



## Art 6 - Women Artists in History

Spring 2012

Monday & Wednesday 3:30 to 4:50 pm

section 67828

Instructor: Denise Johnson

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### Course Description

This course will explore the contributions of women artists to the western art tradition from prehistory to the present day. Visual language and art terminology will be used to examine a variety of artworks made by women from an assortment of historic, social, political and personal contexts. Because women have been traditionally underrepresented and generally discouraged from participating in the visual arts, students will develop a critical eye and learn to effectively utilize writing as they actively question the art historical tradition and thereby gain a general level of knowledge and appreciation for the contributions of women artists throughout history.

### Required Text (Please choose one, or both)

Slatkin, Wendy. **Women Artists in History: From Antiquity to the Present**. Fourth edition. Upper Saddle River, New Jersey: Prentice Hall, 2001.

Chadwick, Whitney. **Women, Art, and Society**. Fourth ed. New York: Thames & Hudson Ltd., 2007.

### Recommended Texts

Broude, Norma and Mary D. Garrard, ed. **Reclaiming Female Agency: Feminist Art History After Postmodernism**. Berkeley: University of California Press, 2005. (Chaffey Library 704 R29)

Girls, Guerrilla. **The Guerilla Girls' Bedside Companion to the History of Western Art**. New York: Penguin Books, 1998. (Chaffey Library 704 G93)

Gibaldi, Joseph. **MLA Handbook for Writers of Research Papers**. Seventh ed. New York: Modern Language Association of America, 2009. (Chaffey Library 808.02 G43)

### Instructional Websites

This course will be taught from the instructional website: [www.theslideprojector.com](http://www.theslideprojector.com). Lecture presentations, assignments, and course materials will be available at this site, and you will need to access it regularly. The Library offers FREE internet access for current students with a Chaffey ID.

Various course materials will be available on the course moodle site at <http://moodle.chaffey.edu/>. Registered students will use moodle to take online quizzes, review their current grade, utilize a discussion board, and access other materials.

### Student Learning Outcomes

Upon completion of the course, you should be able to demonstrate:

- knowledge of key artworks by women in their historical context
- a comprehension of relevant art historical writing and analysis
- an understanding and appreciation for individual, social, and cultural diversity through the visual arts

## **Student Resources**

To assist your learning, the Chaffey College provides these (and other) valuable services:

### **Library**

The Chaffey College library is open Monday through Saturday and is closed on Sunday and college holidays. Check the library website at [www.chaffey.edu/library/](http://www.chaffey.edu/library/) or call (909) 652-6800 for current hours. A valid Chaffey I.D. is required for any library services including check out of reserve textbooks and other material to use in the library or for on-line access.

### **Success Centers**

Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computer/resource access to assist students in their academic development and success. Students are highly encouraged to make use of the resources at the Writing Center, located in the library (909) 652-6820 and the Rancho Success Center in the Educational Excellence Building (909) 652-6932. Call the Centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information and operating hours.

### **Disability Programs and Services**

Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please call (909) 652-6379 or TDD/TTY (909) 466-2829 or visit our website at [www.chaffey.edu/dps/](http://www.chaffey.edu/dps/).

### **Veterans Services Center**

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on the Rancho campus.

### **Global Career Center**

The Global Career Center, through partnerships with staff, faculty, employers, and the community, empowers students and alumni to make educated career decisions. The GCC has resources available to help students make these important decisions. Many of the services at the GCC are free, including: career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and various workshops that are offered throughout the semester. The GCC is located in AD 189 and can be contacted at (909) 652-6511.



Diane Arbus. **A Young Brooklyn Family on a Sunday Outing.** 1966.

## **Policies**

To ensure that our learning community functions well and that everyone is treated with the respect that they deserve, we must all agree to the following courtesies and guidelines.

### **Respect is Key**

We will often consider provocative and challenging subject matter in this class and must therefore agree to respect each other's views and identities. Our diverse backgrounds and opinions are assets and no student shall be made to feel inferior or uncomfortable because of their race, ethnicity, gender, sexual orientation, religious beliefs or physical/ intellectual abilities.

### **Take a Break from Texting!**

Please DO NOT text message during class. If you need to attend to an important message, please leave the classroom and return when you can fully commit your attention to the class discussion.

