

ARTH 4383 Online - Art History Seminar - Fall 2020 - Perry

Seminar Paper Requirements

Although students enrolled in 4383 must complete all assignments for ARTH 3357, the primary focus of the art history seminar is a research project and paper of circa 3,500-4,000 words (approx. fifteen double-spaced pages of text). The goal of the seminar is to practice several different skill sets in art history, including conducting art historical research, creating bibliographies, and crafting a project from a single methodology. The project will be completed in different stages, as discussed below.

Components will include an annotated bibliography, an outline, a first draft, and a final paper. Students will submit drafts of each section for feedback from the professor; revised sections will be combined and submitted into the completed research paper at the end of the semester. All submissions must be in the digital format.

Communication with your instructor is a critical component of the research and writing process. Each student will meet briefly via Blackboard Collaborate with the instructor approximately every two weeks to discuss their progress or to review the instructor's suggestions for improvement of each section.

Key Due Dates

Friday, September 4th: seminar paper topic due

Monday, October 5th: annotated bibliography due

Friday, October 16th: outline of seminar paper due

Monday, November 16th: first draft of paper due

Monday, November 30th: final paper due

Seminar Paper Topic

You have a lot of freedom in the topic of your investigation, but choose wisely. You will want to choose a topic about which you can form an argument or thesis (not a fact, but something that can be argued another way as well). Your research will then focus on supporting your thesis. Your paper will use images to illustrate your ideas. You will want to choose an angle of interpretation and a methodology for your research; these include investigations of style, formal elements, social history, cultural history, artist's biography and / or psychology, iconography, or even a theoretical basis.

Conducting Research

You will need to devise some keyword searches to find the sources for your project. WorldCat is a good place to search for books about your topic. Some of the most useful article databases include JSTOR, Art Source, Grove Encyclopedia of Art, and the [Bibliography of the History of Art \(BHA\)](#), which is available for free at the Getty Research Institute.

Use only quality reputable scholarship. Wikipedia is not peer-reviewed and is thus not reputable, but some entries have bibliographies at the end and those may be useful. Major peer-reviewed research journals for art history include *The Art Bulletin*, *Art Journal*, *Leonardo*, *The Burlington Magazine*, *Art News*, *ArtForum*, *American Art*, *Winterthur Portfolio*, *Art International*, *Studio International*, *October*, *Grey Room*, *Flash Art*, and *Art History* (published in the UK). These are good places to search for scholarly articles in English, but there are many other good journals as well. [Sacramento State University Library's guide to research in Latin American and Latino art history](#) is also a good resource:

The [ARTH 3357 Research Guide](#) compiled by librarian Joy Urbina will be an invaluable resource as you look for your topic and research your paper. Be sure to check out the [ICAA Documents of Latin American and Latino Art](#), a digital archive of primary source material and critical texts of the twentieth and twenty-first centuries. Also check out the [UTEP Library Art Research Guides](#), with librarian David Flores.

You might be able to use Interlibrary Loan (ILL) for books and articles that we do not have at UTEP's library and that are not available from its databases. This service is currently suspended due to the pandemic.

Annotated Bibliography

In the course of doing your research, you should create a Chicago style bibliography (a list of books, articles, etc.) with annotations, which are evaluations of each of those sources. Your annotations should include both the author's focus or argument and an analysis of what is useful to your project. Each annotation should be a minimum of five sentences. Each entry of your annotated bibliography should include a Chicago style bibliographic entry followed by its annotation. Your bibliography should include ten to fifteen sources, which include books, museum catalogs, scholarly articles, newspaper articles, and web sources. You should discuss the distribution of sources necessary for your project with the instructor at your first meeting.

An annotation is a (minimum five-sentence) description of the source and / or what information from it may be useful to your project. For all questions pertaining to grammar, syntax, footnoting and style, see the latest edition of the *Chicago Manual of Style*. For basic information about creating footnotes and bibliography, click on this link to the [UTEP library website](#).

Outline – Due Friday, October 16th

This is where you will create a map of the paper you will write. Make this as detailed as possible with roman numerals for each section (including introduction and conclusion). You should include your thesis statement and works of art that you want to discuss as well (artist last name, *title*, date).

