

WS 3330: Women in Fine Art
Fall 2023

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Course Purpose and Design: We will examine the work of women artists in western culture from Ancient Greece to the present, and determine the material conditions that made it possible (or not) for women to be artists. We will analyze the works of art themselves in terms of genre, design, and subject matter. Also, we will examine the significance of gender and art.

Course Objectives and General Education Outcomes: Women and Fine Art will provide students with the opportunity to focus more closely on the conditions that made it possible or impossible for creative women to produce art. Students who are successful in Women and Fine Art will have an increased ability to interpret artistic works as a part of a culture, be able to justify those interpretations, and be able to look at works or historical events from different perspectives. Students will have an increased inclination to engage in the humanities, and they will also have an increased knowledge of a certain aspect of culture, namely the ways in which gender impacts opportunity and production.

TEXTS (REQUIRED):

Weidemann, Larass, and Klier, *50 Women Artists You Should Know*. Prestel Publishing, 2013.

http://www.amazon.com/Women-Artists-You-Should-Know/dp/3791339567/ref=sr_1_1?ie=UTF8&qid=1452538632&sr=8-1&keywords=50+women+artists

The Guerrilla Girls' Bedside Companion to the History of Western Art. Penguin 1998.

http://www.amazon.com/Guerrilla-Bedside-Companion-History-Western/dp/014025997X/ref=sr_1_1?ie=UTF8&qid=1452538612&sr=8-1&keywords=guerrilla+girls

COURSE REQUIREMENTS AND GRADING:

TWO (2) exams worth 100 points each (200 points total) Exams will consist of essay questions. **No late work.** All essay questions have been run through AI systems in advance. If a student submits an essay generated by AI, the student will receive an automatic zero and a referral to the dean of students for academic dismissal.

10 Quizzes worth 10 points each (100 points total) Quizzes are based on weekly readings in texts and on articles from internet (links posted in modules). **No late work accepted.**

10 Response papers worth 10 points each (100 points total) Response papers are based on weekly readings and on articles from internet (links posted in modules). **No late work.** All essay questions have been run through AI systems in advance. If a student submits an essay generated by AI, the student will receive an automatic zero and a referral to the dean of students for academic dismissal.

Group Discussions worth 100 points. Groups are randomly created in Blackboard. You must post your first thread to the weekly question by Wednesday at 11:30 p.m. Your post should be at least 100 words, and you should post at least three times each week in order to receive full credit. Students who fail to post at least once by Wednesday at 11:30 p.m. will not receive full credit for that week (regardless of their total number of posts).

Students who make first post by Wednesday at 11:30 p.m. and who post at least 3 times each week will receive 8 points. At the end of the semester, students who participated every week will earn 112 total points – a little bonus for 100% participation!

Your points are not dependent on your group members' work. Group members who fail to participate in the group discussion will be moved to "Group 8," which is a group for students who are not participating.

FAQs about Discussion Board:

1. **What do I discuss?** Each week, I post a set of questions for you to discuss with your group.
2. **Do all posts count?** Yes! You should post 100 words or more at least 3 times every week. ALL POSTS COUNT -- original posts and replies to other posts. If other students have already posted, then just reply to their posts so you're having a discussion.
3. **What if my group members are not participating?** As long as you post 100 words or more at least 3 times a week, you will receive full credit. If your group mates fail to post, that does not affect you.
4. **What happens if some or all of my group mates fail to post?** If your group mates fail to participate, I will move them to "Group 8," which is a group for students who don't participate. Because there are usually students who fail to post during the first week, your group members may change for week 2 (for example, if you're in a group of students who are not posting, I will move you to another group of students who do post).
5. **How are my posts graded?** Blackboard Ultra allows me to assign points each week. If you post 3 times (1st time on Wednesday or earlier) AND your posts are at least 100 words and your posts relate to the prompt and your posts fit the rubric below, then you'll receive 8 points. At the end of the semester, 100% participation in discussion board will convert to 112 points.

Rubric: Discussion Postings

FULL CREDIT

- Responds fully to

PARTIAL CREDIT

- Responds adequately to

LITTLE TO NO CREDIT

- Partially responds to what

question	question asked	the question asks
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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!")

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own, including CHATGPT or other AI sources. Students who use CHATGPT or other AI sources will receive an automatic zero and a referral to the Dean of Students Office. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not

be tolerated. Refer to: <http://www.utep.edu/dos/> 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.

Diversity and Inclusion: Women's and Gender Studies supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our program must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of our program. All our faculty and staff are responsible for promoting inclusive spaces for all, including students with children and breastfeeding mothers. While a Women's and Gender Studies student, you will be given an equitable opportunity to contribute and succeed. The diversity of lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the diversity you bring to our program!

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

COURSE SCHEDULE

Week 1: August 28

Module 1

Introduction to Course: What common characteristics do women artists share?

Read "Why Have There Been No Great Women Artists?" By Linda Nochlin and review introductory power point

Extra Credit Syllabus Quiz due on Wednesday at 11:30 p.m.

Quiz 1 due on Wednesday at 11:30 p.m.

