

WS 3330: Women in Fine Art
Spring 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 accepted.**

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 accepted.**

Group Discussions worth 100 points . Groups are randomly created in Blackboard. 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 and not necessarily when other students are posting.

In order to receive full credit for your weekly discussion, your group should post (1) discussion summary report by 11:30 PM Saturday night.

Group Selection: Early in the semester groups of 4-5 students each will be determined by the professor's random selection. Groups should set up a rotation so a different student completes the summary each week.

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 • 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"> • 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 	<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 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.

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: January 16

Module 1

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

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

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

Week 1 group discussion reports due on Saturday at 11:30

Week 2: January 23

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.

Week 2 Group discussion reports due on Saturday at 11:30

Week 3: January 30

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.

Week 3 Group discussion reports due on Saturday at 11:30

Week 4: February 6

Module 4

Renaissance Period: Did Women Artists Have a Renaissance?

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

Week 4 Group discussion reports due on Saturday at 11:30

Week 5: February 13

Module 5

Northern Renaissance Period

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

Week 5 Group discussion reports due on Saturday at 11:30

Week 6: February 20

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.

Week 6 Group discussion reports due on Saturday at 11:30

Week 7: February 27

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 Saturday at 11:30 p.m.

Week 7 Group discussion reports due on Saturday at 11:30

Week 8: March 6

Module 8

3 Female Composers

Assignment 7 due on WEDNESDAY

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

Week 8 Group discussion reports due on Saturday at 11:30

Week 9: March 13

Spring Break

Week 10: March 20

Module 9

Impressionism

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

Week 10 Group discussion reports due on Saturday at 11:30

Week 11: March 27

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.

Week 11 Group discussion reports due on Saturday at 11:30

Week 12: April 3

Module 11

Early 20th Century Art (continued)

Week 12 Group discussion reports due on Saturday at 11:30

Week 13: April 10

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.

Week 13 Group discussion reports due on Saturday at 11:30

Week 14: April 17

Module 13

Feminist and Contemporary Art

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

Week 14 Group discussion reports due on Saturday at 11:30

Week 15: April 24

Module 14

Feminist and Contemporary Art

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

Week 15 Group discussion reports due on Saturday at 11:30

Week 16: May 1

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

No Group discussion