Hello everyone, welcome to Art and Gender Online. I am an adjunct instructor in the UO Arts and Administration Program (AAD). Undergraduate courses are the focus of my teaching for AAD in the classroom as well as online. I look forward to learning with you and exploring topics of Art and Gender with you in this forum.

Below you will find information to help you get started and aid you throughout the course. Please be certain take time to navigate and understand the course site, expectations, and overall content of the course. We will be communicating to the group via e-mail, discussions, announcements, and blog postings on a regular basis, so it is important that you access Blackboard on a regular basis.

This course can be a lot of fun. I ask that you approach the materials with an open mind and share your opinions on what can be controversial topics. I look forward to getting to know you and exploring topics of Art & Gender with you this term. If you have any questions about getting started, please contact me.

Best,
Julie Voelker-Morris

**COURSE DESCRIPTION:** This course draws upon gender in its several and varied permutations as a vehicle for discussing and understanding the arts, culture, and society. Students will consider how gender is relevant to the creation and study of arts and culture.

Cultures normalize and legitimize, challenge and resist, understandings of gender through the arts. The Art and Gender course introduces socio-cultural factors influencing gender in the arts. The course will consider approaches to gender in art through select historical and contemporary analyses of education, social status, subject matter, criticism, and public perceptions. Students will explore select social, political, aesthetic, and economic factors that influence ways cultures define art and artists in gendered terms. Specific artists and their works will be explored in a context of gender. Students will be encouraged to adopt a critical perspective regarding the arts, gender, and culture.

"Please note that you may view images or participate in discussions, lectures, or readings that may be contain explicit or contentious material. These materials are deemed necessary to the development of course content.

This course satisfies a general education multicultural requirement in Arts and Letters: Identity, Pluralism, and Tolerance “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 well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism.” (http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#Multicultural Requirement)

**COURSE OBJECTIVES:**
This course offers a mix of philosophy, analysis, cultural criticism, science, biography, and self-reflection to address fundamental human concerns of gender from academic and personal perspectives. Multiple interpretations from students and critical readings are encouraged and deemed important to our discussions and analysis. Through lectures, discussions, readings, written assignments, art projects, and other activities, students will have the opportunity to:

1. consider some approaches to gender roles in art through select historical analyses in terms of education, social status, subject matter, criticism, and public perceptions;
2. explore select social, political, aesthetic, and economic factors that influence ways we define gendered art and artists;
3. examine differences that have been articulated by critics and others regarding values associated with gendered art and artists;
4. learn about artists and their work in the context of gender; and
5. adopt a critical perspective regarding art, gender, and culture.

Assumed in this course are an inclusiveness of conceptions of art and gender, a liberation of gender constraints, and suspicions toward hegemony. We will deconstruct and reconstruct readings of images in art and media. As Gablik (1999) noted, we will be attempting to "transition from...[a] dominator model of culture toward an aesthetic of interconnectedness, social responsibility, and...attunement" (p. 22).
General Information about the course is listed under "Course Information" and "Staff Information." It is of particular importance to pay attention to the Course Schedule document included under "Course Information". This document outlines all course themes and assignments on a week-to-week basis. Readings, assignments, and supplemental materials will be posted on a weekly basis under the course Blackboard navigation button titled, "Course Documents". Students are expected to complete assignments including online dialogue and individual activities for specified due dates. Review the Course Schedule under the "Course Information" link for specific deadlines.

The course is divided by sessions that will each have an arts, gender, and culture theme. Themes are chosen to provide various perspectives while navigating through information from this rich, controversial, and constantly changing area of study. Themes may include: Language, Images, Contexts; Gender Portrayals; The Idea of the Gaze; Selling Gender, Race, and Class; Arts, Sports & Gender; Accessibility, Marginalization & Belonging; Erotica, Pornography & Obscenity; Constructing Gender Through Fashion; Customizing the Body; Gendered Landscapes; Gendered Collaboration.

**COURSE STRUCTURE and MEETING TIMES:**
Because this is an on-line class, we will not meet as a group, but rather asynchronously as our geographical locations and personal daily schedules allow. This gives you time to plan your weekly schedule as needed to prepare for and meet the weekly deadlines. “Please note that during some weeks, your schedule planning for this course should make room for participation in interactive graded discussions throughout that specific week.

**COMMUNICATIONS**
Please note that all email correspondence should have "AAD 252" or "Art and Gender" in the subject listing and be signed with the name you used for registration. This allows us to make emails regarding courses we participate in of priority to other correspondence we receive.

