ARTh 3399: Special Topics in Art History
Art and Identity
University of Texas at El Paso
Spring 2021

CRN: 28382
Location: online with mandatory synchronous virtual meetings from 10:30 to 11:50 on January 19, February 9, February 23, March 9, March 23, April 6, April 20, and May 4
Professor: Dr. Melissa Warak (she/her; please call me Dr. or Professor)
Email: mcwarak@utep.edu
Student/office hours (online): Tuesdays, 12:00 to 2:00pm., via Zoom. Sign up for meetings here: https://calendly.com/warakofficehours/15min. See Course Structure section for details.

Please email me ASAP if you are unable to complete course requirements or need temporary accommodations due to COVID-19.

COURSE MATERIALS AND TECHNOLOGY
All materials for the course, including Powerpoints and course texts, will be uploaded to the course Blackboard page. All students will need a Zoom account associated with their UTEP email address; go here to sign up: https://www.utep.edu/technologysupport/ServiceCatalog/comm_zoom.html. Students will need a strong wifi signal or internet connection and a computer (either a laptop or a desktop) in order to study the images on a larger screen. Google Chrome is the recommended browser for Blackboard. UTEP students may check out laptops and wifi hot spots from the UTEP library. See this link for more information: https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html

ABOUT YOUR PROFESSOR
Dr. Melissa Warak is Assistant Professor of Art History and specializes in the relationship of music and sound to art of the twentieth and twenty-first centuries. Dr. Warak earned a B.A. in English literature and art history from Vanderbilt University, and her M.A. and Ph.D. in art history from the University of Texas at Austin. Her current research focuses on the ways that visual artists from the mid-fifties to late sixties employed musical models in their work and she is writing a book about contemporary sound art. Other research interests include the history of abstraction, spirituality in modern and contemporary art, science and technology in modern and contemporary art, disability and art, and astronomy in art. Her research has been supported by grants and fellowships from the National Portrait Gallery of the Smithsonian Institution, the Getty Research Institute, the Royal Music Association of the United
Kingdom, The Menil Collection in Houston, the Crystal Bridges Museum of American Art, the Kress Foundation, the Yale University Art Galleries, and the Tate Modern, among others.

COURSE DESCRIPTION
This course examines the concept of artistic identity from the late nineteenth through the twenty-first centuries. We will explore how an artist’s identity plays a role in the way that their art looks and discuss the representation of others’ identities through art of these time periods. The course is not a general history of identity-based art, but will consider it theoretically, thematically, and through case studies. This course uses theory and politics of feminism, neurodiversity, gender and queer studies, colonialism and postcolonialism, border studies, and critical race studies as frameworks for the art historical study of identity.

We will seriously consider art that deals frankly with bodies, sexuality, race, religion, and violence. Further, some of the art we will study was created with the intention of challenging the comfort levels of the viewer. In that sense, we should all strive to create a discussion environment that is open to ideas and respectful to difference of opinion. It is not expected that you should enjoy – in a conventional sense – or agree with the ideological premises of all of the art explored in this course. Please contact Dr. Warak in the first week of class if you would like to discuss any concerns about this.

COURSE OBJECTIVES
During this course, students will develop their understanding of identity positions in art after 1880 and acquire skills essential to the professional art historian. These include the following:
1. Conducting visual analysis, scholarly writing, research in primary and secondary texts, understanding multidisciplinary research methodologies, and writing formal analysis and interpretive texts.
2. Analyzing and critically evaluating ideas and arguments.
3. Learning how to analyze case studies within a broader social history framework.
4. Applying course material in terms of improving aesthetic appreciation, problem solving, broader cultural literacy, and facilitating further coursework in the arts and humanities.

COURSE STRUCTURE
During a face-to-face course, you would devote almost three hours per week to class content, not including writing assignments, completing course readings, and preparing for exams. Keep this in mind as you plan your schedule. Go through the schedule and update your calendars or planners with all due dates at the beginning of the semester; this will help keep you organized and on track.

