

WS 3382: The Nude in Art and Culture

Summer 2019: June 10-July 5

“ART AND ADVERTISING ARE BROTHERS – ONE WAS STOLEN AWAY AT BIRTH BY GYPSIES.”

- ROBERT SCHOLES, RESEARCH PROFESSOR OF MODERN CULTURE AND MEDIA
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Course Purpose and Design: *The Nude in Art and Culture* examines the connections between images of male and female bodies in fine art and in popular culture. We will focus only on fine art and popular culture in western culture, which means that we will look at art from Western Europe and the United States, and popular culture from those two regions as well.

Course Objectives and General Education Outcomes: *The Nude in Art and Culture* will provide students with the opportunity to think about fine art and popular culture as part of a continuum. Students who are successful in *The Nude in Art and Culture* will have an increased ability to interpret artistic works as part of a culture, be able to justify those interpretations, and be able to look at works of art and mass culture from multiple perspectives. Students will have an increased knowledge of certain aspects of culture as well, namely the way in which gender impacts both “high culture” and “low” or “mass” culture, and will develop strategies to question those distinctions.

TEXTS:

- Richard Leppert, *The Nude: The Cultural Rhetoric of the Body*
- Other Readings are posted in Blackboard

COURSE REQUIREMENTS AND GRADING:

Two (2) exams worth 100 points each. Exams will consist of essays.

5 Reading Quizzes

Reading summaries worth 100 points total (10 points each)

Online Group Discussions worth 100 points. You are assigned to a weekly discussion group, and your group will respond to questions posed by the professor. You will find your group under the “groups” tab. You must start the discussion early in the week by posting a comment to the group question. Your post should be at least 100 words, and you should post at least three times each week in order to receive full credit. You are welcome to discuss asynchronously, which means at your convenience. Group discussion topics for each week are created by the professor and found under the “Weekly Discussions” tab in the left-hand column of the course.

In order to receive full credit for your weekly discussion, your group should submit TWO (2) group reports by 11:30 PM Saturday night. There are two group reports: 1) attendance report and 2) discussion summary.

Attendance Report: Each week, a member of your group will post a report listing the names of group members who participated in group discussion and how often each group member posted.

Discussion Summary: Each week, a member of your group will post a summary of your discussion.

Duties of Group Members: Group duties will be rotated each week; group members will determine the rotation. There are 3 positions: a group leader, a group recorder, and a group messenger. If there is a fourth or fifth member to any group, those members get the week off.

Group leaders shall act as group organizers, directing group activities, keeping the group on task, and checking that all group work is properly recorded and reported and returned. **Group recorder** takes notes for the group and submits the Discussion Summary on the group discussion board. The **group messenger** takes "virtual" attendance each week and posts that information on the group discussion board as well.

Rubric: Discussion Postings

FULL CREDIT

- Responds fully to question
- Gives a realistic response
- Expresses ideas clearly and persuasively
- Exercises good judgment in selection of relevant ideas
- Presents ideas clearly, logically, coherently,
- Expresses facts correctly
- ideas are well organized and in own wording
- Responses are at least 100 words or more
- Responses to others are thoughtful and supported with research and practical application
- Uses and cites course text/module to support response

PARTIAL CREDIT

- Responds adequately to question asked
- Selects ideas which are supportive
- Presents ideas clearly
- Expresses facts correctly
- Ideas are organized and in own wording
- contains noticeable errors in grammar, punctuation, word choice, spelling
- Expresses ideas with some confusion
- Expresses ideas clearly and persuasively
- 50-75 words
- Uses course text/module to support response minimally

LITTLE TO NO CREDIT

- Partially responds to what the question asks
- Responds to question with some errors
- Ideas are lacking in support and unclear.
- Facts are inaccurate
- Copies, wording from sources
- Contains substantial errors in grammar punctuation, word choice or spelling throughout
- Presents ideas unclearly with little organization
- <50 words
- Responses reflect general ideas without supporting references to readings and supporting research.
- Responses to others are minimal or none. (i.e., "I agree!" or "I like the ideas!")