To communicate most effectively, please include specific questions you have about an assignment, course structure, or other topic you may want to address. When you attach assignment documents, please include your name and the assignment name in the file name (ex: "voelker_week7.doc"). Announcements will be posted via email and on the homepage of our course site; this is the main interface page for Course Information. Occasionally, events or articles of interest related to course themes will be forwarded via email. You will find additional tools and resources under "Student Tools" and "Resources."

**GENERAL EXPECTATIONS:**
I anticipate that you will:
- Visit the Blackboard site and participate in class discussions, assignments, etc. on a regular basis.
- Contribute your engaged and critical thoughts and perspectives on our weekly topics.
- Spend 8-12 hours a week on readings, lectures, discussion board, and assignments, just as would be expected in a course meeting face-to-face.
- Complete all assigned work. If you do not complete all assigned work, you will not be eligible for an "A" in this class (regardless of your point total).
- Review the discussion and essay rubrics and suggestions under the "Course Information" section for more information about grading expectations.
- Include your last name in submitted files (ex: "smith_final.pdf") as it makes it simpler for all of us to know who prepared the work we are reading.

**Class Conduct:** Material presented in this course can be controversial or involve contentious discussion. A variety of opinions and ideas are encouraged and appreciated. Participation in this class assumes that:
- dignity and essential worth of participants is respected.
- privacy, property, and freedom of all participants will be respected.
- bigotry, discrimination, violence, and intimidation will not be tolerated.
- personal and academic integrity is expected.

**PARTICIPATION**
Participation in discussions and weekly activities is essential to individual learning and group processes of the course. Discussions and activities are intertwined with presentation/discussion materials as key components of individual and collective learning in this course.

When participating, be present and engaged in the material and work at hand. Participation will be monitored based upon active participation in class discussions and activities revolving around weekly course topics. The instructor reserves the right to drop a student's course grade one letter grade for every three (3) absences in the course.

**Shared Responsibilities in a Learning Community**
(adapted from J. Batterson, 2004): Multiple interpretations and ideas from participants in this course are welcome and encouraged. All members of the learning community (i.e., our class) share the responsibilities of gathering, synthesizing, and building meaning from information.

As your instructor, I am responsible to:
- give you control over your own learning within the boundaries of the course purpose and outcomes
- help you establish quality criteria for your work
- help you believe you can achieve success
- demonstrate the value of this course
- help you access quality resources, clarify concepts
- guide you in completing tasks to demonstrate your achievement
- affirm your achievement with you

As a student, you are responsible for your own learning by:
- openly sharing your work and asking for feedback
- relating concepts and skills to real world experiences
- gathering & synthesizing information of varying sources
- making us aware of your individual learning needs
- being prepared and on time for all of our sessions
Course Requirements:
1. Weekly class participation. Attendance for the class will be monitored through weekly discussion and assignments. For every three (3) absences, the instructor reserves the right to lower your overall course grade by one letter grade.
2. Completion of weekly readings and assigned discussions and activities.
3. Completion of midterm.
4. Completion of the final project.

NOTES ON GRADING:
Please complete all assigned work. If you do not complete all assigned work, you will not be eligible for an "A" in this class regardless of your point total.

GRADING SCALE

<table>
<thead>
<tr>
<th>Description</th>
<th>Individual pts.</th>
<th>Total for term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class activities /discussions</td>
<td>10pts/week</td>
<td>100</td>
</tr>
<tr>
<td>Midterm essay</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Final project</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>300</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Extra Credit: Extra credit assignments are usually not offered. If there is an exception, it will be announced later in the term.

Late Assignments: Late assignments are negotiable with the instructor or GTF. It is the student's responsibility to contact us about the possibility of turning in an assignment for late credit. Late assignments will not be accepted without prior arrangement. Assignments will not be accepted after the last day of classes for the term.

Grading for late assignments is one letter grade lower for each week they are late. Example: If you would have received a "B" on an assignment, but it was submitted a week late, it will be given a "C"; if turned in two weeks late, a "D" would be assigned.

Course Assignments for Evaluation: All course assignments are outlined on our course Blackboard site. The course is divided into four major areas of evaluation:

1. Activities/Participation -- Thoughtful responses to readings, participation in activities, peer work, and discussions ---100points
2. Midterm Essay -- A gendered critique of an artist’s work through an academic essay -- 100 points
3. Final Project -- Hands-on art activity exploring one issue of gender - 100 points

Final course grades (out of a total 400 points) Pluses and minuses as per the University grading scale will be utilized. The A+ option is given only for extremely outstanding assignments and participation throughout the entire term. The instructor reserves the right to drop a student's course grade one letter grade for every three (3) absences in the course.

