Course Syllabus

Instructor: Elizabeth Tanenbaum-Bostwick (Please call me Betsy)
Email: bostwick@uoregon.edu
Phone: 715-207-7162 (Email preferred)

Office: Online
Office Hours: Office hours will occur electronically, via email. All messages will receive reply within 24 hours of receipt. Any changes to the course schedule will be expressly announced. Please note the area code of my phone. I am located in Wisconsin and am two hours ahead. Please use common sense when contacting me by phone. **Electronic communication is preferred.** I do have a Skype account. Please feel free to send me a message on Skype if you need to chat when I am online. If requesting a Skype connection, please reference AAD 252.

Course Description:

This course addresses socio-cultural factors influencing the roles of women and men in the arts, culture and society. We will examine underlying social structures that influence how we have defined and do define art and artists. We will consider how gender is relevant to the creation and appreciation of art. Gender, and occasionally other related social constructs such as class and race will be viewed through a variety of venues for artistic creation, including the visual arts, theatre, film, music, literature, architecture and graphic arts / advertising.

Multicultural Requirement:
The purpose of the multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society. Bachelor’s degree candidates must complete one course in two of the following categories: A: American Cultures; B: Identity, Pluralism, and Tolerance; C: International Cultures. A minimum of 6 credits in approved courses must be earned.

Category B: Identity, Pluralism, and Tolerance
The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Technical Support Coordinator (for technical problems with using Blackboard):
Skip McFarlane
skipmcf@uoregon.edu
Objectives:

Through course readings, lectures, projects, discussion and writing, students will be expected to:

- Consider gender roles and how they are reflected and/or enforced through art by means of analysis of historical and cultural factors such as education, social status, public perceptions and subject matter.
- Explore a new lens through which to view the arts and the artist.
- Examine the social, cultural and political implications of gender, class and race and how each is portrayed in the identity of the artist and creation of art.
- Adopt a critical perspective regarding art, gender and culture.

Course Readings:

This syllabus is important. Be familiar with it.

There is no textbook for this course. Readings and other multimedia materials will be available through PDF files, Google Books, library E-reserves and other online sources such as YouTube. Students will be required to access and draw from their own research of scholarly resources for essay and paper.

Images posted on Blackboard are used for educational purpose only under the educational fair use policy. To protect images from copyright infringement, students should not download or alter images in any way.

Format:

This is an online course; we will not meet in-person as a class. Regular (weekly) participation on the Class Discussion Board is mandatory. Weekly and writing assignments will be based on readings, Class Discussion Board and other material presented as well as students’ own scholarly research.

Blackboard will be the main venue for disseminating weekly assignments and other class instructions. Please be familiar with the site and ensure that all of your contact information within the system is correct, especially your email address.

Policies:

Timeliness: Late assignments will not be accepted. Weekly assignments and expected participation on the Discussion Board must be completed by Friday at midnight (Pacific Standard time). The essay and final paper are due by midnight on the due date.

Conduct:

The content presented in this course and through course materials can be controversial and, at times, explicit. By registering for this course, you agree to:

- Respect the dignity, opinions, values and worth of all class participants;
- Respect the privacy and freedom of all class participants;
- Observe the rule that bigotry, discrimination, violence and intimidation will not be tolerated;
- Practice personal and academic integrity.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or
receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. Plagiarism is a serious offense and will not be tolerated. If procedure confirms plagiarism, the guilty student will automatically fail the course.

Class Participants with Disabilities:
If you have a documented disability and anticipate needing accommodations to successfully complete the course, please inform me the first week of the term. Request that the Counselor for Students with Disabilities send me a letter verifying your disability. Contact information for Disability Services can be found at: http://ds.uoregon.edu/DS_Pages/DS_ContactDS.html

University of Oregon Campus Resources

The University of Oregon is committed to creating an inclusive learning environment. A full list of Campus Resources for students is available on Blackboard.