First Draft – Due Monday, November 16th

The more polished you make this, the better your edits from your instructor will be. There might be slight deviations from your outline; in this case, adjust your outline as well. You can add in questions for the instructor inside [brackets]. It's also good to highlight these in another color. You should include images in your rough draft. Label your images Figure 1, Figure 2, and so forth, in both your text and on the images. The images do not have to be in color. They should go in order at the end of your paper. It is best practice to create an image list with the artist's full name, title, date, dimensions, medium, and owning institution of each work.

Your paper should include Chicago style footnotes citing the research you reference. This is the standard citation style for the humanities; we generally do not use parenthetical citations. Scholars use footnotes so that readers know exactly where they got their information and where to go for more information. Every single quotation taken directly from a source needs its own footnote and you should make sure to introduce every quote in your paper (ex. According to John Doe, "The sky is blue."<insert Chicago style footnote of where Doe wrote this>).

Your introduction should indicate the issues at hand with your topic and should explicitly state your thesis. Your conclusion should tie together the different sections of your paper and address lines of inquiry that you would make for future research.

Final Paper – Due Monday, November 30th

After receiving feedback on your draft, you should work on editing your paper toward the final version. The seminar paper will be approximately 3,500-4,000 words (about fifteen pages of text), exclusive of footnotes, bibliography, etc. The UTEP Writing Center (at the library) can help finesse your grammar, style, and syntax. The center currently offers online assistance.

What to Compile for Your Final Submission

Your final submission should include the following in this order:

- . 1) Your final seminar paper with Chicago style footnotes, image list, images labeled Figure 1 and so forth, and bibliography
- . 2) Your outline
- . 3) Your annotated bibliography

Every part of your project should be typed, double-spaced, have one-inch margins, have page numbers, and use Times New Roman 12-point font. Your paper itself should have a title page with your paper title, your name, the course name, and the date; you do not need to repeat this information again in the paper. Each annotation for your bibliography should begin with a Chicago style citation of the source, but the annotations themselves may be single-spaced.

To Do Before Submitting Your Paper:

- Make sure that you have covered all required parts of the paper and that you stay within the word count range.
- Make sure that your combined final document includes all required parts. You will not receive credit for parts that are not submitted, even though you wrote drafts of them earlier in the semester.
- PROOFREAD your paper. Check for spelling and grammatical errors and do not rely only on your spellchecking function. For most art historians, it is easiest to mark up a paper draft rather than edit on a computer screen.
- Read your paper *out loud* at least once after you have written it to make sure that the sentences make sense and seem to flow.
- Check the format of your Chicago style footnotes and bibliography entries.
- Cut out flowery or hyperbolic language (e.g. “amazing,” “beautiful,” “genius,” “masterpiece,” etc.), which detracts from a sophisticated argument.
- Titles of works of art should go in *italics*.
- Paragraphs should be half a page to two-thirds of a page.
- Numbers under 100 are written out fully (ex. ninety-seven); over 100, they are written numerically (ex. 1,000).
- Make sure your formatting is correct.
- Make sure your images show up in the PDF.
- Check for plagiarism in citing all research materials in your paper. Any paper that plagiarizes material will receive a zero and an automatic F in the course. Writers have to reference or cite any idea that is not their own. This is what goes in footnotes. To plagiarize means to take someone else’s ideas or words and not give them credit. This includes not only cutting and pasting something from the internet, but also taking an idea and putting it in your own words without saying where you got the information. It’s not enough just to say who wrote something; you have to give the source information in footnotes. When in doubt, use a footnote. It’s always better to cover your bases. Be diligent about this. Ask questions if you are unsure what constitutes plagiarism. See the [UTEP policy on academic integrity and scholastic dishonesty](#) at OSCCR.