1) MODULES. Each week of the course will be compiled into a module; there are fifteen for the course. Under the Blackboard tab titled “Modules” you will find all the materials you need for each week, including the files for the readings, links to quizzes and exams, video links, and spaces to turn in assignments. We will have a study guide for each module unless otherwise stated. We will have synchronous online meetings about every two weeks; otherwise, students will learn content from video lectures and associated Powerpoints. The lecture videos are posted as YouTube videos to Blackboard within each module so that students may access them easily at any time; you should set a schedule for watching them and taking notes. The schedule at the end of this document details what is due each week. All materials may be turned in at 7:00 pm or later on days that they are due.
2) QUIZZES. We will have one syllabus quiz and six content quizzes throughout the semester. See the quiz policy below for details.

3) WRITTEN ASSIGNMENTS. Students are asked to complete an introductory questionnaire and a visual analysis worksheet early in the course. Students will write one research paper of about eight+ pages in length. The paper assignment and other materials related to the project are compiled in a Blackboard tab labeled “Research Paper.”

4) EXAMS. This course will have two exams. See the exams policy below for details.

5) DISCUSSION MEETINGS. Student participation in class will take place about every two weeks in our class discussion meetings. See the discussion meetings policy for details.

6) EMAIL. Dr. Warak will email the class regularly using the UTEP email addresses on file and try to respond to student emails within 24 hours. Please remember to treat emails as professional correspondence. Look out for a longer email at the beginning of each week, but make sure to check your UTEP email every weekday in case there are critical updates to assignments or due dates. Any course announcements on Blackboard will also be emailed to students.

7) GRADEBOOK. All course grades will be updated on the Gradebook on Blackboard. Students should keep track of their progress through the semester.

8) STUDENT HOURS. Students hours (also called office hours) are a time for students to get to know their professor, talk about the course content in further depth, discuss concerns or grades, or to learn more about their field of study or graduate study. Office hours are for you, so take advantage whenever you need these kinds of interactions. Dr. Warak will hold office hours virtually from 12:00 to 2:00 pm on Tuesdays via Zoom video conferencing. To make an appointment for office hours, go here: https://calendly.com/warakofficehours/15min. Sign up for as many 15-minute time slots as you need. This will send an email to both of us to confirm, as well as a Zoom meeting link. However, email me if you would like to create an appointment outside of my office hours, or would prefer to speak on the telephone.

GRADING POLICY
This course will be graded on a **scale of 500 points**.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductory Questionnaire</td>
<td>5 points</td>
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<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
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<tr>
<td>Visual Analysis Worksheet</td>
<td>10 points</td>
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<tr>
<td>Quizzes (6)</td>
<td>75 points</td>
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<tr>
<td>Discussion Meetings (8)</td>
<td>120 points</td>
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<tr>
<td>Exam 1</td>
<td>80 points</td>
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<tr>
<td>Exam 2</td>
<td>80 points</td>
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<tr>
<td>Paper Prospectus</td>
<td>10 points</td>
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<tr>
<td>Paper Peer Review</td>
<td>20 points</td>
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<tr>
<td>Paper</td>
<td>90 points</td>
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</tbody>
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Therefore, here is the point breakdown for final course grades:

- 448 – 500 points: A
- 397 – 447 points: B
- 347 – 396 points: C
297 – 346 points: D
000 – 296 points: F

TEXTS / READINGS
We do not have a textbook for this course. Readings will be posted as PDFs to each weekly module in Blackboard. All readings are eligible for the exams.

INTRODUCTORY QUESTIONNAIRE
I ask that students fill out a questionnaire the first week of classes. It helps me understand student backgrounds, interests, and concerns. It is a completion grade worth five points.

SYLLABUS QUIZ
This is a short open-note quiz that will demonstrate your understanding of the course requirements and policies.

VISUAL ANALYSIS WORKSHEET
This worksheet has exercises to help students prepare for the exams and for visual analysis in the research paper. The late deduction is five points per day.

CONTENT VIDEOS
Our class content videos take the place of face-to-face lecture. Completing the readings will not substitute for studying the videos. I will post links to several recorded content videos in each module on Blackboard; you will need a YouTube account to access some of them with restricted content. Many of them are under 10 minutes in length, but some are a bit longer. I include text as well, particularly at the beginning of a new style or to introduce a section of the class. You will be able to turn on captions for each video in YouTube if you wish; they are ADA compliant. You need to create a schedule for watching them in an undistracted space and should plan to take notes on these videos while you watch them. The videos will include vocabulary terms highlighted in yellow (or another color) and I always identify works by the author’s last name, title of the work, and the date. Note that there are times when I ask you to pause a video and watch another video (link provided). The videos are best viewed on a computer screen or larger (rather than a phone screen). Many students find it helpful to wear headphones while watching and taking notes in order to avoid distraction.