Requesting an Incomplete: An incomplete may be issued when the quality of work is satisfactory, but some minor yet essential requirement has not been completed, for reasons acceptable to the instructor. The student will be responsible for requesting an incomplete for a course and negotiating a contract with the faculty member to complete the course requirements. An incomplete is granted at the discretion of faculty and only with a signed contract. The student is responsible for meeting the terms of this contract by the agreed-upon deadline. The faculty member is responsible for ensuring that a grade is reported after all work to fulfill this contract is completed.

Grade Disputes: Should you wish to dispute a grade received, please wait to respond to the grade for 24 hours. Then, please write and submit a detailed response outlining your dispute of the assigned grade. If we are unable to reach an agreement, the next step is for us to transfer the issue to the administrative faculty with the AAD Program. The administrative faculty member will attempt to resolve the dispute. If no resolution is reached, you will be informed of the next step in the university’s appeals process for students in all courses.

PARTICIPANTS WITH DISABILITIES: The UO is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructor as soon as possible. You are welcome to contact Disability Services, 164 Oregon Hall; 346-1155 or disabsrv@uoregon.edu. Disabilities may include (not limited to) neurological, hearing, visual, or orthopedic impairment; chronic medical conditions; and psychological or learning disabilities.

ABSENCES: If you have a planned absence, please contact me in advance so that we can work together around the situation. The instructor reserves the right to drop a student's course grade one letter grade for every three (3) absences in the course.

Exceptional Emergency Situations -- The following are unforeseen/uncontrollable, exceptional emergency situations that are acceptable excuses for missing assignment deadlines without penalty and issuance of incomplete (I) final grades at the end of the course:
* Acceptable: Documented serious illness/injury; death in the immediate family; pregnancy issues; court subpoena.
You can received up to full credit on an assignment for these types of absences.
Unacceptable: Weddings; family visits/reunions, family/spring vacation, special occasions; unable to retrieve file from hard drive/disk/etc; dental/medical appointments; work, family/personal/school conflicts; being generally busy/"I have a lot going on right now"/"I’ve been really busy this week"; “the syllabus is unclear”, “I was confused/unsure when the assignment was due”; transportation issues: flat tire, traffic back-up etc. You can receive only partial credit for these types of absences.

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**COURSE TEXTS**

E-reserves: Most course readings are available through the E-reserve program of the UO Libraries. These articles are available in electronic format only through the University of Oregon Library. You must access the E-reserves directly through Blackboard. The link and term user name and password information is under the Course Documents link.

Other materials are web accessible via our course Blackboard site or ones that you search for specific to assignments.

Recommended text available at the UO DuckStore:

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**CREATIVE MATERIALS**

You may additionally be asked to use supplies for creative projects. Such materials may include digital or film camera, scissors, glue, paper, magazines, stickers, buttons, string, thread, items found in nature, fabric scraps, pencils, crayons, inks, laptops or other sources to use online or software tools, etc.

*A note on readings*: The reading load in this course is fairly heavy. I believe this is essential and important for us to have a variety of resources and perspectives to draw from. I do not expect that you will know the reading materials word-for-word. I do, however, expect that you understand the basic concepts and theories presented well enough to incorporate them effectively into assignments and course discussions.

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**THE DISCUSSION BOARD and STUDENT BLOGS:**

The Discussion Board and Student Blogs are integral parts of the course design. All assignments are submitted through the discussion board or blog interfaces. Even more specifically, the discussion board and blogs are the center of our interactions with one another in the course as the most 'live' portion of our class.