PLAGIARISM AND CHEATING

It is expected that you will write all of your own papers and that you will know how to cite sources and quote people appropriately (using MLA style for this course). If you are not familiar with MLA style, the Tutoring and Learning Center located in the UTEP library can help you. Plan ahead for your written assignments. Also, here is a helpful online resource: http://owl.english.purdue.edu/handouts/research/r_mla.html

IMPORTANT: Any indication that you are submitting someone else's work, or that you are adopting statements or ideas of another person without appropriate acknowledgment (plagiarism), will have serious repercussions. Any plagiarism, cheating, or collusion to cheat observed in this class will be reported to the Dean of Students who will initiate disciplinary proceedings. Do not risk your good name and your future based on anxiety about grades, peer pressure, lack of time management, or feeling overwhelmed. Instead schedule an appointment with me about any problems or concerns you have about the course, course assignments, course material, etc.

STUDENTS WITH DISABILITIES

Please be aware that the Disabled Student Services (Union East, room 106, Tel: 747 5148) provides a program of support and advocacy services to students with disabilities. They can help you obtain the necessary documentation for any disability (long or short term that you may need to deal with). Come and talk with me if you need additional

support because of a disability. I am happy to work with you and the office of Disabled Student Services.

COURSE SCHEDULE

Week 1: June 10 The Female Nude In Art

Review the Syllabus

Quiz 1 on the Syllabus due Tuesday at 11:30 p.m.

Read Leppert, Introduction pp 1-16, 20-26

Quiz 2 on Leppert Introduction due Wednesday at 11:30 p.m.

Read Leppert, Chapter 3, pp. 81-121

Review power point: Female Nude In Art

Quiz 3 on Leppert Chapter 3 due Thursday at 11:30 p.m.

Read Berger, *Ways of Seeing* chapter 3

Reading Summary 1 due Thursday at 11:30 p.m.: Berger, *Ways of Seeing* chapter 3

Rd. Leppert, Chapter 3, pp.122-159

Quiz 4 on Leppert chapter 3 due Saturday at 11:30 p.m.

Read Jhally, "Image Based Culture"

Reading Summary 2 due Saturday at 11:30 p.m.: Sut Jhally, "Image Based Culture"

Group Discussion Report due Saturday at 11:30 p.m.

Week 2: June 17 The Female Body in Advertising, TV, and Music Videos

Female body in Advertising

Read Jennifer L. Pozner, "You're Soaking In It" <https://www.salon.com/2001/01/30/kilbourne/>

Reading Summary 3 due Monday at 11:30 p.m.: Jennifer L. Pozner, "You're Soaking In It"

Watch Video *Killing Us Softly 4*

Female Body on Television

Read Waters, "Life According to TV"

Reading Summary 4 due Wednesday at 11:30 p.m.: Waters, "Life According to TV"

Female Body in Rap/Hip Hop

Imani Perry, "Who(se) am I?"

Reading Summary 5 Summary due Friday: at 11:30 p.m. Imani Perry, "Who(se) am I?"

Watch Video *Beyond Beats and Rhymes*

Midterm Exam Due: Saturday at 11:30 p.m.

Group Discussion Report due Saturday at 11:30 p.m.

Week 3: June 24: The Male Nude in Art and Popular Culture

Rd Leppert, Chapter 4 pp. 161-204

Review "Male Nude in Art" power point

Quiz 5 on Leppert Chapter 4 due Monday at 11:30 p.m.

Read Katz, "Advertising and the Construction of Violent White Masculinity"

Reading Summary 6 due Monday at 11:30 p.m.: Katz, "Advertising and the Construction of Violent White Masculinity"

Watch Video *Tough Guise 2*

Masculinity and Sports

Read Messner, "Boyhood, Sports, and Construction of Masculinity"

Reading Summary 7 due Wednesday at 11:30 p.m.: Messner, "Boyhood, Sports, and Construction of Masculinity"

Watch Video *The Empathy Gap*

Read Messner, Duncan, and Jensen, "Separating the Men from the Girls: The Gendered Language of Televised Sports"

Reading Summary 8 due Saturday at 11:30 p.m.: Messner, Duncan, and Jensen, "Separating the Men from the Girls: The Gendered Language of Televised Sports"

Group Discussion Report due Saturday at 11:30 p.m.

Week 4: July 1 The Male Nude in Popular Culture

Race, Power and American Sports Continued

Watch Video *Not Just a Game*

Reading Summary 9 due Monday at 11:30 p.m.: Respond to *Not Just a Game*

Masculinity and Video Games

Watch Video: *Joystick Warriors*

Read online: "Video games and the perfect body"

Reading Summary 10 due Wednesday at 11:30 p.m.: Ryan Lambie,

<http://www.denofgeek.com/games/123718/the-ryan-lambie-column-video-games-and-the-perfect-body.html>

Final Exam: Due Friday, July 5 at 11:30 p.m.