STUDY GUIDES
Most modules will include a study guide for the week. Use these as you work through the videos, readings, and prepare for the quizzes and exams.

TAKING NOTES ON THE VIDEOS
It is important that students take notes on the videos for the exams; for this reason, I also post the Powerpoints for each week so that you may spend more time with the images. Though we do not have slide lists for each week, you will see that I do spend more time on some works of art and artists than others, and I recommend you focus on those works when studying. You may want to have the Powerpoint open while you watch the videos (and you can even take notes in Powerpoint if that suits
you). Using bullet points will help you write down more information.

**EXAM POLICY AND STRUCTURE**

Think of the exams as a way to show off what you have learned. Exams will be taken online through Blackboard and are fully open note/open book; however, students should **answer the questions in their own words and voice** in order to demonstrate how they have synthesized class materials. Any examples used in the exams should come from course material. The exams are timed, so students should be prepared to answer questions quickly. Exams are based primarily on content from the videos, but may include salient questions based on discussion topics and may ask students to discuss how a particular reading (or readings) illuminate an artwork. Question types may include any of the following: fill in the blank, compare/contrast between two works of art, short answer (2-3 sentences), long answer (2 paragraphs), or essay questions (3-4 paragraphs). Exams are **timed at two hours and students will have a block of at least two days in which to take them. Make sure that you are in a comfortable space with room to spread out your materials and a good internet signal before beginning an exam. The UTEP library is a great option. Reviews will be posted to Blackboard. The exams are not cumulative. The exams will close promptly at the time that they are due, so plan ahead.**

**QUIZZES**

The content quizzes will cover the lecture videos and readings from two modules (listed on course schedule) and will be due roughly every two weeks. These quizzes are **designed to help keep students on track with the course material** since it is so easy to get behind with online courses. They will also help students prepare for the exams. They are **open note and worth fifteen points each.** They will likely include a combination of short answer, fill-in-the-blank, multiple choice, and true/false questions. To prepare for these, you should make sure to read the texts carefully and take notes on them (this will also help with the exams). You may find it useful to skim the readings once for the larger issues at stake and then take notes during a second, more careful, reading. Be sure that you can identify the author’s arguments and the primary evidence used to support them. As you read, think critically about what might be useful about the texts for that module’s topics. Make sure you are up to date with the lecture videos and have taken notes on them. Quizzes are **timed at twenty minutes each** and will shut off at the time they are due, so give yourself some lead time in taking them. There are **no makeup quizzes**, but the lowest quiz grade will be dropped.

**DISCUSSION MEETINGS**

Student participation in class will take place about every two weeks in our class discussion meetings. Make sure you have these marked in your calendars. The discussion meetings will take place on **Tuesdays from 10:30-11:50 am**, and the meeting dates are the following: **January 19, February 9, February 23, March 9, March 23, April 6, April 20, and May 4.** Make sure you have these marked in your calendar. Active participation is expected; however, this can take place on the chat function as well as by video. Students will be given prompts for discussion topics in advance and may always bring in questions as well. Students should be prepared for each meeting as required, making sure they have gone over the readings and lecture videos as a bare minimum. A good rule of thumb is to try to contribute two or three ideas, questions, responses, or opinions per meeting in order to earn full credit. Discussion meetings are worth **15 points each. Students who are absent will receive zero points;**
students who are more than ten minutes late or who leave early will receive a deduction of five points. Students who show up but do not participate will receive five points for the meeting.

SAFEASSIGN
All written documents will be submitted through SafeAssign links in their respective modules on Blackboard. Students should submit the file type indicated in the assignments (.docx or .pdf). Keep in mind that uploading a document to SafeAssign sometimes takes several minutes, so do not wait until the minute the document is due to begin the upload. Give yourself a little buffer time in case there is an upload error. Be aware that SafeAssign is also a plagiarism detection tool, but you can use this to your advantage by pulling an Originality Report for work that you upload. This may help you find research that you have forgotten to cite with a footnote. SafeAssign provides me with a time stamp for each submission, as well as an Originality Report.

