summarize the readings for class, they are required to write short abstracts/summaries of each of the readings (see *Art Bulletin* for examples of abstracts). These are to be submitted on Canvas before class meets.

Object Share (5 points)

Each member of the seminar also will be asked to select and present for (brief) discussion (at least) one object relevant to the themes of the seminar.

Research Paper (30 points)

On a topic of your choosing, to be decided in consultation with me. **A draft of this research paper is due Friday, Nov. 4.** You will receive my comments on your draft the week before your oral presentation, along with a provisional grade. **I will be meeting with each of you during weeks 6 & 7** to discuss topics/projects, but it is your responsibility to consult with me regularly. I expect for you to utilize some course material in addition to relevant scholarship you find on your own. **The paper should be 20-25 pages long (double spaced, 12pt).** Footnote and bibliography citations should be in the Chicago Manual of Style format, (the standard for Art History, see examples in publications such as *Eighteenth-Century Studies*.)

Oral Presentation of (Shortened) Research Paper (20 points)

The last two weeks of class meetings will consist of each student giving a polished, 20 minute conference-style presentation of their research. Three or four presentations will be scheduled for each class meeting.

Giving a conference-style talk means reading an (approximately) 10-page paper coordinated with a Powerpoint presentation of images. Presentations will be followed by 15 or so minutes of class discussion to be led by two other seminar members.

Course Policies and Other Important Information

Attendance

Our time together is precious and limited, therefore attendance at every class session is both extremely important and expected. You may miss one class meetings without influencing your grade. I do not need to be informed of why you are not in class, but if you must go beyond the limit, please do contact me. Every unexcused absence beyond the one allowed, will affect your final grade: 10 points will be deducted for each absence past the limit. In order to be counted as present you must arrive on time and stay until class concludes.

If you miss class because of Covid (or some other illness that might lead you to miss more than one class meeting), contact me as soon as you can to make arrangements to zoom into class if necessary or to make up any work.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

Participation and Discussion Guidelines

You are required to bring course texts to class in either hard copy form, or on your laptop/tablet, as we will often read extensive excerpts of texts together. Failure to come to class with the reading will decrease your participation grade.

If needed, we will collectively determine additional community guidelines for seminar discussions.

Correspondence

I can answer questions via email. But please be aware that I receive a high volume of emails. If your query is time sensitive please indicate that in the subject line. Questions that require substantive engagement, such as commentary on an assignment, would be best addressed during office hours (please make an appointment with me). I will expect for you to check your UF email once a day in the event that there is a schedule change or if I need to send you important information. Class alerts will be sent via the Canvas system.

Accessibility and Classroom Accommodation

I am committed to making learning in this course accessible to all, and along with the UF Disability Resource Center (DRC) celebrate disability identity as a valued aspect of diversity. Please contact me to discuss any learning needs that you may have. Students requesting classroom accommodation should contact the (DRC) to request an accommodation letter.

<https://disability.ufl.edu/>

Location: 001 Reid Hall. For information, call 352-392-8565 or email accessUF@ufsa.ufl.edu

Academic Integrity & the University of Florida Student Honor Code

UF students are bound by The Honor Pledge, which states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’*” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources: Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact “U Matter, We Care” so that a team member can reach out to the student.

Email: umatter@ufl.edu

Phone: 352-392-1575

Website: <http://www.umatter.ufl.edu/>

Counseling and Wellness Center:
32611

Address: 3190 Radio Road, Gainesville, FL

Phone: 352-392-1575

Website: <https://counseling.ufl.edu/>.

Sexual Assault Recovery Services (SARS), at the Student Health Care Center:

Phone: 352-392-1161

Website:

http://www.umatter.ufl.edu/sexual_violence

Sexual Harassment: Sexual Harassment is unacceptable anywhere on UF’s campus. For more about UF policies regarding harassment, see:

http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/

COVID Related

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are encouraged to wear approved face coverings at all times during class and within buildings even if you are vaccinated. **I can’t require you to wear a mask, but for the health and safety of your peers and their families, I encourage you to.** Please understand the continuing concerns, and continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Student Health Center (<https://shcc.ufl.edu/services/covid19/>) offers guidance

- when you are sick, have been exposed to someone who has tested positive or have tested positive yourself.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Campus Resources: Academic:

The Writing Studio, 302 Tigert Hall and 339 Library West, offers help with brainstorming, formatting, and writing papers, as well as online tutoring.

Phone: 352-846-1138

Website: <http://writing.ufl.edu/writing-studio/>

Teaching Center, SW Broward Hall, for tutoring and strengthening study skills.

Email: teaching-center@ufl.edu

Phone: 352-392-6420

Website: <https://teachingcenter.ufl.edu/>

Harn Museum of Art, 3259 Hull Road, excellent collection on campus with more than 10,000 works of art; offers free student memberships that include admission to 75+ museums nationwide, invitations to museum events, and more.

Phone: 352-392-9826

Website: <http://harn.ufl.edu/>

Summary of Important Dates

Sept 28-Oct 5	Schedule Individual Meetings to Discuss Research Topics
Nov. 4	First Drafts of Research Papers Due
Nov. 24-27	Thanksgiving Break
Nov. 30	Group I Presentations
Dec. 7	Group II Presentations
Dec. 14	Revised Research Papers Due

Provisional Outline of Topics and Assignments
All texts available through ARES (unless otherwise noted)

<https://ares.uflib.ufl.edu/>

Week 1

Aug. 24 Organizational Meeting & Introduction

Week 2

Aug. 31 Groundwork: Strategic Reinterpretation & the Whole Greatness Thing

Week 3

Sept. 7 Women Artists in Art History, Museums & Exhibitions: Questions of Canon Formation

Week 4

Sept. 14 NO CLASS MEETING

Week 5

Sept. 21 Foremothers

Week 6 Schedule Individual Meetings with me to Discuss Paper Topics

Sept. 28 France: The Academy and Beyond

Week 7 Schedule Individual Meetings with me to Discuss Paper Topics

Oct. 5 Social Networks, Amateurs and Natural History

Week 8

Oct. 12 A Revolution on Canvas

Week 9

Oct. 19 Portaiture & Self-Portraiture

Week 10

Oct. 26 Friends, Rivals and Significant Others

Week 11

Nov. 2 Women Artists and Race

Nov. 4 **First Drafts of Research Papers Due**

Week 12

Nov. 9 **TBD**

Week 13

Nov. 16 **TBD**

Week 14

Nov. 23 **THANKSGIVING**

Week 15

Nov. 30 **Presentations**

Week 16

Dec. 7 **Presentations**

Dec. 14 **Revised Papers Due, 5 pm**