### **Attendance**

Good attendance is essential to your success! While you will not be graded on your attendance, numerous absences are sure to negatively effect your grade.

If you have received an add code from the instructor, the deadline to add this course is January 23. Students wishing to drop the course, are responsible for doing so via MyChaffey View by February 10 without record, or by April 11 with a "W" grade.

### **Study Time**

Students should plan on spending two to three hours reading, fulfilling assignments and studying for every hour spent in the classroom. That's 83 - 124 hours of Art 6 study time this semester!

### **Complete Assignments Before Class Begins**

Assignments need to be turned in at the start of class. Work done during class will NOT receive credit.

### **Late Assignments**

You may turn one assignment in one class day late. The late assignment will not be marked down, however any assignments turned in more than one class late, or in addition to the one accepted assignment, will NOT receive credit.

### **Cheating and Plagiarism Policy**

Integrity is an essential component of the student academic experience. The academic evaluation a student receives for a course becomes a permanent college record and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at the college will be a model for the professional integrity they practice when they complete their college work. Accordingly, Chaffey College has classified academic dishonesty into the following categories and included *examples* for each category: cheating, unauthorized collaboration, facilitating academic dishonesty, interference or sabotage, plagiarism, fabrication and retaliation.



Robert Mapplethorpe. Louise Bourgeois with Filette (Sweeter Version). 1982.

### **Submission Deadline**

All course work must be submitted by the last day of lecture. NO COURSE WORK WILL BE ACCEPTED AFTER 4:50 PM ON May 16!!!

### **Grades**

Grades will be available online by June 5.

## Grading

There are 500 points possible in this class. Fifty percent of your grade will be earned by writing and compiling a Compendium of Knowledge, 25% by taking online quizzes, 15% by writing reading and lecture questions with a learning community, and 10% by completing Exhibition and Event Reports. Students are strongly encouraged to keep track of earned points on the grade table included in this syllabus. If requesting an appointment to review your grade, you will be asked to bring the grade table with your earned points recorded to the meeting.

A	100% - 90%	500 - 448 points
B	89% - 80%	447 - 398 points
C	79% - 70%	397 - 348 points
D	69% - 60%	347 - 297 points
F	59% or less	296 - 0 points

### **Compendium of Knowledge** - (5 X 25) + (5 X 25) = 250 points

A Compendium of Knowledge is a collection of concise but detailed information about a particular subject. Students will demonstrate an understanding of the photographic works and issues considered this semester by writing a Compendium of Knowledge that will be submitted in five sections worth 36 points each.

Pages for the first few sections will need to be printed from the “Assignments” page on The Slide Projector, while directions for the later sections will allow each student more flexibility in the works they choose to discuss. Each section will be graded on the adequacy of responses to questions, the writer’s demonstrated understanding of key concepts and identification of corresponding styles, themes, artists and techniques, as well as the use of Learning to Learn strategies.

As we study the history of women’s contributions to the art history, and learn to interpret their works, we will utilize nine art historical methods. Course content has been organized so that each section of your Compendium relates to specific methodologies. To better develop our ability to use these methods, and to demonstrate a practical understanding of them, students will complete five worksheet of their choosing to be included in their Compendiums.

### **Learning Communities** - 5 X 15 = 75 points

Students will be randomly organized into Learning Communities to discuss course material and to write ten relevant questions (with answers) that will be reviewed by the instructor to assess comprehension and depth of understanding. Well written and critically engaging questions will be used on the following quiz. If the instructor determines that community questions lack rigor, she will use her own questions on the quiz ; 0) Communities will submit ten questions worth fifteen points, during five meetings over the semester.

### **Quizzes** - (4 X 30) - lowest score + 35 = 125 points

Students will be asked to log onto the class’s moodle page to complete four online quizzes, each worth a maximum of 30 points. Quiz questions will be derive from Learning Communities and may be multiple choice, fill in the blank, image identification, true or false, or short answer essay. Quizzes will be made available on Thursdays and must be completed by 11:59 pm on the due date.

A mandatory, comprehensive final quiz, that is due on the day of the final exam, will be worth 35 points.