The discussion boards and blogs are meant as forums to share informed ideas and opinions about the readings and course content. Therefore, students will earn the most points on the Discussion Boards/Blogs if they consider the following within posts. (Some of these statements are more applicable to discussions than blogs but are interwoven in the idea of active participation and informed responses.)

a) actively participate, responding thoughtfully to the topic area and to peers' responses throughout a designated discussion period. Go beyond simple, "I agree with..." statements (see 'Academic Discourse' below for more).

b) integrate specific elements of/direct references to the readings or lecture materials into their posts/responses

c) introduce new topic threads through questions, thoughts for further discussion, previously unmentioned thoughts about the readings or lecture materials and/or posted discussion questions;

d) respond multiple times throughout a given discussion. Multiple postings late in the discussion period are not weighted as heavily as those posted throughout discussion as the means to develop ideas through dialogue; AND

e) Actively participate throughout the designated time, early, frequently, with depth of thought. (See rubric)

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**Some ways to go about posting could be:**

1. Asking the group questions or posting comments you have about the readings
2. Replying directly to questions/comments presented by others in the class
3. Referring us to specific imagery, ideas, examples with comments/questions that build upon the specific topic area
4. Sharing examples or ideas from your fields of interest and experience that may lead to additional lines of questioning and thinking for the week.
5. Replying to others' posts in a posting that may not directly be part of the original posts' thread. (this shows you are following the conversation and connecting it in a variety of ways)
6. Other ways that you can think of.

**Posting Assignments for Instructor/Peer Review:**

In general, please submit the full body of your work within a blog or discussion post. All assignments should be submitted in the designated discussion board or blog.

Occasionally, assignments will need to be submitted in a file format. When this is necessary, please include your last name in submitted files to simplify knowing who prepared the work we are reading. Example "voelkermorris_Wk9.doc". Please submit assignments in the following formats whenever possible: "doc" (Word Document), "rtf" (text file), "txt" (text file), "pdf" (portable document file), html" (hypertext), "ppt" (PowerPoint file), "jpg" (image file)

*If your file is in another format, please let me know in advance so that I can make certain I have access to the software or we can find another way for you to post it.*
### ACADEMIC DISCOURSE
(For assignments in this course; adapted from R. Voelker-Morris, 2008):
As with any academic forum of research and discourse, there are certain expectations for the ways in which a student approaches the course materials. This means that we move beyond the personal and informal discussion found in daily venues. Students should incorporate critical thinking in their work by:

- Framing a central question or argument that is then backed up with proper evidence of topic knowledge. Includes original thinking about possible answers to the question/argument (even if this means you may later re-frame and change your first posed question/argument).
- Analyzing all topics presented by the instructor and other students in a critical fashion, going beyond simple (dis)agreeing statements.
- Interpreting connections between multiple topic areas and/or author arguments to form new insights into the materials covered.
- Researching and applying outside resources to support arguments and statements and research sources that demonstrate the student is versed in the literature about the topic areas.
- Classifying the topics and sources into easy to understand descriptions of concepts presented.
- Articulating thoughts, arguments, topic connections, sources, and other statements into a cohesive and detailed writing or presentation format in which proper grammar and writing structures allow for easy understanding of even the most complex of ideas.
- Posing questions to the learning community for further consideration and research.

This encompasses Critical Thinking. If you feel that your thoughts are not being understood by course colleagues, review these descriptions and apply them to your work within assignments (see Elements & Standards Model at [www.criticalthinking.org/courses/Elements_standards_model.cfm](http://www.criticalthinking.org/courses/Elements_standards_model.cfm)).

**A well cultivated critical thinker:**

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively, coming to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly within alternative systems of thought;
- recognizes and assesses, as need be, one's assumptions, implications, and practical consequences;
- communicates effectively with others in figuring out solutions to complex problems.

### ACADEMIC HONESTY
(adapted from J. Rutherford, 2005 and Southwestern College Integrative Studies Program, 1999):

Plagiarism is a serious offense. The consequences for using the words of another without quotation marks or citation, or of using the ideas and conclusions of another without citation, are severe. In this course, such academic dishonesty will not be tolerated and may be grounds for automatic failure on a given assignment. Penalties may range from having to rewrite an assignment, to failing the assignment, to failing the course.

In a basic definition, plagiarism is borrowing others' words and ideas without proper acknowledgment. If one of your motivations for going to college is to get a good job, then you need to be able to research, think, and write on your own while giving credit to sources that inspire, inform, or otherwise provide you with statistics, ideas, etc. Gathering information and learning from others' knowledge means you have done your homework.

The perspectives of others should enhance and support your research, thinking, and writing. Others' opinions should not take the place of your opinion but emphasize its validity. Your synthesis or analysis of the topic will more likely be accepted as valid if the assignment shows you have done your research. Classroom practice assists skills in the work world.