RESEARCH AND WRITING HELP
Students may want to reach out to a librarian at the UTEP library for research help. Ms. Joy Urbina, Information Literacy Librarian, specializes in helping students navigate appropriate resources for research. Her email is jurbina4@utep.edu and you may schedule an appointment with her by following this link: http://utep.libcal.com/appointments/joy. Students who are concerned about the quality of their writing should contact the University Writing Center and make an appointment well before the paper’s deadline: https://www.utep.edu/uwc/.

***COURSE POLICIES***

COPYRIGHT OF THIS COURSE
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated or shared with other students or websites.

FERPA AND EMAIL POLICY
This course adheres to Federal Education Rights and Privacy Act (FERPA) regulations (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html_). All course correspondence from Dr. Warak will take place via Blackboard’s email function. I will never post identifiable information about students, and I will not discuss specifics of your student performance with anyone without your permission as documented by FERPA standards. Please note that, due to FERPA regulations, I cannot email with students about grade numbers specifically. This is because email is considered an insecure medium and may be hacked. If you have a question or concern about letter grades or numbers, please make an office hours appointment. However, you may email more generally about improving in the course.

COURSE DROP POLICY
Online learning requires time and self-structuring and it is easy to get behind in online courses for a variety of reasons. Any student who misses work from two or more modules (ex. discussion meetings, quizzes) and has not contacted Dr. Warak about the situation will be automatically dropped from the course.

ACADEMIC DISHONESTY AND PLAGIARISM
Academic dishonesty or cheating will result in failure in this course. Don’t even waste your time trying it; expend your energy on doing the work instead. Dr. Warak believes that any student who has to cheat in order to pass a class does not deserve a degree from UTEP because they haven’t earned it honestly. All students are expected to engage in their academic pursuits in a professional manner and to maintain honesty and integrity. Sometimes, students commit academic dishonesty without knowing it, but ignorance is not an excuse. All students are responsible for knowing the requirements of academic honesty set forth by UTEP. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty. See the UTEP policy on academic integrity and scholastic dishonesty: https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html.

**POLICY FOR STUDENTS WITH DISABILITIES**
Accommodations will be made for students with limitations due to disabilities provided that they are registered with the Center for Accommodations and Support Services (CASS) and procure the proper documentation: [http://sa.utep.edu/cass](http://sa.utep.edu/cass) (telephone: 915-747-5148). Students with documented disabilities should make sure that the professor receives the appropriate paperwork from CASS within the first week of class. Please note that CASS is available to help students with any disabilities, documented illness (including anxiety, depression, and PTSD), and in the case of short-term disability (broken bones, etc.).

**UTEP HEALTH AND SAFETY POLICY FOR COVID-19**
See our Blackboard page for the long version of the policy.

**COVID-19 Precautions**
You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.
Module 1 January 19 to January 24

Topic: Course Introduction

Discussion Meeting January 19, 10:30-11:50 am. Will go over the syllabus and course expectations, introduce ourselves, and answer questions.

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Art History, Criticism, and Classifications
- Modes of Art-Making
- Concepts of Identity, Terminologies, and Performing Identity
- The Case of Banksy: The Artist with No Identity?

Read the following PDFs:

Take the *Syllabus Quiz*. Due Thursday, January 21, at 11:59 pm.

Complete and submit the *introductory questionnaire*. Due Friday, January 22, at 11:59 pm. The document and SafeAssign submission link are located in Module 1. This should take you less than fifteen minutes.

Module 2 January 25 to January 31
Topic: Art, Psychology, and Disability I: Neurodivergence and the Case of Vincent van Gogh

Watch content videos on the following topics (see Blackboard module for the video URLs):
Introduction to Art, Psychology, and Disability I
Neurodivergence and Disability in Art
Vincent Van Gogh

Read the following PDFs:

Read the research paper assignment and begin exploration of a paper topic for the prospectus due in Module 4. See the paper assignment sheet in the Research Paper tab on Blackboard for details on the prospectus.