Sorry, make-up quizzes cannot be accommodated. However, the lowest quiz score will be dropped.

### **Exhibition Report** - 30 points

Students are required to view (in person) an exhibition held off campus, during the current semester, and complete an Exhibition Report worth 30 points considering the works on view, organization and curatorial concerns of the exhibition. The report can be accessed on the “Assignments” page of The Slide Projector.

### **Event Report** - 20 points

During the semester, students are asked to attend an on-campus event relating to woman artist’s work and to submit an Event Report worth 20 points. The Wignall Museum, One Book One College program, clubs and other groups on campus offer events throughout the semester. Check the **Got Culture?** calendar and class bulletin board for upcoming activities. The report can be accessed on the “Assignments” page of The Slide Projector.

### **Extra Credit**

Opportunities to earn extra credit may be announced during class. However, students are limited to earning a maximum of 25 extra credit points (five percent) during the semester. Any points earned above 5% of the total course grade will NOT be applied to the final grade calculation.

**Class Schedule and Required Reading - This is a tentative schedule, and may be changed as needed.**

<b>Date</b>	<b>Discussion Topic &amp; Activity</b>	<b>Assignment Due</b>
January 18	<b>Introduction</b>	
January 23	<b>Evidence of Early Women Artists</b> Chadwick: Preface & Introduction Slatkin: Chapter 1	Student Information Sheet
January 25	<b>Women, Venus and Magic</b> <i>Why Have There Been No Great Women Artists?</i>	
January 30	<b>Man Becomes the Measure</b> Slatkin: Chapters 2 – 6	
February 1	<b>Fear and Loathing</b>	
February 6	<b>The Middle Ages</b> Chadwick: Chapter 1 Slatkin: Chapter 7	
February 8	<b>A Rebirth?</b> Chadwick: Chapter 2 Slatkin: Chapter 8	Learning Community 1
February 13	<b>The Virtuosa</b> RFA: Here's Looking at Me	Quiz 1
February 15	<b>The Bologna Connection</b> RFA: The Antique Heroines of Sirani	Compendium Pages Set 1
February 20	President's Day - NO CLASS	
February 22	<b>Arte Gentileschi</b> Chadwick: Chapter 3 Who Was the Real Artemisia?	
February 27	<b>Baroque Theatrics</b>	
February 29	<b>The Renaissance in the North</b> Chadwick: Chapter 4 Slatkin: Chapter 9	Learning Community 2
March 5	<b>Enlightened Women</b> Chadwick: Chapter 5 Slatkin: Chapters 10 & 11	Quiz 2
March 7	<b>Hierarchies</b> RFA: Portrait of the Queen & Depoliticizing Women	
March 12	<b>Art &amp; Revolution</b> Slatkin: Chapter 12	Compendium Pages Set 2
March 14	<b>Sister Suffragette!</b> Chadwick: Chapters 6 & 7 Slatkin: Chapter 13	
March 19	Spring Break	
March 21		

<b>Date</b>	<b>Discussion Topic &amp; Activity</b>	<b>Assignment Due</b>
March 26	<b>Strange Sisterhood</b> <i>The Object at Hand</i>	
March 28	<b>The Kodak Girl</b> Chadwick: Chapter 8 Slatkin: Chapter 14 RFA: New Encounters with Les Desmoiselles	Learning Community 3
April 2	<b>The New Woman</b> Chadwick: Chapter 9 Slatkin: Chapter 15 RFA: Mary Cassatt, Modern Woman or the Cult of...	Quiz 3
April 4	<b>Modern Avant-Garde</b>	
April 9	<b>Healing the Madness</b> Chadwick: Chapter 10 Slatkin: Chapter 17 <i>The Lives of Hannah Höch</i>	Compendium Pages Set 3
April 11	<b>Women Outside the Isms</b>	
April 16	<b>Everything's Rosie?</b>	
April 18	<b>The New American Art</b> Chadwick: Chapter 11 Slatkin: Chapter 17 RFA: Reconsidering the Stain	Learning Community 4
April 23	<b>Seductive Subversion</b>	Quiz 4
April 25	<b>Mind &amp; Matter</b> RFA: Minimalism and Biography	
April 30	<b>Sexual Politics</b> Chadwick: Chapter 12 Slatkin: Chapter 18 RFA: The "Sexual Politics" of the Dinner Party	Compendium Pages Set 4
May 2	<b>The Artist's Body</b>	
May 7	<b>The Personal is Political</b> Chadwick: Chapter 13	
May 9	<b>Reclaiming the Gaze</b>	
May 14	<b>Appropriation</b> Chadwick: Chapter 14	Learning Community 5
May 16	<b>Where Do We Go From Here?</b> Chadwick: Chapter 15 Slatkin: Chapter 19 <i>Who Are the Great Women Artists?</i>	Compendium Pages Set 5 Exhibition & Event Reports
May 23	<b>Grade Appointments 2:15 - 4:45 pm</b>	Final Quiz