References need to be cited whenever used within the body of the written assignment. When using 3 or more words in a row from another author/source, they must be placed in quotation marks and cited -- quote them exactly. You should also cite ideas (including summaries and paraphrases) you use found in the work of another author/source that are not your original work or which fall under the realm of common knowledge. Paraphrasing should be written in your own language and style. Also include a References/Works Cited page at the end of any written assignment so that references may be found by any reader for further information. If it is found that you have copied work from others, without credit, your work is more likely to be rejected.

If you have questions about citing sources, please contact me, consult the advisors at the Writing Lab in PLC, or use a writing guide from the library. Citation styles include:
- MLA: [http://www.mla.org/style](http://www.mla.org/style)
- Chicago: [www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

You may Google styles listed above for other guides.

Further information regarding academic dishonesty: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/). Student Conduct Code: [http://studentlife.uoregon.edu/judicial/conduct/code.htm](http://studentlife.uoregon.edu/judicial/conduct/code.htm).
“Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.” (Scriven, M., & Paul, P. Retrieved from http://www.criticalthinking.org/aboutCT/definingCT.cfm)

Why you should cite sources (L. Ettinger, 2003):
1. Demonstrate knowledge of the work to others;
2. Build upon others’ ideas, extending knowledge;
3. Allow others to analyze your work in relation to a larger body of material;
4. Document your theoretical and practical perspectives;
5. Define your context and terms;
6. Join a learning community;
7. I’m sure you and others can add to this list.

USE OF IMAGES: Images posted on Blackboard are available for use in this format under an educational fair use policy. This policy requires that they be used for educational purposes only. Therefore, to protect images from copyright infringement, students should not download or alter images in any way.

ASSIGNMENT RETAINMENT POLICY: Assignments for this course will not be kept longer than current university policy requires, that is, only one quarter after the course has occurred. After that time, the instructor will take any remaining assignments to university shredding services, delete them from hardware or software files, or otherwise dispose of them at the instructor’s discretion.

ARTS & ADMINISTRATION (AAD) PROGRAM DESCRIPTION: Arts management is a multidisciplinary field, focused on promoting the arts and culture for individuals and societies. Knowledge and expertise from the arts is combined with social, cultural, managerial, and educational perspectives for the purpose of creating, implementing, and administering cultural programs in non-profit, for-profit, and unincorporated organizations and institutions.

Constituents served by AAD include graduate students in arts management, undergraduate community arts minors, undergraduates fulfilling arts & letters and/or multicultural requirements, and arts professionals. Arts management at the UO is characterized by a commitment to a multicultural and socio-political orientation to art and culture; a strong belief in electronic communication and opportunities afforded by the Internet; a focus on contemporary and future trends; and a belief in the importance of research to the profession.

If you have interest in the Community Arts minor, I would be glad to talk about it with you as well as direct you to the minor program coordinator, Lori Hager, at lhager@uoregon.edu. To learn more about the program, you can visit http://aad.uoregon.edu/index.cfm?mode=programs&page=minor

SCHOOL OF ARCHITECTURE & ALLIED ARTS (AAA) DESCRIPTION: AAA is dedicated to advancing the understanding, value, and quality of visual culture and the built, natural, and social environments through excellent and distinctive teaching, research, and creative endeavors. Grounded in a unique multi-disciplinary structure, AAA is a diverse, collegial learning community of faculty, students, and staff. We seek to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry, rooted in the inter-relatedness of theory, history, and practice. In support of this mission, AAA affirms the following values:

a) Excellence -- supporting and celebrating a culture that promotes rigor, encourages risk-taking, and challenges standards in creating, composing, and presenting ideas.

b) Open discourse -- Fostering the open exchange and critique of ideas in an environment that welcomes a diversity of views.

c) Inclusiveness -- Actively encouraging the presence and participation in the School of individuals with differing backgrounds, experience, and world-views.

d) Cooperation -- Working together in shared efforts to teach, learn, understand, and create.

e) Inter-disciplinary Experience -- Engaging multiple disciplines to expand our perspective and enrich our teaching, research, and creative practice.

f) Responsibility -- Recognizing our accountability for the impact of our actions on environmental, social, and cultural systems.

UO AFFIRMATION OF COMMUNITY STANDARDS: (http://policies.uoregon.edu/ch1affirmation.html) The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

CAMPUS RESOURCES FOR STUDENTS
Bias Response Team http://bias.uoregon.edu/ (541)346-1134 or (541)346-1139, 164 Oregon Hall, brt@uoregon.edu
Career Center http://uocareer.uoregon.edu/ (541) 346-3235, 220 Hendricks Hall, career@uoregon.edu