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):

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

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**

<table>
<thead>
<tr>
<th>FULL CREDIT</th>
<th>PARTIAL CREDIT</th>
<th>LITTLE TO NO CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds fully to question</td>
<td>Responds adequately to question asked</td>
<td>Partially responds to what the question asks</td>
</tr>
<tr>
<td>Gives a realistic response</td>
<td>Selects ideas which are supportive</td>
<td>Responds to question with some errors</td>
</tr>
<tr>
<td>Expresses ideas clearly and persuasively</td>
<td>Presents ideas clearly</td>
<td>Ideas are lacking in support and unclear.</td>
</tr>
<tr>
<td>Exercises good judgment in selection of relevant ideas</td>
<td>Expresses facts correctly</td>
<td>Facts are inaccurate</td>
</tr>
<tr>
<td>Presents ideas clearly, logically, coherently,</td>
<td>Ideas are organized and in own wording</td>
<td>Copies, wording from sources</td>
</tr>
<tr>
<td>Expresses facts correctly</td>
<td>contains noticeable errors in grammar, punctuation, word choice, spelling</td>
<td>Contains substantial errors in grammar punctuation, word choice or spelling throughout</td>
</tr>
<tr>
<td>Ideas are well organized and in own wording</td>
<td>Expresses ideas with some confusion</td>
<td>Presents ideas unclearly with little organization</td>
</tr>
<tr>
<td>Responses are at least 100 words or more</td>
<td>Expresses ideas clearly and persuasively</td>
<td>&lt;50 words</td>
</tr>
<tr>
<td>Responses to others are thoughtful and supported with research and practical application</td>
<td>50-75 words</td>
<td>Responses reflect general ideas without supporting references to readings and supporting research.</td>
</tr>
<tr>
<td>Uses and cites course text/module to support response</td>
<td>Uses course text/module to support response minimally</td>
<td>Responses to others are minimal or none. (i.e., &quot;I agree!&quot; or &quot;I like the ideas!&quot;)</td>
</tr>
</tbody>
</table>
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