Module 3 February 1 to February 7
Topic: Art, Psychology, and Disability II: Outsider Art, Folk Art, and Visionary Art

Watch content videos on the following topics (see Blackboard module for the video URLs):
Outsider and Folk Art  
Henri Rousseau  
Henry Darger James Hampton  
Visionary Art  
  Simon Rodia  
  Jeff McKissack  
  Reverend Howard Finster  
  St. EOM

Read the following PDFs:
Take Quiz #1. Due Friday, February 5, at 11:59 pm.
The quiz will cover content and readings from Modules 2 and 3.
You may take the quiz at any time starting at 8:00 am on February 4.

Submit Visual Analysis Worksheet. Due Sunday, February 7, at 11:59 pm.
Download the worksheet from this module, watch the demonstration video, type in your answers, and cut and paste your individual answers into the SafeAssign link. Late worksheets will receive a five-point deduction per day.

Module 4 February 8 to February 14
Topic: Early African-American Art

Discussion Meeting February 9, 10:30-11:50 am. Will cover material from Modules 2 and 3.

Watch content videos on the following topics (see Blackboard module for the video URLs):
Early African-American Art
Robert S. Duncanson
Edmonia Lewis
Henry Ossawa Tanner

Read the following PDFs:

Submit Research Paper Prospectus. Due Friday, February 12, at 11:59 pm.
See the paper assignment sheet in the Research Paper tab on Blackboard for details on the prospectus.

Module 5 February 15 to February 21
Topic: Primitivism in France

Watch content videos on the following topics (see Blackboard module for the video URLs):
Primitivism and Orientalism
Postcolonial Theory: Overview
Paul Gauguin
Pablo Picasso
Read the following PDFs:

Rubin, William, ed. “Primitivism” in 20th Century Art: Affinity of the Tribal and the Modern, Volume 1 (New York: Museum of Modern Art, 1984), 1-20. (Note that this is only a small section of the 80-page introduction).

Take Quiz #2. Due Friday, February 19, at 11:59 pm.
The quiz will cover content and readings from Modules 4 and 5.
You may take the quiz at any time starting at 8:00 am on February 18.

Module 6 February 22 to February 28
Topic: Representation in the Works of Walt Disney

Discussion Meeting February 23, 10:30-11:50 am. Will cover material from Modules 4 and 5.

Watch content videos on the following topics (see Blackboard module for the video URLs):
Animation as Visual Culture Disney and the Politics of Race
Walt Disney Disney and Gender: Villains
Positive Messaging in Disney Films Disney and Gender: Princesses

Read the following PDFs:

Module 7 March 1 to March 7
Topic: Hypermasculine Surrealism and Surreal Women

Watch content videos on the following topics (see Blackboard module for the video URLs):
Gender, Desire, and Surrealism Women in Surrealism
René Magritte Frida Kahlo
Salvador Dalí Leonora Carrington
Read the following PDFs:

Take Quiz #3. Due Friday, March 5, at 11:59 pm.
The quiz will cover content and readings from Modules 6 and 7.
You may take the quiz at any time starting at 8:00 am on March 4.

Module 8 March 8 to March 14
Topic: Civil Rights Representation

Discussion Meeting March 9, 10:30-11:50 am. Will cover material from Modules 6-7 and Exam Review.

Watch content videos on the following topics (see Blackboard module for the video URLs):
The Civil Rights Movement
Gordon Parks
Norman Rockwell

Read the following PDFs:

Take Exam 1. Due Friday, March 12, at 11:59 pm.
You may take the exam at any time starting at 8:00 am on March 11.

Spring Break March 15-21

Module 9 March 22 to March 28
Topic: Pop Personalities

**Discussion Meeting** [March 23, 10:30-11:50 am](#) Will discuss our papers and upcoming peer review.

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Pop Art Overview
- Andy Warhol
- Keith Haring
- Yayoi Kusama

Read the following PDFs:

Complete and submit materials for research paper peer review in two parts.
- Part 1. Your peer review draft materials are due on Thursday, March 25, by 7:00 pm.
- Part 2. Your peer review worksheet is due Sunday, March 28, by 11:59 pm.