### Grade Table

Use this table to keep a running score of the number of points you have earned in this class. At any point in the semester you can compute your grade by dividing the number of points you have earned by the number of points possible at that time, which will give you a percentage (points earned ÷ points possible = %). Look your percentage up on the second page of this syllabus to find your general grade.

Bring this table, with earned points recorded, to any meetings with the instructor considering your grade!

Assignment	I Earned	Points Possible	
Compendium of Knowledge	Page Set 1	out of 25 points	250 points
	Worksheet 1	out of 25 points	
	Page Set 2	out of 25 points	
	Worksheet 2	out of 25 points	
	Page Set 3	out of 25 points	
	Worksheet 3	out of 25 points	
	Page Set 4	out of 25 points	
	Worksheet 4	out of 25 points	
	Page Set 5	out of 25 points	
	Worksheet 5	out of 25 points	
Quizzes (subtract lowest score)	Quiz #1	out of 30 points	125 points
	Quiz #2	out of 30 points	
	Quiz #3	out of 30 points	
	Quiz #4	out of 30 points	
	Final Quiz	out of 35 points	
Learning Communities	Community #1	out of 15 points	75 points
	Community #2	out of 15 points	
	Community #3	out of 15 points	
	Community #4	out of 15 points	
	Community #5	out of 15 points	
Reports	Exhibition Report	out of 30 points	50 points
	Event Report	out of 20 points	
Extra Credit	<b>Sub-Total</b>		max 25 points
		<b>Total</b>	out of 500 points

## Have you considered an A.A. in ART HISTORY?

The Art History program prepares students for transfer to four-year colleges and universities and for careers in education, museums, research, and related fields. Students learn the major theories and artistic movements in Art and Architecture from the ancient to the modern world, and evaluate the influences that social, political, and religious institutions have in the creation of art. The program addresses the dynamic fields of both Western and Non-Western Art and Architecture, as well as the critical roles that Photography, Contemporary Art, and Graphic Design have in shaping our society. Students should consult with the intended transfer institution to determine the appropriate courses to complete at Chaffey.

To obtain an Associate's Degree in Art History, students must complete both the major requirements below and the graduation requirements listed on pages 24-25 of the college catalog.

Major requirements for the Associate in Arts Degree:

- Art 1 Contemporary Art: 1945 - Present
- Art 3 Art History of the Western World: Ancient to Medieval
- Art 5 Art History of the Western World: Renaissance to Modern

Plus one studio course:

- Art 10 Fundamentals of Design in Two Dimensions
- Art 12 Fundamentals of Design in Three Dimensions
- Art 14 Introduction to Drawing
- Art 18 Introduction to Ceramics
- Photo 7 Introduction to Digital Photography
- Photo 10 Beginning Photography

Plus one course from the following:

- ART 9 Art of the Pre-Columbian Americas (Non-Western)
- ART 11 Asian Art History (Non-Western)
- ID 13 Non-European Architecture and Design (Non-Western)

Plus two courses from the following:

- ART 6 Women Artists in History
- ART 407 History of Design
- PHOTO 1 History of Photography

or,

Plus two courses from the following:\*

- ART 10 Fundamentals of Design in Two Dimensions
- ART 12 Fundamentals of Design in Three Dimension
- ART 14 Introduction to Drawing
- ART 18 Introduction to Ceramics
- PHOTO 7 Introduction to Digital Photography
- PHOTO 10 Beginning Photography



Cindy Sherman. Untitled Film Still #13. 1978.