Assignments:

Blackboard:
All students must have access to and be familiar with Blackboard. You are expected to confirm that the email address posted for you in the Blackboard class list is accurate. You are responsible for all content sent to the listed email address.

This syllabus, all assignments and other course information will be posted on Blackboard—you will be expected to be thoroughly familiar with information posted. All grades will be posted on Blackboard.

Graded Work:
Weekly Assignments: There will be one short written activity per week that is due on Friday by midnight (Pacific Standard time). Each weekly assignment (10 total) will respond to readings and course content for that week. Assignments will focus the exploration and critical analysis of class themes rather than picking a “correct” answer. Each weekly assignment is worth 5 points.

Weekly Discussion Board Post: Each student is required to post to the Class Discussion Board once a week (10 total). Posts should be thoughtful and respond to reading and other course material for the week. Each post is worth 5 points.

Art Response Essay: Students will write a two-three page essay responding to an original work of art at a local site (attend a museum, watch a live theatre production, visit a historic home or an interesting piece of architecture) and form a personal perspective using the course content to support discussion. The essay is worth 100 points of the final grade.

Final Project: (Adapted from Julie Voelker-Morris)

DESCRIPTION: The purpose of the final project is to put into practice some of the concepts we've discussed this term and to further explore issues related to art and gender. It is also an opportunity to present materials in an unique and thoughtful manner beyond the traditional term paper. Keep in mind
that your project should be a kind of art form in itself; it is a means of connecting written and artistic communication. The various elements should work together in a cohesive way. This project may be completed individually or with a partner.

Options for final projects are posted below. Begin by framing the project so that we understand what you want to learn and why it would be a culminating experience for the course, etc. Then, think about the best method and product to achieve those goals. I expect this to be a substantive, cumulative conclusion to this course, but I don’t think that should preclude having fun!

Projects will be shared with your peers and you are required to respond to at least one project.

**OPTION 1: DESIGN AND INTERPRET AN EXHIBIT**

**PURPOSE:** Exhibits can accomplish many things. They can educate and inform the viewer by illuminating an issue or idea, challenge assumptions, make connections, and offer new perspectives. Think back to your visit to JSMA - the best exhibits help viewers make connections between social, cultural, political, economic, or religious issues that inform the viewing of the subject or objects. They put objects and/or issues into a specific context.

**FOCUS & CONTENT:** Using a concept presented in class as your foundation (ie. marginalization, access, privilege, belonging, etc.), plan and develop a themed interpretive exhibit. Build the exhibit around this concept or a specific reading from that week. Or alternatively, you could choose to focus on an art form we have not focused on this term, and present this topic area with a gendered perspective. The theme should be developed VISUALLY (IMAGES/OBJECTS) and VERBALLY (through TEXT) to develop a cohesive whole that helps the viewer make connections. Text in an exhibit is generally detailed and/or highly informative.

There are several ways to approach this. You could look at a particular type of imagery from a historical perspective and highlight any changes and/or developments and their significance. You could use contrast or comparison to illustrate key concepts. You could look at what was going on at a particular time in society and use this to put a particular art movement or style into the larger context of the time.

**IMPORTANT:** Whatever you choose to focus on, gender should be the underlying issue that is addressed in the content of your exhibit.

**WAYS YOU MIGHT PRESENT YOUR EXHIBIT:**

1) Set up a personal web page and host your exhibit there.
2) Create an HTML or PDF file that includes text and images. E-mail this document to instructor AND classmates. Remember this document must contain text and visuals.
3) Use your blackboard student blog as the site for sharing your exhibit.

**CURATOR’S STATEMENT:** In addition to the exhibit itself, you will hand in a two to three-page (double spaced & typed) curator's statement of the exhibit that describes:

a) the focus,
b) the purpose,
c) the anticipated audience, and
d) your anticipated impact on audience.