Students will work with a partner to do peer review on each other’s drafts in order to give feedback and suggestions for the next stages of writing. If you already have a partner in mind, email Dr. Warak at mcwarak@utep.edu by Wednesday, March 24; otherwise, she will pair you with a partner. Peer review is worth 20 points (10 for your project materials and 10 for your peer review participation). Late materials will not be accepted due to the time sensitivity of this assignment.

**Part 1.** By Thursday, March 25 at 7:00 pm: upload materials for your research project as one Word document to the [DRAFT SafeAssign portal](#). Give your document the following title: <your last name>.your first name>.Draft.docx

Your document should include the following materials:
1) Detailed outline of your paper (at least two full pages, single spaced).
2) Images of works of art that you will discuss in your paper.
3) Draft of your paper bibliography with a minimum of five sources listed in Chicago Style format.

**Part 2.** By Sunday, March 28 at 11:59 pm: each student will need to complete the peer review worksheet for their partner and then upload it to the [PEER REVIEW SafeAssign portal](#).

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**Module 10** March 29 to April 4

**Topic:** Queer Modernism and Art of the AIDS Crisis

Watch content videos on the following topics (see Blackboard module for the video URLs):
- Queer Theory: Overview
- Paul Cadmus
Tom of Finland  
Jay de Feo  
The AIDS Crisis, 1980s to present  
Robert Mapplethorpe  
Félix González-Torres  
Sunil Gupta

Read the following PDFs:

Take Quiz #4. Due Thursday, April 1, at 11:59 pm.
The quiz will cover content and readings from Modules 9 and 10.
You may take the quiz at any time starting at 8:00 am on March 31.

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**Module 11** April 5 to April 11  
**Topic:** East Meets West I: East Asia  

**Discussion Meeting** April 6, 10:30-11:50 am. We will discuss materials from Modules 9 and 10 and our research papers.

Watch content videos on the following topics (see Blackboard module for the video URLs):
Yasuo Kuniyoshi  
Yoko Ono  
Yasumasa Morimura

Read the following PDFs:

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**Module 12** April 12 to April 18  
**Topic:** East Meets West II: Africa, the Middle East, Latin America

Watch content videos on the following topics (see Blackboard module for the video URLs):
Yinka Shonibare  
Wangechi Mutu  
Zina Saro-Wiwa

Shahzia Sikander  
Emily Jacir  
Hadie Shafie
Christina Fernández  Tania Bruguera  Daniela Rossell

Read the following PDFs:

Take Quiz #5. Due Friday, April 16, at 11:59 pm.
The quiz will cover content and readings from Modules 11 and 12.
You may take the quiz at any time starting at 8:00 am on April 15.

Module 13  April 19 to April 25
Topic: Bad Girls and Subversive Women

Discussion Meeting  April 20, 10:30-11:50 am. We will discuss content from Modules 11 and 12.

Watch content videos on the following topics (see Blackboard module for the video URLs):
Feminist Theory: Overview  The Guerrilla Girls
Mary Cassatt  Pussy Riot
Georgia O’Keeffe  Kira O’Reilly
Louise Bourgeois  Marina Abramović
Judy Chicago

Read the following PDFs:

Submit Research Paper. Due Sunday, April 25, at 11:59 pm.

Module 14  April 26 to May 2
Topic: Identity and Contemporary African-American Art
Watch content videos on the following topics (see Blackboard module for the video URLs):

Jean-Michel Basquiat  
Kara Walker  
Mickalene Thomas  
Amy Sherald  
Autumn Knight  
Kehinde Wiley  
Hennessy Youngman  
Nick Cave  
Dread Scott

Read the following PDFs:


**Take Quiz #6.** Due Friday, April 30, at 11:59 pm.
The quiz will cover content and readings from Modules 13 and 14.
You may take the quiz at any time starting at 8:00 am on April 29.

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**Module 15** May 3 to May 13

**Topic:** Course Wrap-Up

**Discussion Meeting** May 4, 10:30-11:50 am. We will discuss content from Modules 13 and 14 and the second exam.

Watch content videos on the following topics (see Blackboard module for the video URLs):

Course Wrap-up

**Take Exam 2.** Due Thursday, May 13, at 11:59 pm.
You may access the exam any time starting at 8:00 am on May 12.