GRADING RUBRIC (250 points total)*

| | |
|------------------------|------------------------|
| Annotated Bibliography | 50 points total |
| Chicago style entries | 25 points |
| Annotations | 25 points |

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|--------------|------------------------|
| Outline | 25 points total |
| Clarity | 15 points |
| Organization | 10 points |

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|-------------------------|-------------------------|
| Seminar Paper | 175 points total |
| Introduction | 10 points |
| Strength of thesis | 5 points |
| Body of paper | 50 points |
| Conclusion | 10 points |
| Chicago style citations | 30 points |
| Image list | 20 points |
| Images | 15 points |
| Grammar/spelling | 25 points |
| Formatting | 10 points |

225-250 points = A

200-224 points = B

175-199 points = C

- Rubric and syllabus for the Senior Seminar devised by Dr. Melissa Warak and adopted for use by UTEP art history faculty spring semester, 2015

COVID-19 PRECAUTIONS FOR FALL SEMESTER 2020

All faculty, staff and students are required to STAY HOME if they:

- (1) test positive COVID-19,
 - (2) are experiencing symptoms related to COVID-19, or
 - (3) were exposed to any individual who tested positive for COVID-19 within the last two weeks.
- The CDC defines an "exposed person" as anyone who has had close contact (less than 6 feet for 15 minutes or more) with someone who has tested positive for COVID-19. The close contact with a COVID-19 positive individual must also have occurred within a specific window: 2 days *before* the COVID-19 positive individual's first positive test and *until* that same individual meets the criteria for discontinuing home isolation.

When Faculty, Staff and Students Must Self-Report

All faculty, staff and students must REPORT if they:

- (1) test positive COVID-19,
 - (2) are experiencing symptoms related to COVID-19, or
 - (3) were exposed to any individual who tested positive for COVID-19 within the last two weeks.
- The CDC defines an "exposed person" as anyone who has had close contact (less than 6 feet for 15 minutes or more) with someone who has tested positive for COVID-19. The close contact with a COVID-19 positive individual must also have occurred within a specific window: 2 days *before* the COVID-19 positive individual's first positive test and *until* that same individual meets the criteria for discontinuing home isolation.

How to Self-Report

To make sure reports are tracked accurately, self-reports must be made to screening.utep.edu. Self-reporting will allow the University to provide guidance on how to prevent exposure to others, and provide the criteria and procedures required for returning to campus when appropriate. Information will be safeguarded and used only for supporting you and determining exposure of other faculty, staff and students.

What Faculty, Staff and Students Must Do Before Coming to Campus

The web link, screening.utep.edu, which can be saved to a home screen on Apple or Android devices, includes daily screening questions. ([See pdf here](#) for instructions on how to add the UTEP screening link to your cellphone's home screen)

All faculty, staff and students will use this link each day before coming to the UTEP campus. Upon completion of the daily screening questions, the page will tell them whether they are clear to proceed to campus or not. Using this tool will automatically send an email to your supervisor letting them know that you are or are not coming to work. If you report COVID-19 symptoms, the system also automatically

reports to UTEP Environment, Health & Safety who will reach out to you directly with further instructions.

Faculty, staff and student should comply with these instructions and any subsequent guidance that may be provided by Environmental Health & Safety (EH&S), Human Resources, the Dean of Students, or other university officials.

What to do when on Campus

Each of us helps to build our collective commitment to use best health practices all the time. Getting the basics right is the most important thing each of us can do to protect ourselves and each other. It is everyone's responsibility to help keep our campus safe by following best practices when on campus, especially faculty, staff, and student leaders who are important role models. All faculty, staff, and students are required to

- • Wear face coverings when in common areas of campus or when others are present,
- • Maintain a minimum separation of six (6) feet between yourself and others, when possible, and arrange spaces to make this possible in almost all circumstances,
- • Adhere to room/space limitations on number of occupants, and
- • Wash hands frequently.

Compliance

Because everyone's cooperation is needed to help prevent the spread of disease, repeated refusal to comply with this policy will be referred to the appropriate University official (Provost for faculty, Human Resources for staff, and Dean of Students for students) and may result in disciplinary action.

Student Responsibilities for F2F (Face to Face) Hybrid Course

- • Wear a mask at all times.
- • Maintain 6 feet of separation at all times, including when conferencing with other students.
- • Follow signage indicating specific entry and exit doors and pathways.
- • Do not cluster in groups and keep hallways open.
- • Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch your face until you can wash hands.
- • Use an alcohol wipe, provided outside of classrooms, to sanitize the area where you will be sitting.
- • Follow faculty protocols for leaving and re-entering the classroom during the lecture.