## Student Information Sheet

The information you share will be used by the instructor to get to know you and will be kept in confidence.




<b>Name</b>	please paste current photo here
<b>Student ID #</b>	
<b>Email Address</b>	
<b>Engrade Username</b>	
<b>Additional Info</b> (What would you like me to know about you?)	
<b>Learning style</b>	
<b>What is your goal for this class?</b>	

### Subject Background

Please circle the response that best applies to you.

How familiar are you with women's contributions to western art history?	Know it well	Familiar	Unfamiliar	No idea what it is
How comfortable are you interpreting and understanding works from different periods?	Very comfortable	Comfortable	Uncomfortable	It's painful
How familiar are you with MLA style?	Very familiar	Familiar	Not familiar, but I think I know what it is	No idea what it is
What is your ability to find relevant and credible information on art historical issues, periods and theories?	Expert	Above Average	Average	Unable
How familiar are you with using art historical methodologies to interpret and better understand works of art?	Very familiar	Familiar	Not familiar, but I have an idea	No idea how to use them

## Learning Style Assessment – Which method of consuming information best describes you?

		Learner Type
<p><i>I do better with instructions in writing so I can read them over a few times and refer back to them.</i></p>	<ol style="list-style-type: none"> <li>1.Remove the protective film on the back and edge of the door or drawer front before mounting/assembly.</li> <li>2.Assemble the drawer and fit the hinges.</li> <li>3.Immediately after removing the film the surface is especially sensitive to scratches. You can increase resistance to scratches by curing.</li> <li>4.Wash with a soft cloth, using a mild soap solution (max. 1%). Note! Do not use any cleaners containing alcohol or abrasives.</li> <li>5.Wipe clean and let harden for 24 hours.</li> </ol>	<p><b>Visual – Verbal</b></p> <p>You learn best when information is presented visually and in a written form. You benefit from information obtained in class notes and the textbook. You tend to like to study in a quiet room.</p> <ul style="list-style-type: none"> <li>• Make flashcards of images, vocabulary words and key concepts</li> <li>• Write out explanations of artworks</li> <li>• Copy information from the textbook into a computer word document</li> </ul>
<p><i>I do better with instructions that have pictures or if I see a video/ DVD about the topic/ task.</i></p>		<p><b>Visual – Nonverbal</b></p> <p>You benefit from information obtained from pictures and diagrams. You tend to like to work in a quiet room and may not like to work in groups. When trying to remember something, you often visualize a picture of it in your mind.</p> <ul style="list-style-type: none"> <li>• Mark up the margins of your textbook with key words and drawings of key concepts</li> <li>• Create tables and charts with graphics that help you understand course material</li> <li>• As much as possible, translate words and ideas into symbols, pictures and diagrams</li> </ul>
<p><i>I do better with instructions if I am told them out loud or I say them out loud a few times.</i></p>		<p><b>Auditory</b></p> <p>You learn best when you can hear the information being presented. You benefit from listening to a lecture and participating in group discussions. When trying to remember something, you can often “hear” the way someone told you the information.</p> <ul style="list-style-type: none"> <li>• Tape lectures with a recorder equipped with a counter. Make note of the time that a key concept or work was discussed</li> <li>• Read your textbook and notes out loud</li> <li>• Talk your way through test questions and homework assignments</li> </ul>
<p><i>I do better with instructions if I am actually shown how to do a task and then allowed to do it myself right away.</i></p>		<p><b>Tactile – Kinesthetic</b></p> <p>You learn best when physically engaged in a “hands-on” activity. You learn best when you can be physically active in the learning environment and benefit from in-class demonstrations, hands-on experiences and field work outside the classroom.</p> <ul style="list-style-type: none"> <li>• Make your learning tangible by making models or going to museums where you can gain first-hand experience</li> <li>• When studying, walk back and forth with notes or the textbook in your hands</li> <li>• Keep your hands moving with small, textural objects</li> </ul>

\*For a more detailed assessment of your learning style and useful strategies for learning that fit your type go to [www.dvc.edu](http://www.dvc.edu) > online courses > Learning Styles Website or <http://www.metamath.com/!sweb/dvclearn.htm>