Assignment 1 due on Saturday at 11:30 p.m.

Due: Week 1 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 2: September 4

Module 2

Ancient Greece and Rome: Why are there so few women artists in Ancient Greece? Why are there no women artists in Ancient Rome?

Review “Women in Ancient Greece,” Sappho powerpoint and poetry, and “Women in Ancient Rome” lecture and pp. 11-17 1 in *Guerrilla Girls* text

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

Assignment 2 due on Saturday at 11:30 p.m.

Due: Week 2 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 3: September 11

Module 3

Medieval Period: Why was the Medieval period better for women artists?

Read GG chapter 2, Review Medieval introduction, Read Introductions to Hroswitha and Hildegard, Christine de Pisan, and Excerpts from *The Book of the City of Ladies*

Quiz 3 due on Wednesday at 11:30 p.m.

Assignment 3 due on Saturday at 11:30 p.m.

Due: Week 3 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 4: September 18

Module 4

Renaissance Period: Did Women Artists Have a Renaissance?

Read Joan Kelly-Gadol, “Did Women Have a Renaissance”

Rd *50 Women Artists* pp 14-26

Rd *The Guerrilla Girls'* pp 28-37

Quiz 4 due on Wednesday at 11:30 p.m.

Due: Week 4 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 5: September 25

Module 5

Northern Renaissance Period

Read “The Northern Renaissance”

Read pp 39-43 (stop after Rachel Ruysch) in *The Guerrilla Girls' Bedtime Companion* and pp. 26-31, 38-41 in *50 Women Artists*.

Assignment 4 due on Saturday at 11:30 p.m.

Due: Week 5 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 6: October 2

Module 6

18th century artists: 1700s/18th Century Artists: Why was it difficult to be a woman artist in France?

Read *50 Women Artists You Should Know*

Quiz 5 due on Wednesday at 11:30 p.m.

Assignment 5 due on Saturday at 11:30 p.m.

Due: Week 6 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 7: October 9

Module 7

1800s/19th Century Artists: What is the relationship between industrialization and art? How did the Victorian Ideal affect women artists?

Read Barber Welter, *The Cult of True Womanhood*, 3 Revolutions, and Introduction to Mary Wollstonecraft

read pp. 43-45 in *The Guerrilla Girls*

read pp. 42-43, 48-51, 54-57 in *50 Women Artists*

Quiz 6 due on Wednesday at 11:30 p.m.

Assignment 6 due on Saturday at 11:30 p.m.

Due: Week 7 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 8: October 16

Module 8

3 Female Composers

Read “Three Female Composers” and “Clara Schumann: A Woman of Her Time” by Gina Tangorra

Assignment 7 due on WEDNESDAY

Due: Week 8 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Extra Credit Assignment: Watch *Mozart’s Sister* and write about it.

Week 9: October 23

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

Week 10: October 30

Module 9

Impressionism

Read pp. 56-57 in *The Guerrilla Girls* and pp. 64-71 in *50 Women Artists*.

Quiz 7 due on Wednesday at 11:30 p.m.

Due: Week 10 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 11: November 6

Module 10

Early 20th Century Art: How did women artists do in the modern period?

Read pp. 59-61, 70-71, 74-75 in *Guerrilla Girls* and pp. 84-85 and 90-93 in *50 Women Artists*.

Quiz 8 due on Wednesday at 11:30 p.m.

Assignment 8 due on Saturday at 11:30 p.m.

Due: Week 11 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 12: November 13

Module 11

Early 20th Century Art (continued)

Read pp. 78-79 and 84-87 in *The Guerrilla Girls Bedside Companion* and pp. 100 - 105 and 110-113 in *50 Women Artists You Should Know*.

Due: Week 12 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 13: November 20

Module 12

Feminist and Contemporary Art: Judy Chicago and Miriam Schapiro

Watch videos and links to gallery loaded into Canvas

Quiz 9 due on Wednesday at 11:30 p.m.

Due: Week 13 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 14: November 27

Module 14

Feminist and Contemporary Art

Read pp 144-152 in *50 Women Artists You Should Know*.

<https://www.youtube.com/watch?v=I6MyCErU2Y0>

<https://www.youtube.com/watch?v=tiszC33puc0>

watch <https://www.youtube.com/watch?v=5cVn6YzOuGE>

Quiz 10 due on Wednesday at 11:30 p.m.

Due: Week 14 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 15: Dec 4

Module 13

Feminist and Contemporary Art

Read pp. 124-131 in *50 Women Artists You Should Know*

Watch Bettye Saar

<https://www.youtube.com/watch?v=MvJvyFBcvD4>

watch Barbara Kruger

<https://www.youtube.com/watch?v=RhCrIyazAHA>

watch Marina Abramovic

https://www.youtube.com/watch?v=M4so_Z9a_u0

<https://www.youtube.com/watch?v=OS0Tg0IjCp4>

Assignment 10 due on Wednesday at 11:30 p.m.

Due: Week 15 Discussion (1st post must be posted by Wednesday at 11:30 PM)

Week 16: December 11

Final Exam due on Monday at 11:30 p.m.

No Group discussion