Provide references of where original images/sites/etc. may be found. You must reference/refer to a minimum of TWO course readings within the exhibit itself as well as within the statement. Please make certain to include a reference list, title, etc. as you would with any other paper.
OPTION 2: CREATE AN ART OBJECT.

**PURPOSE:** Just as many artists explore issues related to gender in their artwork, this is an opportunity for you to create an art object that in some way explores gender. The art object could be a personal exploration of gender, or you could explore some specific issue related to gender. You could also create a work in a medium that is considered "gendered" and in some way challenge gender expectations through this medium (For example you could create a quilt but change the materials used or choose an image or motif to incorporate that challenges gender expectations). The possibilities for this option are wide and varied.

**FORMAT AND CONTENT:**
This is up to you and the type of medium with which you choose to work. You could build the work around a concept area from class or a specific reading. Or alternatively, you could choose to focus on an art form we have not focused on this term, and present your work with a gendered perspective.

**IMPORTANT:** Whatever you choose to focus on, gender should be the underlying issue that is addressed in the content of your work.

**WAYS YOU MIGHT PRESENT YOUR OBJECT:**
Photograph of the Work: You will also need to photograph the work of art and post the work of art along with your artist's statement either on:
1) Set up a personal web page and host your exhibit there.
2) Use your blackboard student blog as the site for sharing your art object.

Include an overall view of the artwork as well as one or two close-up details. If there is text included in the work of art, make sure you include what the text says if we will not be able to read it in a photograph. NOTE: Should you choose this option as a performance object, the performance would need to be recorded in a video or audio format and shared as above.

**ARTIST'S STATEMENT:** Along with the work of art you must hand in a two to three page (double spaced, typed) artist's statement explaining:
- the focus,
- the purpose,
- the work itself and how it relates to gender,
- your anticipated impact on an audience.

You should refer to course content and a minimum of TWO readings that support/explain your intention with the work of art. Please make certain to include a reference list, title, etc. as you would with any other paper.

OPTION 3: DEVELOP A COLLECTION

**PURPOSE:** Many of us are collectors and can best study a topic by collecting examples of objects or ideas. If one of the concepts or themes of the course struck you as particularly interesting, you may want to collect objects, images, bibliographic notations, or web site addresses that relate to the theme. Examples may include: a) a collection of articles that discuss body modification, b) a list of artworks (with images) that deal with specific gendered poses, or c) an annotated list of web sites specifically highlighting gendered roles in cult film. The collection should be developed VISUALLY (IMAGES/OBJECTIONS) and VERBALLY (through TEXT) to develop a cohesive whole that helps the viewer/reader make connections. Text should be detailed and/or highly informative.

**IMPORTANT:** Whatever you choose to focus on, gender should be the underlying issue that is
addressed in the content of your exhibit.

FORMAT AND CONTENT:
There are several ways to approach this. You could look at a particular type of imagery in a time-specific context. You could build the work around a concept presented in class or a specific reading. Or alternatively, you could choose to focus on an art form we have not focused on this term, and present your work with a gendered perspective. You need to present a minimum of 15-20 items in this collection.

WAYS YOU MIGHT PRESENT YOUR COLLECTION:
Include an overall view of the collection as well as close-up detail images. Options for presenting the collection include:
1) Set up a personal web page and host your collection there.
2) Use your blackboard student blog as the site for sharing your collection.

COLLECTOR’S STATEMENT: Along with the work of collection, you will hand in a two to three page (double spaced, typed) collector’s statement explaining and describing the collection:
 a) as a whole,
 b) in relation to each part,
 c) how the items in the collection relate to one another, and
 d) how the collection relates to gender.
Provide references of where original images/sites/etc. may be found. You should refer to course content and a minimum of TWO readings that support/explain your intention with the collection. Please make certain to include a reference list, title, etc. as you would with any other paper.

OPTION 4: Students often come up with interesting ideas for final projects that do not fall within the parameters outlined above. If you have an idea for a final project please e-mail it to me for consideration. Evaluation will be the same.

