



ARTH*4340 Topics in Art & Visual Culture IV

Fall 2020

Section(s): C01

School of Fine Art and Music

Credit Weight: 1.00

Version 1.00 - June 19, 2020

1 Course Details

1.1 Calendar Description

This seminar course is designed to explore one or more issues in Art and Visual Culture depending on the expertise of the instructor. Students should consult the department for specific offerings.

Pre-Requisites: 10.00 credits including 1.00 credits in Art History at the 3000 level.

1.2 Course Description

Women Art Historians in the Late-19th and Early 20th Centuries

In emergent scholarship focused the historiography of art history as a discipline, little attention has been paid to the late 19th and early 20th century women who practiced art history and shaped the discipline. In a 2015 follow-up to Linda Nochlin's 1971 question "why have there been no great women artists?" Clark and Folgo asserted that women scholars and high school students were the most likely to argue for the greatness of women artists and that it was precisely the revision of the canon to include women that facilitated the entry of women scholars into the field of art history. These assertions, however, disregard the many earlier women scholars; travelers, researchers, journalists, photographers, art journalists, art critics, philosophers); who were fundamental contributors to art historical discourse both inside and outside of the academy. A 2019 issue of the *Journal of Art Historiography* was devoted to essays on women art writers and art historians in late 19c Britain (Old Masters, Modern Women), and similar studies focused on women art historians are currently underway.

Who were these women? How did they conduct their work in a male-dominated society and a male-dominated discipline? How were they educated, did they pursue academic careers, what barriers did they encounter or break? What were their contributions, before the advent of first-wave or of second-wave feminism, to the development of the discipline in terms of advancing scholarly research, archival methods, critical inquiry, philosophical study, historical and contextual considerations, the study of non-Western art? How did women shape art history before the formal acknowledgement of their contributions to the discipline? Do we need to re-examine ideas about exclusion, inclusion, historical and historiographical processes when it comes to women and art history?

1.3 Timetable

Tuesdays 2.30 - 5.20 - scheduled 'live' discussions will take place online during the regularly-scheduled class times

Other course-related activities (i.e. contributions to on-line discussions, weekly reading 'Feedback' contributions) will be completed through online modules on a weekly basis

*Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

No final exam

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Dr. Sally Hickson (PhD)
Email:	shickson@uoguelph.ca
Telephone:	+1-519-824-4120
Office:	MACK 273
Office Hours:	Tuesdays 2-3 pm online

3 Learning Resources

3.1 Required Resources

Available on CourseLink (Readings)

3.2 Additional

PLEASE NOTE: Under no circumstances should a student be required to pay any additional monies for supplies needed to complete course assignments – excluding items listed under “Items Provided by the Student”. All supplies are to be paid for using Lab Fee monies. If you are being charged additional monies, please report to Robin McGinnis (rmcginni@uoguelph.ca) in the main office (Zavitz Hall rm. 201) immediately.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Understand and appreciate the major debates that have shaped the discipline of art history and visual culture and situate their own methodologies and approaches within or without these historiographical contexts.
 2. Locate, interpret and analyze primary and secondary sources relevant to research questions.
 3. Develop the critical skills necessary for complex visual analysis.
 4. Communicate their ideas using visual, oral and written arguments and presentation skills.
 5. The development of research skills (identifying authoritative sources; evaluating sources; critical reading)
 6. The development of writing skills, including the mastery of developing a thesis, presenting knowledge derived from analytical and critical reading, clear writing, and demonstrated knowledge and application of formal annotation and bibliographic methods.
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5 Teaching and Learning Activities

6 Assessments

A complete syllabus and instructions for all assignments will be handed out when the class

begins in September.

6.1 Assessment Details

Course Reading Discussions and Participation (20%)

Weekly “Inquiry” Contributions – 20% Every week, every student in the seminar must post a question about some aspect of the readings for that week. It can be a term you don’t understand, a theoretical inconsistency you notice, a connection to another theory you want to ask about. These questions will provide the material for a weekly discussion focused on the readings. In order for the seminar to work, everyone has to contribute, and everyone has to read everything. Sometimes we’ll discuss ‘live’ (via Zoom), other times we’ll have an online discussion in a discussion forum, sometimes we’ll do a combination of the two.

Digital Editions Database Contribution (20%)

Article Summaries – 20% Every student must submit summaries, in accordance with the reading templates I will provide, of FOUR readings over the course of the whole term. You can choose which articles you want to summarize. These are worth 5% each.

Book Analysis and Presentation (10%)

Weekly Reflection Papers – 10% At the end of each discussion, everyone will submit a reflection on the discussion of that day – things you learned, things you wonder, ideas that you find engaging, ideas you disagree with, questions questions questions – these questions will also feed our discussions. This only needs to be a couple of paragraphs, and everyone submits one every week – these are shared in an open forum so we can all read them and think about them in order to inform our learning. I’ll do it too.

Final Paper (35%)

Due: Fri, Dec 11

Everyone will contribute an essay, of about 5000 words with footnotes, on an early modern woman who contributed to the discipline of art history. At the end of the course, we’ll produce an edition of a ‘journal’, the title of which we’ll decide over the course of the term. This will be a version of a real academic journal; you’ll be given guidelines for formatting just as you would if you were to submit an article to a journal publisher.

Individual Research Projects – 50% Proposal with bibliography – 10%/ Final Paper 30%/ Editing for publication in our journal 10%

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
