

WS 3330: Women and Fine Art
Spring 2020: January 21-May 7

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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:

Three (3) exams worth 100 points each (300 points total) Exams will consist of essay questions.

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).

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).

Group Discussions worth 100 points. You must start the discussion early in the week by posting an individual thread 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.

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.

Group Selection: Early in the semester groups of 4-5 students each will be determined by the professor's random selection. 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.

Duties of Group Members: 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	PARTIAL CREDIT	LITTLE TO NO CREDIT
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

- 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
- Expresses ideas with some confusion
- Expresses ideas clearly and persuasively
- 50-75 words
- Uses course text/module to support response minimally
- 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: January 21

Module 1

Introduction to Course: What common characteristics do women artists share

Quiz 1 and Assignment 1 due on Thursday at 11:30 p.m.

Group discussion reports due on Saturday at 11:30

Week 2: January 27

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?

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

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

Group discussion reports due on Saturday at 11:30

Week 3: February 3

Module 3

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

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

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

Group discussion reports due on Saturday at 11:30

Week 4: February 10

Module 4

Renaissance Period: Did Women Artists Have a Renaissance?

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

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

Group discussion reports due on Saturday at 11:30

Week 5: February 17

Module 5

Renaissance Period (continued)

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

Group discussion reports due on Saturday at 11:30

Week 6: February 24

Module 6

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

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

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

Group discussion reports due on Saturday at 11:30

Week 7: March 2

Module 7

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

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

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

Group discussion reports due on Saturday at 11:30

Week 8: March 9

Module 8

3 Female Composers

Assignment 7 due on Saturday at 11:30 p.m.

Group discussion reports due on Saturday at 11:30

Week 9: March 16 SPRING BREAK

Week 10: March 23

Module 9

Impressionism

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

Group discussion reports due on Saturday at 11:30

Week 11: March 30

Module 10

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

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

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

Group discussion reports due on Saturday at 11:30

Week 12: April 6

Module 11

Early 20th Century Art (continued)

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

Group discussion reports due on Saturday at 11:30

Week 13: April 13

Module 12

Feminist and Contemporary Art

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

Assignment 9 due on Saturday at 11:30 p.m.

Group discussion reports due on Saturday at 11:30

Week 14: April 20

Module 13

Feminist and Contemporary Art

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

Group discussion reports due on Saturday at 11:30

Week 15: April 27

Module 14

Feminist and Contemporary Art

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

Group discussion reports due on Saturday at 11:30

Week 16: May 4

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

Group discussion reports due on Thursday at 11:30 p.m.