SUBMITTING FINAL PROJECTS WITH WRITTEN STATEMENTS:
You may choose one of these methods or another that is most appropriate to your presentation as well as accessible to most members of the course:

1. Via links or attachments or other posting in an email to the entire class. This can be sent to everyone from the "Communications" "Send Email" button.

2. Via posting on your course blog--letting us know via email or the discussion board where to look.

EVALUATION (for all project and written statement options): (100 points possible)
Your final project will be evaluated based on the following criteria:
1) Well developed ideas/how insightful, thoughtful, and substantive you are (20 pts)
2) Grounding in class content you have studied, including supporting materials such as readings (20 pts)
3) Careful, thoughtful organization and construction of the product/overall clarity (20 pts)
4) The reflection of your purpose and focus (20 pts)
5) Personal voice and imagination (20 pts)
Student work is evaluated on a point system. A total of 305 points are possible. Final grades are determined by the percentage of points earned.

*Scale for Final Grades:*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100% / 285 – 305</td>
<td>305</td>
</tr>
<tr>
<td>A-</td>
<td>90-92% / 275 – 282</td>
<td>282</td>
</tr>
<tr>
<td>B+</td>
<td>87-89% / 264 – 272</td>
<td>272</td>
</tr>
<tr>
<td>B</td>
<td>83-86% / 252 – 263</td>
<td>263</td>
</tr>
<tr>
<td>B-</td>
<td>80-82% / 243 – 251</td>
<td>251</td>
</tr>
<tr>
<td>C+</td>
<td>77-79% / 234 – 242</td>
<td>242</td>
</tr>
<tr>
<td>C</td>
<td>73-76% / 222 – 233</td>
<td>233</td>
</tr>
<tr>
<td>C-</td>
<td>70-72% / 212 – 221</td>
<td>221</td>
</tr>
<tr>
<td>D+</td>
<td>67-69% / 203 – 211</td>
<td>211</td>
</tr>
<tr>
<td>D</td>
<td>63-66% / 191 – 202</td>
<td>202</td>
</tr>
<tr>
<td>D-</td>
<td>60-62% / 182 – 190</td>
<td>190</td>
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<tr>
<td>F</td>
<td>&lt;60% / 181 and below</td>
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**Weekly Topics:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
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| Week 1 | -Course Introduction  
- Art Sampler  
- What is art?                                         | -Weekly Assignment 1  
- Weekly Discussion Post 1 |
| Week 2 | -What is gender?  
- The binary system of gender  
- Visual art and the male gaze                            | -Weekly Assignment 2  
- Weekly Discussion Post 2 |
| Week 3 | -The female gaze and gender  
- Public art and gender                                     | -Weekly Assignment 3  
- Weekly Discussion Post 3 |
| Week 4 | -Film and gender  
- Film and racial and social stereotypes                    | -Weekly Assignment 4  
- Weekly Discussion Post 4 |
| Week 5 | -Music, gender, class and race  
- Music, stereotypes and perceptions                         | -Weekly Assignment 5  
- Weekly Discussion Post 5  
- Art Response Essay Due                                     |
| Week 6 | -Advertising and graphic arts: class, race and the male gaze  
- Advertising, stereotypes and perceptions                  | -Weekly Assignment 6  
- Weekly Discussion Post 6 |
| Week 7 | -Architecture and gender, race and class  
- Houses and stereotypes                                     | -Weekly Assignment 7  
- Weekly Discussion Post 7 |
| Week 8 | -Literature and gender  
- Fashion and gender                                         | -Weekly Assignment 8  
- Weekly Discussion Post 8 |
| Week 9 | -Theatre and gender  
- Theatre and racial and social stereotypes                  | -Weekly Assignment 9  
- Weekly Discussion Post 9  
- Final Project Due                                          |
| Week 10| -Course reflections: art and gender past, present and future      | -Weekly Assignment 10  
- Weekly Discussion Post 10 |